

**DIGITAL GAMING AND INCIDENTAL LEARNING OF ENGLISH:
STUDENTS' PERSPECTIVE**

An Undergraduate Thesis

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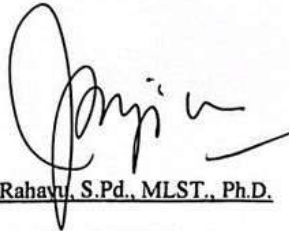
APPROVAL SHEET
DIGITAL GAMING AND INCIDENTAL LEARNING OF ENGLISH: STUDENTS'
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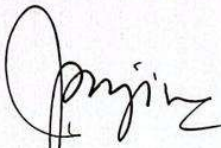
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STATEMENT OF WORK ORIGINALLY

I honestly confirm that this thesis was originally written by me. This thesis does not contain any work from others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 17th November 2025


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MOTTO

“For indeed, after hardship comes ease”

“Indeed, after hardship comes ease.”

Al-Insyirah: 94

DEDICATION

I dedicate this thesis to my parents, Mr. Meiza Hardi S. Sos and Ms. Wiyanti, for endless support, encouragement, and prayer. I dedicate this thesis also to my elder twin sister, Widiyana Rahayu, Amd.Keb and Widiyani Rahayu, S. Sos always supported me from a far, and my big brother Deva Prasetyo Nugrahardi, S.P. who always supported me also. I also dedicate this thesis to my lovely lecturer Ms. Puji Rahayu S.Pd., MLST., Ph. D who is always patient and endeavoring to help me to finish this thesis. Not forgetting the second lecturer, my senior Mr. Achmad Isya Alfassa, S.Stat., M.Sc. also helped me to finish this thesis. Lastly, dedicate myself to what was through to make it this far.

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**DIGITAL GAMING AND INCIDENTAL LEARNING OF ENGLISH:
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ABSTRACT

The existence of digital games can provide challenges and benefits. This study explores students' perception on the benefits of playing games for incidental English as a Foreign Language (EFL) learning. The main focus is on EFL learning that is unintentionally acquired from digital games used in non-classroom or independent settings. Three high school students participated in in-depth interviews using a descriptive qualitative approach to explore their perceptions how digital games contributes to the unplanned acquisition of English language skills particularly listening, speaking, reading, and writing. The interview results were transcribed and then analyzed based on incidental learning outside classroom that happened while they were playing digital games, especially in the listening, speaking, reading and writing aspect. The results show that playing digital games supports incidental learning of English in the listening, speaking, reading and writing aspect. In learning listening, students got facilitated by actively listening to and processing voice chat with other players. In terms of speaking, Roblox helps students develop their speaking skills by actively responding to interactions through voice chat and trying to understand what other players are saying. Writing aspects shows the chat box feature helped them get used to writing and interacting in English. Lastly, reading aspects shows that students are encouraged to actively read and understand text messages from other players as they need to understand instructions from other players. Based on research findings, digital games have potential as powerful language learning tools, but their potential varies greatly depending on the individual.

Keywords: Digital Gaming, Incidental Learning, Indonesian EFL Learners, Roblox, English Macro-skill

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The incidental use of digital gaming in classroom activities has developed rapidly. Educators are interested in using digital games to facilitate learning. Some studies show that digital gaming in classroom activities can improve students' academic performance. In the EFL context, digital gaming can highlight the positive impact of improving vocabulary acquisition among high school students (Qasim, 2021). Similar to a study from Zheng et al (2015), also highlights that students as players are learning vocabulary in a participatory, collaborative, and distributed manner. Related to previous study, Lee (2023) found the positive impact of student's interest and curiosity in the game's narrative on vocabulary acquisition.

However, there are several studies that show that Learners faced challenges, including limited noticing due to fast-paced gameplay, confusion between similar terms, and low motivation to engage with unfamiliar vocabulary. These findings indicate that while Mobile Legends offers a dynamic platform for authentic vocabulary development, its effectiveness is hindered by attentional and motivational barriers. Integrating guided gameplay activities into EFL instruction can enhance incidental learning outcomes (Shazwina, 2025). Teenagers are believed to be more prone to gaming addiction than adults. During periods of instability, teenagers are more likely to try new things. In which the desire to try new things can lead to problematic behavior. As a result,

teenagers who are addicted to online games are less interested in other activities and experience anxiety when they are unable to play them (Jannah, et. al 2015). With a focus on the subjective experiences and metacognitive awareness of learners within their natural gaming environments in Indonesia, this study aims to explore students' perceptions of digital gaming as a context for incidental English as a Foreign Language (EFL) learning. This study is different from previous studies because it highlights more on students' behavior. Previous research presents both positive and negative effects of digital gaming. Therefore, it is essential to explore more about students' behaviors in using digital gaming to empower their English, especially in incidental situations. This study would like to focus on digital gaming for teenagers in senior high school. Therefore, it is essential to explore more about students' behaviors in using digital gaming, especially in incidental situations.

1.2 Identification of the Problem

Several studies provide evidence that incorporating digital gaming into classroom activities can be beneficial, particularly by improving students' academic performance. Within the specific context of English as a Foreign Language (EFL) instruction, research has shown that digital games can have a demonstrable positive impact on enhancing vocabulary acquisition among high school students (Qasim, 2021). This potential benefit suggests that digital games could be a valuable pedagogical tool.

However, there are several studies that show that Learners faced challenges, including limited noticing due to fast-paced gameplay, confusion between

similar terms, and low motivation to engage with unfamiliar vocabulary. These findings indicate that while Mobile Legends offers a dynamic platform for authentic vocabulary development, its effectiveness is hindered by attentional and motivational barriers. Integrating guided gameplay activities into EFL instruction can enhance incidental learning outcomes (Shazwina, 2025). Due to their developmental instability, teenagers are more susceptible than adults to the problematic behaviors associated with addiction, leading to reduced interest in non-gaming activities and increased anxiety when they are unable to play (Jannah, et.al., 2015).

1.3 Limitation of the Problem

This study has limitations in terms of data credibility (validity) because no member check strategy was implemented. After transcribing the interviews, the results were not returned to the participants (informants) for validation and confirmation of accuracy, which could potentially affect the level of representation of the actual data.

1.4 Formulation of the Problem

How do students perceive their incidental English language learning through digital games?

1.5 Objective of the Study

This study aims to describe the students' perceptions on their incidental English language learning through digital games

1.6 Significance of the Study

This study is essential for the students' because it can enable students to gain a deeper understanding of their own learning experiences via digital games.

CHAPTER II

LITERATURE REVIEW

2.1 Digital Gaming as An Incidental Learning

Digital games are defined as a system where players participate in an artificial conflict governed by rules, leading to a measurable outcome, with the additional requirement of incorporating technology (Salen and Zimmerman 2004). This study focuses on the intersection of digital gaming with Incidental Learning (IL). IL is classically understood as a type of learning that is unplanned and occurs as a by-product of engaging in other activities (Watkins & Marsick, 1992). Unlike intentional learning, which is guided by an explicit learning goal, IL is often an unconscious process that arises naturally from challenges, failures, or personal reflection on daily experiences.

In the field of applied linguistics, incidental learning specifically refers to the unconscious acquisition of language elements (like new vocabulary or expressions) without the explicit intent of committing them to memory (Hulstijn, 2012). For example, a learner "picks up" an unknown word simply by encountering it while listening to a conversation or reading a text. When applied to digital gaming, this means that language acquisition, such as learning English vocabulary or grammar happens spontaneously as players focus on the primary goal of the game, rather than deliberately focusing on the language itself.

2.2 Digital Gaming in English as a Social Cognition

Further discussion focuses on the implementation of digital gaming in English as Social Cognitive Theory. The basis of incidental learning in digital games is social cognitive theory developed by Bandura (1986) that claims that individuals particularly through the concept of observational learning or modeling. In this view, individuals can acquire new behaviors, knowledge, and habits simply by observing others in their social environment without any formal intention to imitate or learn (Bandura, 1986). For example, in research on games, such as Defense of the Ancient 2 (DoTA 2) and other online multiplayer video games, players unintentionally acquire new vocabulary because the game content (chat rooms, instructions, strategies) encourages the use of English vocabulary (Hapsari et al., 2018). This learning is a byproduct of the social and mechanical necessities of playing. And the result of reciprocal determinism by Bandura (1986), the dynamic interaction between behavior, cognitive factors, and the environment. Thus, incidental learning is a process that occurs throughout life, in which information is absorbed passively and spontaneously through active participation and interaction in a social context or task being performed. In this case, the social context is the game system itself.

The research underscores the profound significance of interpersonal relationships and social development within the context of digital online game-based learning for English. This approach positions language acquisition not just as an individual task but as a shared, collaborative experience, which is

crucial for student growth. By leveraging the inherent social features of online games, the method actively fosters collaboration, promotes real-time communication among peers, and facilitates cultural exchange, setting the stage for a rich, interactive learning environment.

2.3 Review on Relevant Studies

There have been many studies on online games and language learning (Aulia et al., 2024; Achol & Akter, 2022; Mafulah et al., 2025; Wong & Yunus, 2023), Online games can act as an supportive and enjoyable bridge between language input and oral output, moving learning from formal classroom situations to authentic and meaningful contexts. For example, Aulia and Colleagues (2024) found that online games offer an immersive and enjoyable environment conducive to vocabulary enrichment. These games provide both direct and indirect opportunities for students to encounter new words and phrases. The research demonstrated that the use of online games positively influences students' motivation and interest in learning English vocabulary, leading to tangible improvements in their language skills. Consequently, it is suggested that students incorporate the practice of English through the utilization of relevant online games, thus promoting the enhancement of their English vocabulary mastery.

Specifically, most of the research found online games in Roblox and incidental learning. (Esteban & Sung, 2025; Khasawneh, 2024; Fauzan et.al., 2025; Sinar et al., 2023). Roblox has great potential as a powerful tool for enriching vocabulary and functional oral/receptive skills due to its interactive

and motivating nature. However, the platform requires additional teaching intervention to explicitly correct and reinforce grammar, which is often neglected in fast-paced gameplay environments. For example, Fauzan and colleagues (2025) explores the relationship between Roblox gaming intensity and the vocabulary size of EFL secondary school learners in Palangka Raya. The study was driven by persistent challenges in vocabulary mastery, low student engagement in conventional learning methods, and the growing relevance of digital platforms as authentic sources of language exposure. Employing a quantitative correlational design, the investigation involved 222 junior high school participants. Data were obtained through a Roblox Intensity Questionnaire adapted from Suryadi et al. (2024) and a receptive Vocabulary Levels Test based on Webb et al. (2017). The findings underscore the pedagogical potential of leveraging commercial gaming platforms such as Roblox to foster vocabulary growth within EFL learning environments.

In incidental learning, there is research that examines how playing digital games affects incidental vocabulary acquisition in learners of English as a foreign language (EFL). A total of 73 male and female students from Iran aged between 9 and 14 years were recruited to test whether incidental vocabulary acquisition through playing games is effective. The findings contribute to the growing body of research on the potential of digital games as an effective tool for promoting vocabulary development (Weisi, et.al., 2025)

2.4 Theoretical Framework

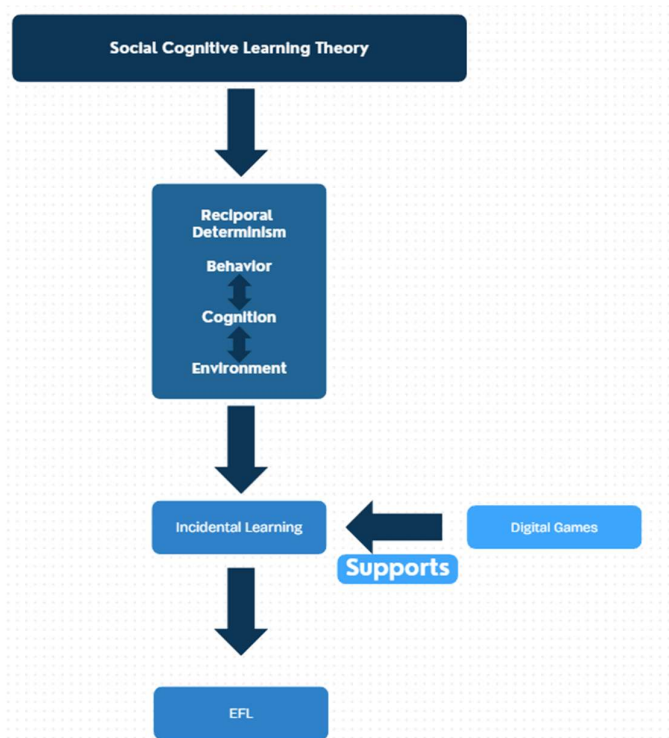


Figure 1 Theoretical Framework Incidental Learning

This study uses Bandura's (1986) Social Cognitive Learning Theory as the main basis for explaining the phenomenon of Incidental Learning in the context of digital gaming. This learning mechanism is based on the concept of Reciprocal Determinism, which asserts that learning is the result of a dynamic interaction between behavioral factors, cognitive factors, and the environment. Specifically, the acquisition of new knowledge, is made possible through Observational Learning or modeling, where learners absorb information and language habits informally and spontaneously simply by observing and actively interacting in the task at hand. Thus, incidental learning is not a formal goal, but rather a passive and continuous process of absorption because of deep social

participation. In the case of online gaming, students participated as players of digital games.

This framework is expanded by adopting a Sociological Approach to contextualize environmental factors in Reciprocal Determinism, especially in terms of interpersonal relationships and students' social development. The use of digital gaming creates a dynamic Community of Practice, where students engage in intensive collaboration, communication, and cultural exchange. This interactive context is highly relevant to sociocultural theory, which emphasizes that learning occurs through social interaction. Therefore, this study argues that a socially rich game-based learning environment not only serves as a medium for honing language learning but also contributes to the development of students as socially aware and actively engaged individuals. These two perspectives complement each other to comprehensively understand the process of unintentional language learning.

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

The methodology employed in this research was a descriptive qualitative approach, which served the specific purpose of thoroughly investigating the participants' reported views and experiences regarding digital games as a source of unintentional, or incidental, learning.

This choice of qualitative methodology was deliberate, aligning with the discipline's core aim to examine and understand complex human behavior as it unfolds within natural environments (Gall et al., 2003). In the context of this specific study, the researchers established that the game environment itself. The virtual space where the students actively engage with digital games constituted the relevant natural setting. By defining game setting as the natural environment, the research was able to capture rich, contextualized data concerning how students spontaneously acquire language or other skills while their primary focus remains on gameplay, thereby achieving a deeper understanding of their perceptions of incidental learning derived from digital gaming.

3.2 Data Preparation

Three 15 - 18 years old students consented to participate in this research. Participants were selected based on the following criteria: they must be enrolled in high school, be between the ages of 15 and 18, and demonstrate an

interest in both English language learning and online gaming that utilizes the English language.

The first participant, identified as P1, the second participant identified as P2, and the third participant identified as P3, all reported that they played the online game Roblox. To ensure that students' had learning experience through digital games, Initial interview the participants have played digital games. The type of data and results collected in this study were semi-structured interviews, which contained several questions to answer the research questions. Finally, there will be a consent form or agreement to be signed in the form of consent from the participants.

3.3 Data Collection Technique

The main instrument used in this study was an interview, adapted from the dissertation Ayache, H (2021). Data were collected using semi-structured interviews. Through interviews, the researchers interact directly with the participant to obtain relevant and in-depth data. The main advantage of this method is its ability to explore in-depth understanding of individual perspectives and experiences, as well as its flexibility in capturing complex nuances and contexts. After designing the interview, it was first validated by the supervisor of this study who suggested some modifications in terms of the wordiness of some items. The researchers formulated the following seven interview questions:

1. What do you think about the benefits of digital games (online games)?

You mentioned that digital games can help with 'communication'.

What kind of 'communication'?

2. What can you learn and apply from playing digital games (online games)?

From the skills you mentioned, which aspect keeps you coming back to play the game?

3. How do you learn about listening from digital games?

When there is a fast-paced conversation in English, what do you do if you don't understand one or two words? Do you ignore them, or try to figure them out?

4. How do you learn speaking from digital games?

Do you feel awkward when you have to talk to foreign players? How do you deal with it?

5. How do you learn writing from digital games?

Do you have the example?

6. How do you learn reading from digital games?

Do you often use auto-translate or ask your colleagues?

7. Of the four aspects mentioned above, which one is easier for you to understand/learn from the game?

Why did you choose [the skill mentioned]? What makes it easier in this game?

3.4 Data Analysis

The type of data analysis used in this research is thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail (Braun and Clarke 2006). Thematic Analysis also often goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). Thematic analysis involves a constant moving back and forward the entire data set, the coded extracts of data that you are analyzing, and the analysis data that is produced. This study adopted a qualitative data analysis approach with a series of systematic phases.

The first phase was data familiarization, in which the researcher prepared to understand the estimated form of the data to be collected. The main data collection was conducted through in-depth interviews with school students as informants. The second phase involved initial coding. The initial coding process in this study was conducted inductively and was data-driven, whereby conceptual codes were developed directly from empirical data that emerged from interview transcripts. The core theme identified from this data was Incidental Learning. This theme was then broken down into four sub-themes

representing skills aspect in English. For the purposes of analysis and organization, Incidental Learning was given the axial code IL, and the four aspects (Listening, Speaking, Writing, and Reading) were each given a color code (red, yellow, green, and blue) to visualize the interrelationships between categories. These interviews were recorded and transcribed full verbatim so that no data was changed. These initial codes were then systematically applied to the entire data set. The third phase focused on theme searching. The codes that had been generated were grouped to identify meaningful patterns and form initial themes. For example, themes could include specific concepts such as incidental learning. The fourth phase is reviewing themes. This phase is carried out to ensure that the themes developed reflect the accuracy of the data. During the review process, several minor inconsistencies in code labeling were identified, such as code that should have been labeled “reading” but was labeled “writing.” These were then corrected by readjusting the labels. The fifth phase is theme definition and naming. The final themes are clearly defined and given concise, descriptive names that represent the essence of the data. Finally, the sixth phase is report writing, in which the findings and interpretations of the validated themes are presented comprehensively in the form of a research report.

Table 1

Themes

Axial Code	Aspects	Example
Incidental Learning (IL)	Listening (Red)	<p>Lumayan sih. Karena biasanya kalau dari film-film gitu kan ngomongnya agak kencang gitu, agak cepat. Kalau di Roblox ini orang ngomongnya nggak terlalu secepat ngobrol di film gitu. Jadi kayak semakin... Telinga ini semakin merekam apa yang dibilang oleh orangnya gitu.</p> <p>Code 1: Listening</p>
	Speaking (Yellow)	<p>Dari ROBLOX mungkin. Ada. Sebenarnya Suci kalau belajar speaking tuh lebih ke Mobile Legends. Kalau ROBLOX tuh Suci jarang juga buka-buka chatnya. Jadi lebih ke Mobile Legends kalau untuk speaking ya.</p> <p>Code 2: Speaking</p>
	Writing (Green)	<p>Bisa menulis mungkin dari chat box serba. Terbiasa untuk menulis dengan bahasa Inggris.</p> <p>Code 3: Writing</p>
	Reading (Blue)	<p>Iya. Karena lebih sering nge-chat di textbox itu jadi lebih sering untuk reading juga. Jadi lebih sangat bisa lah dipahami.</p> <p>Code 4: Reading</p>

3.5 Trustworthiness

To ensure the validity and quality of the findings in this qualitative study, the researchers referred to the principles of reliability described by Korstjens & Moser (2018). In their article titled “Series: A Practical Guide to Qualitative Research—Part 4: Reliability and Publication,” they propose four main criteria for evaluating data reliability in qualitative research, namely: credibility, transferability, dependability, and confirmation. These four criteria originate from the framework developed by Lincoln and Guba (1985) and have become widely accepted standards in qualitative research. This research is using three of four main criteria except Reflexivity.

3.5.1 Credibility

The credibility of this research findings was ensured through the application of two main strategies: Prolonged Engagement and Triangulation. Prolonged Engagement involves continuous interaction and presence of researchers in the participants' environment prior to data collection. For example, the author held a Zoom meeting prior to data collection to introduce themselves and approach the participants. During these Zoom meetings, the researcher asked participants what digital games they played daily. The aim was to build rapport, strengthen trust, avoid bias and misunderstanding, and gain a deep contextual understanding that was essential for obtaining valid and rich data. Meanwhile, the Data Triangulation strategy used in this study involves comparing and verifying data obtained from various sources collected on different days, from different people, and with different characteristics, but

the data was collected on the same phenomenon. This study had three participants who could be processed using this method. These three participants had different characteristics, different ages, and different levels of English proficiency.

3.5.2 Transferability

To meet the criteria of Transferability, this study applies the Thick Description strategy. This strategy is realized by presenting rich and comprehensive contextual details. During the interview process, the researcher carefully made additional notes alongside the main data to provide adequate background information for readers or other researchers to assess the applicability of the findings in different contexts.

3.5.3 Dependability and Confirmability

The researchers guarantee the criteria of Dependability and Confirmability. The aspect of dependability is realized through a transparent and complete description of the research steps. Meanwhile, to ensure confirmability—that the data and findings originate from the participants—all recordings and empirical evidence from the research have been carefully documented and archived by the researchers (Appendix II)

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

Based on data obtained through in-depth interviews, this study explored and analyzed students' perceptions of English as a Foreign Language (EFL) learning that occurred incidentally through digital games. The main findings showed that Roblox games are considered a potential learning medium that helps to practice the four basic English language skills, namely speaking, listening, reading, and writing. This section describes findings based on the direct experiences of respondents who found that interactions in the game, both verbal and written, had unconsciously contributed to improving their English language learning skills.

Further analysis of each skill reveals interesting patterns. Although Roblox games are not specifically designed as language learning tools, respondents actively use them to interact with other players from various linguistic backgrounds. In the listening aspect, two of the three participants said they could learn English from Roblox games through the voice chat feature. The speaking aspect shows that two of the three participants said they could hone their English-speaking skills from Roblox games. The writing aspect in Roblox games can also help participants learn writing skills through the chat box feature. Finally, the reading aspect in Roblox games through the chat box and translation features can encourage participants to practice reading. Therefore, this section will detail each finding related to the role of Roblox

games in developing these four language skills, providing an empirical basis for the conclusion that language learning can occur outside of formal contexts.

4.1.1. Listening

Based on data obtained through interviews, this study found that Roblox games serve as a medium to help students' listening skills. This finding is reinforced by the statement P1, who explained that the speed of conversation in the game feels slower and more structured than other media such as movies. This allows participant to more easily digest and understand the conversation material conveyed by other players, so that the language acquisition process can occur gradually and naturally.

“It's not bad. Usually in movies, people talk quite loudly and quickly. In Roblox, people don't talk as fast as they do in movies. So, it's like... my ears are better able to pick up what people are saying.”

Based on separate interview data, P2 also expressed similar opinions, emphasizing that Roblox games have the potential to be used as a means of learning listening skills. According to P2, the voice chat feature in this game directly facilitates this process. By interacting through verbal communication, players can actively listen to and process conversations from other players.

“In terms of listening, it's probably from Roblox, bro. Because I often use voice chat too. So it's like chatting with people using English.”

In contrast to findings indicating that Roblox helps to learn listening skills, one participant (P3) offered a different perspective. According to P3, this game does not really help in listening skills. The participant explained that the main focus of their learning was more on expanding their vocabulary through new words encountered in conversations, rather than on the contextual understanding of the spoken conversations themselves. This shows that students' learning experiences and perceptions of the potency of learning media can vary greatly, influenced by their learning objectives and how they interact with the game environment.

“I think you're not listening enough. Mostly just memorizing.”

Despite the help, there are also challenges of learning to listen via Roblox. P1 identified communication barriers when interacting with other players, namely the speed of speech being too fast. This barrier is analogous to the difficulty experienced when watching movies, where the pace of dialogue exceeds the participant's ability to process information helpfully.

“Yes, I have. It's just that the faster you ask, the faster I can type.”

4.1.2 Speaking

Based on the participants' perception, Roblox facilitates students' incidental learning of speaking skills and has also been identified as one of the abilities that can be developed through Roblox games. Based on the results of interviews with P1, it can be concluded that Roblox is not directly

the primary medium for practicing speaking skills. Respondents stated that the voice chat feature is rarely used because it is considered to interfere with the game audio. Instead, P1 more often uses the chatbox feature to communicate with other players. This shows that even though the game environment offers the potential for verbal interaction, user preferences and comfort lean more towards text-based communication.

“I rarely use voice chat anymore. It's a bit distracting from the game audio, so I often turn it off. I used to talk directly via chatbox”

Based on the answers from the interview with P2, it can be concluded that Roblox games can serve as a medium for practicing speaking skills, especially in the context of English. Respondents actively respond to interactions through voice chat and try to understand what other players are saying. This process indirectly encourages P2 to find out and learn the meaning of the conversations that take place.

“It's more responsive than voice chat. So, when people speak English, we automatically respond more to what they say. We automatically try to understand what they are saying.”

Based on the answers from the interview with Participant P3, it can be concluded that the Roblox game is not the main medium for speaking skills for respondents. Although she acknowledges the possibility of learning from the game, P3 perceive that her speaking was facilitated by Mobile Legends, instead of Roblox. That was because she rarely used the

voice chat feature in Roblox. So the verbal and written interactions that encourage her to practice speaking more often occur in Mobile Legends.

This shows that the role of games in speaking skills is highly dependent on individual preferences and the characteristics of the game itself. Not all games have the same features or environment to facilitate verbal interaction. For P3, the communication or interaction features in Mobile Legends may encourage her to practice speaking more than those in Roblox. Therefore, the learning experience from games can be very personal and differ from one individual to another.

“From ROBLOX, maybe. Yes. Actually, learning speaking more from Mobile Legends. Participant 3 rarely opens the chat in ROBLOX. So, it's more Mobile Legends for speaking.”

4.1.3 Writing

In addition to listening and speaking skills, the findings also show that Roblox games have the potential to learn writing skills, especially in words or sentences. P1 specifically explained that he developed this skill using the chat box feature in the game. Text-based interactions with other players encouraged participants to actively construct sentences, choose appropriate vocabulary, and express their thoughts in writing.

“Yes, I have. I usually ask them to type it out for me. If someone talks fast, I ask them to just type it out. So I type it out more often than I speak.”

Based on the interview with P2, it can be concluded that Roblox can serve as a medium for practicing writing skills, especially in English. Respondents stated that the chat box feature helped them get used to writing and interacting in English.

“I can write from any chat box. I'm used to writing in English.”

Based on the results of an interview with P3, it can be concluded that games can serve as a potency for practicing writing skills. Through games such as Among Us, which require players to communicate via chat features, P3 actively practices her writing skills on sentence level ;imperative, interrogative & affirmative. This process involves P3 asks her friends about correct spelling or searching on Google Translate, then typing it herself to practice and remember it.

“For example, I want to say it's not me. Well, I usually asks her friends. What does it say when it's connected that it's not me? Then they tell her. Sometimes Participant 3 types it in (PEC). Oh, it says this. So she learns a little bit at a time. Sometimes she also looks at Google Translate.”

Findings show that online games, such as Roblox and Among Us, have a potential to help participants' writing skills, especially in sentence construction and English usage. The chat box feature facilitates an interactive environment that encourages participants to actively organize their thoughts, choose appropriate vocabulary, and

practice textual communication repeatedly, thereby improving their fluency and accuracy in writing.

4.1.4 Reading

This study also shows that Roblox games help students' learn reading skills. Based on interviews with P1, this role is facilitated by the use of the chat box feature. The participant explained that this feature is an essential tool when verbal communication is difficult. Thus, students are encouraged to actively read and understand text messages from other players, which indirectly enriches their reading experience in a context that is different from formal media.

“Yes. Because I chat more often in the textbox, I read more often too. So it's easier to understand.”

P2 explained that reading skills were acquired through the chatbox feature in the Roblox game. In this context, they were exposed to and internalized new vocabulary and sentence structures that were previously unfamiliar.

“Reading might be possible. Because in chatboxes, people usually type in English. Maybe from reading, we can learn new sentences that we don't usually read. So we know new sentences. That way, when we read them again, they won't be unfamiliar”

Based on the answers from the interview with P3, it can be concluded that games can serve as a medium for practicing reading skills. Through games such as Among Us and Mobile Legends (ML), P3 encountered unfamiliar words or phrases, such as unusual spellings. This prompted her to find out their meanings, one of which was by using Google Translate. This process not only helps Participant P3 understand the text but also help her in pronunciation through the voice feature in Google Translate.

“Oh, that's how it's written. So, you can learn a little bit at a time. Sometimes I also look at Google Translate.”

The results clearly prove that online games (such as Roblox, Among Us, and Mobile Legends) play a role in learning students' reading skills. This role is mainly mediated by the chat box feature, which forces participants to actively read, understand, and internalize textual messages from other players. This unique context of interaction indirectly enriches the reading experience, expands vocabulary, and introduces new sentence structures in English.

4.2 Discussion

Based on the findings of this study, there are variations in students' perspectives on the role of digital games, especially Roblox, in learning English as a Foreign Language (EFL). In general, participants perceived that digital games help them learn English incidentally. This is in line with the incidental learning theory where is used, in applied linguistics, to refer to the acquisition

of a word or expression without the conscious intention to commit the element to memory, such as “picking up” an unknown word from listening to someone or from reading a text (Hulstijn, 2012).

Findings regarding listening and speaking skills reveal an interesting contradiction among participants. One view expressed by P1 and P2 considers the voice chat feature to be an helpful tool because it provides realistic oral exposure, but at a pace that is easier to understand than learning through films. This shows that the gaming environment can provide English language learning where students can practice oral skills in less challenging conditions. On the other hand, P3 had a different view, focusing on expanding spoken vocabulary rather than contextual understanding. This difference underscores the importance of individual preferences and learning styles in utilizing the features available in digital games. Not all players interact in the same way, so their learning experiences are also very diverse. Player typologies can be used as an individual difference criterion in the game-based educational processes. However, it is also recognized that player typologies identified by different researchers may not be eligible for all settings and practices. (Sezgin, S. 2020).

The aspects of writing and reading skills also show the role of the chat box feature. P1 and P3 explicitly stated that interaction through the chat box encouraged them to write and read in English. The limitations of verbal communication (as experienced by P3 in Among Us) forced them to actively practice writing. Interestingly, these findings are not limited to writing skills, but also to independent learning strategies. P3 used Google Translate and asked

her friends to ensure her writing and pronunciation were correct. This action is proof that games can stimulate learning initiatives in students, transforming them from mere consumers of content into active and autonomous learners.

Overall, these findings reinforce the view that digital games can be a powerful tool for language learning, if individuals are able to interact actively within them. However, it must be acknowledged that the potential of language learning through games is not universal, but rather depends heavily on player preferences, the type of interaction facilitated by the game, and the learning strategies they develop independently.

4.2.1 Listening & Speaking

Online games enhance listening & speaking skills through in-game communication. Players often listen to instructions from the game itself, character dialogue, or other players' voices to coordinate strategies and complete objectives. The articles by Muhammad and colleagues (2025) and Waqidah & Fajar (2025) highlight this, noting that players need to comprehend their teammates' directions to be successful in the game. This constant exposure to spoken English helps players become accustomed to different accents and pronunciations, improving their auditory comprehension.

The study by Muhammad et al (2025) on the impact of video games on students' speaking ability found that online multiplayer games helped students improve fluency, pronunciation, and vocabulary through frequent English communication with other players. The interactive and competitive nature of

these games motivates students to use English to strategize and communicate with teammates. This constant practice helps them overcome their shyness and fear of making mistakes, as the primary goal is successful gameplay rather than perfect grammar. This informal practice provides a valuable complement to traditional classroom learning, which often lacks opportunities for active speaking.

Speaking skills are enhanced through verbal communication, often facilitated by voice chat applications. Players engage in real-time conversations with teammates to strategize, provide feedback, and socialize. The article by Muhammad et al (2025) directly addresses this, stating that the interactive and competitive nature of games encourages students to speak English to communicate with their teammates, which improves their confidence and fluency. This practice helps them overcome their hesitation to speak the language, as the primary goal is successful gameplay rather than perfect grammar. The article by Wong & Yunus (2023), while focusing on online board games to improve speaking skills, highlights that these games create a context for natural and collaborative communication. By requiring players to use English for turn-taking, asking and answering questions, and sharing ideas, online games provide an environment where students can speak freely. The study noted an improvement in pupils' speaking skills in terms of accuracy, fluency, range, interaction, and coherence. The game-like atmosphere reduces speaking anxiety and encourages pupils to express their

thoughts without fear of being judged, leading to improved confidence and performance.

P1 stated that the main obstacle in learning to listen on Roblox was the excessive speed of speech, but he also demonstrated contradictory adaptive abilities. Despite difficulties in processing the speed of dialogue, P1 stated, “the faster you ask, the faster I can type,” implying that obstacles to oral comprehension (listening) were overcome by very fast typing responses in order to maintain the flow of communication.

4.2.2 Writing & Reading

Online games facilitate reading skills as players must read various texts to progress. This includes on-screen instructions, quest descriptions, item details, and subtitles. Mafulah et al., (2025) and Waqidah & Fajar (2025) explain that this continuous reading exposure expands players' vocabulary and comprehension. The need to understand the game's mechanics and narrative provides a strong incentive to read and comprehend text accurately, making the learning process engaging and purposeful.

Online games can improve reading skills as players must read various texts to progress. This includes on-screen instructions, quest descriptions, item details, and subtitles. Mafulah et al., (2025) and Waqidah & Fajar (2025) explain that this continuous reading exposure expands players' vocabulary and comprehension. The need to understand the game's mechanics and

narrative provides a strong incentive to read and comprehend text accurately, making the learning process engaging and purposeful.

Based on the article Mafulah et al., (2025), students improve reading skills through exposure to on-screen instructions, quest descriptions, item details, and subtitles because these elements contribute to the acquisition of vocabulary and enhance comprehension within a purposeful context. The study indicates that frequent engagement with such on-screen text leads to a stronger grasp of English vocabulary. This process, known as incidental learning, occurs as students are motivated to read and understand the text to successfully navigate the game's objectives and mechanics. Therefore, the consistent and meaningful interaction with in-game written language serves as a practical, context-rich environment that supports the development of fundamental reading skills.

Based on the article by Waqidah & Fajar (2025), students improve reading skills through exposure to on-screen instructions, quest descriptions, item details, and subtitles because these elements provide a constant and necessary "authentic and interactive language context."

The study found that playing games like Mobile Legends requires students to read and comprehend on-screen text to understand the game's mechanics, objectives, and character information. This continuous, purposeful exposure to written English leads to incidental learning, where vocabulary and phrases are acquired in a meaningful context rather than

through formal instruction. The need to understand the game to succeed provides a strong motivation for students to engage with the text, which in turn enhances their reading comprehension and proficiency.

CHAPTER V

CONCLUSION & SUGGESTIONS

5.1 Conclusions

Based on research findings, digital games have potential as language learning tools, but their potential varies greatly depending on the individual. Incidental language learning occurs through interactive features such as voice chat and chatboxes, which facilitate the practice of listening, speaking, writing, and reading skills. These findings have important implications for educators and English language teaching practitioners. The research data shows that students already have a foundation of incidental language learning experiences that occur outside the formal classroom context. Therefore, it is recommended that teachers begin to integrate the potential of digital games into learning activities, especially after learning activities. This integration can be done by utilizing student interaction data from games—for example, using chat logs as material for writing or reading analysis—to provide a learning context that is authentic and relevant to students' lives. In addition, educators are encouraged to recognize the use of voice chat features in games as informal speaking practice, thereby validating and expanding students' understanding of the language learning resources available in their digital environment.

This study also provides parents with a new perspective on their children's activities. The common perception that digital games are merely a form of entertainment needs to be revised, given their potential in facilitating foreign language acquisition. As a result, parents are advised to change their perspective on their children's gaming activities. Rather than simply limiting

playing time, parents can be encouraged to facilitate and monitor the quality of language interaction that occurs during play. This can be achieved by encouraging children to choose games that require communication in English, thereby maximizing the potential of these games as an helpful and enjoyable language practice environment.

Although some participants felt that the voice chat feature helped in practicing oral skills due to its more relaxed tempo, other views showed that the focus of learning was more on vocabulary development than comprehensive contextual understanding. This shows that learning styles and personal preferences play a crucial role. In addition, the limitations of verbal communication in some games actually encourage students to actively practice their writing and reading skills through chatboxes. Interestingly, this condition also stimulates independent learning initiatives, where students autonomously seek out the meaning and spelling of new words.

Therefore, it can be concluded that the potency of language learning through games is not universal but rather depends heavily on how players interact with the game environment and the independent learning strategies they develop.

5.2 Suggestions

The author provides several suggestions to students and future researchers for the development of the author's research. To students use games as a learning medium. Don't hesitate to use digital games as an additional tool to practice English language skills. Focus on interactions through voice chat or chat boxes to improve speaking, listening, writing, and reading skills. Also,

develop independent learning initiatives. When you encounter new words or phrases in games, make it a habit to look them up and practice them yourself. Use online dictionaries or Google Translate to enrich your vocabulary and understanding.

Suggestions for Future Researchers focus on the Type of Interaction Study, which aims to explore the differences between types of interaction (verbal vs. written) in various games and their impact on language skills. Vary the demographics. Conduct similar studies on different age groups or demographics to see if the findings vary.

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APPENDIX 1

Interview Protocols

Sample Interview Protocol Form

Faculty Interview Protocol

Institutions: Public High School

Interviewee (Title and Name):

P1

P2

P3

Interviewer: Researcher

Survey Section Used:

A: Interview Background

B: Institutional Perspective

Documents Obtained: Student's Perception (Appendix II : Transcript)

Students' Interviews

Introductory Protocol

To facilitate our note-taking, we would like to audio tape our conversations today. Please sign the release form. For your information, only researchers on the project will be privy to the tapes which will be eventually destroyed after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

We have planned this interview to last no longer than one hour. During this time, we have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Introduction

You have been selected to speak with us today because you have been identified as someone who has a great deal to share about perception on digital gaming as an

incidental learning of English Foreign Language. Our research project as a whole focuses on the description of digital gaming in learning English. This study does not aim to evaluate your techniques or experiences. Rather, researchers are trying to learn more about digital gaming, and hopefully learn about understanding of students' learning experiences through structured self-reflection, which in turn can increase their learning independence

A. Interview Background

1. English Level
2. How important is learning vocabulary in improving your English skills?
3. What activities do you do to acquire new vocabulary?

Video Games:

1. Do you enjoy playing games? If so, how often?
2. What games do you often play?
3. Does playing games help you learn English?
If so, how do games help improve your English skills?
5. Do video games increase your interest in learning English vocabulary?

B. Institutional Perspective

1. What do you think about the benefits of digital games (online games)?
2. What can you learn and apply from playing digital games (online games)?
3. Can you learn about listening from digital games?
4. Can you learn about speaking from digital games?
5. Can you learn about writing from digital games?
6. Can you learn about reading from digital games?
7. Of the four aspects mentioned above, which one is easier for you to understand/learn from the game?

APPENDIX 2
TRANSCRIPT

Bintang	Assalamu'alaikum warahmatullahi wabarakatuh. Malam Participant 1, boleh perkenalan diri dulu, nama, asal, dan sekolah.	
Participant 1	Perkenalkan, saya Participant 1 dari sekolah di SMA.	
Bintang	Oke. Participant 1, kemarin, dari sekarang masih gemar main game?	
Participant 1	Masih-masih. Masih sering main game.	
Bintang	Masih sering main game, seberapa sering?	
Participant 1	Setiap hari pasti ada login sih.	
Bintang	Loginnya game apa aja tuh?	

Participant 1	Main Roblox sama, sekarang sih main Roblox terus ya, untuk tiap harinya.	
Bintang	Ada game lain mungkin?	
Participant 1	Paling, apa ya, Mobile Legends gitu, sama Among Us.	
Bintang	Oke, baik. Nah, kalau straight to the point, untuk pertanyaan baru, bagaimana menurut A'am tentang manfaat dari digital games online yang A'am mainin ini? Kayak Roblox, Among Us, atau Mobile Legends. Ini manfaatnya, konteksnya dalam pembelajaran Bahasa Inggris gitu, A'am?	
Participant 1	Apa ya, karena manfaatnya ini sering ketemu sama pemain luar gitu kan, atau enggak, pemain Indonesia juga.	

	<p>Jadi mereka ini lebih sering gunakan Bahasa Inggris daripada Bahasa Indonesia gitu.</p> <p>Karena banyak pemain dari luar negeri gitu, ngomong Bahasa Inggris. Jadi, seiring berjalannya waktu ini, agak lumayan jarang gitu, ketemu di server publik itu orang ngomong Indonesia gitu, pasti ngomong Bahasa Inggris gitu.</p>	
Bintang	<p>Oke, game yang A'am mainkan itu di server publik, bahkan mereka berkomunikasi menggunakan Bahasa Inggris ya gitu ya?</p>	
Participant 1	<p>Iya, menggunakan Bahasa Inggris</p>	
Bintang	<p>Oke, komunikasinya gimana aja tuh? Melalui apa?</p>	

Participant 1	Ada yang voice sama ada yang chat gitu, cuman seringnya ketemu sama yang chat aja daripada voice.	
Bintang	Voice sering chat ya, dari dua game itu?	
Participant 1	Iya.	
Bintang	Berarti sebuah manfaat ya, kalau bisa ketemu orang baru gitu ya?	
Participant 1	Iya, sangat bermanfaat. Oke, sangat manfaat.	
Bintang	Nah, lalu selama bermain dua game tersebut, apa saja yang Participant 1 pelajari dan dapat dijadikan pembelajaran dari dua permainan tersebut? Apa aja kira-kira yang A'am sudah dapat dipelajari?	
Participant 1	Kira-kira, jangan takut salah grammar aja. Jangan salah	Communication

	<p>grammar. Misalnya nih ya, orang Indonesia nih, salah pengucapan nih langsung kayak, ih bukan gitu lho, harusnya gini gitu. Sedangkan kalau misalnya sama orang luar gitu, mereka tuh paham apa yang kita bilang gitu.</p> <p>Mereka tuh gak hate kita, gak ngejudge kita. Malah dia membantu kayak, harusnya gini lho, gitu. Tapi itu gak apa-apa gitu. Selagi masih bisa dipelajari gitu.</p>	
Bintang	<p>Tapi selama A'am berkomunikasi di situ, emang pernah kena judge gitu?</p>	
Participant 1	<p>Judge-nya paling apa ya, misalnya ngomong sama orang luar nih. Ada orang Indonesia nongol gitu. Dia ini bilang</p>	

	<p>kayak halah bahasa Inggris, padahal salah ngomong gitu.</p> <p>Soal bahasa Inggris, belum ngerti, belum apa-apa gitu.</p>	
Bintang	<p>Oke, berarti satu pelan pelajaran, kalau A'am berani ngomong seperti itu, atau ada penjelasan lain?</p>	
Participant 1	<p>Ya, jadi makin pede lah untuk ngomong sama orang luar atau penuh orang Indonesia gitu.</p> <p>Biasa kan takut-takut untuk ngomong di situ. Lebih pede ngomong seperti itu. Ya, jadi lebih pede ngomong</p>	
Bintang	<p>Itu aja pengalamannya mungkin A'am, yang dapat A'am pelajaran lagi? Gak harus ngobrol juga, gak hanya komunikasi, mungkin ada bantuan yang lainnya, seperti</p>	

	<p>mungkin mengetik sesuatu, atau menulis sesuatu dalam game itu pernah mungkin?</p>	
Participant 1	<p>Ya, paling lebih sering melihat kata-kata yang baru gitu.</p> <p>Apa ya, di Walklook Studio kemarin, di game itu ada, ada apa ya namanya ya, aduh lupa pula, jadi tau gitu artinya, arti dari kata orang disini, ini loh, gitu. Yang dulu itu belum pernah mendengar atau melihat, gitu.</p>	
Bintang	<p>Selain komunikasi, A'am pernah selama main game itu, A'am tuh dulu belum pernah tau artinya, gitu?</p>	
Participant 1	<p>Ya, belum pernah tau artinya.</p>	

Bintang	Nah, kalau A'am tau ngerti arti katanya itu, gimana cara A'am belajar? Taunya dari mana?	
Participant 1	Pertama kan gak tau kan apa yang dibilang, gitu. Jadi, pake translate dari Roblox-nya langsung gitu, otomatis translate. Pas ke translate itu, oh ternyata artinya ini, gitu. Jadi kayak, ya nambah kosa kata pakai itu.	
Bintang	Itu berarti kalau auto-translate dari sistemnya berarti ya?	
Participant 1	Ya, ada auto-translate-nya. Cuman bisa dihidupkan, bisa dimatikan.	
Bintang	Oh gitu. Kalau komunikasi via chatbox player pernah gak?	
Participant 1	Pernah. Pernah.	
Bintang	Pernahnya bahasa Inggris atau, udah ngobrol juga gak waktu itu?	

Participant 1	Ngobrol pernah, cuman ya sambil translate juga, gitu.	
Bintang	Panjang gak ngobrolnya?	
Participant 1	<p>Paling cuman dia yang minta gitu. Give me one apple, gitu.</p> <p>Karena mainnya main game pertanian gitu kan. Paling cuman gitu aja. Oh ya, oke.</p> <p>Paling gitu. Nanti ada lagi minta pet, minta apa, seat gitu loh. Paling cuman gitu aja sih.</p>	
Bintang	Dan playernya itu minta dari chatbox playernya itu?	
Participant 1	Iya.	
Bintang	Dari chatbox sama voice juga ada. Komunikasinya berarti dalam bentuk voice ada, dan dari chat ngetik juga berarti ya?	

Participant 1	Juga ada	
Bintang	Oke. Jadi Alhamdulillah udah belajar apa aja tadi komunikasi voice, via chat, terus arti kata juga ya? Arti kata juga. Bisa jelasin ulang lagi arti katanya apa aja tadi? Arti katanya waktu itu apa ya? Itu di game yang mana?	
Participant 1	Di Roblox ini. Apa ya, jadi kayak... Kosa katanya ini pakai grammar yang beda gitu dari yang dipelajari di sekolah.	
Bintang	Maksudnya gimana?	
Participant 1	Aduh, ini main kemarin udah berusia sebulan yang lalu nih. . Bentar.	

Bintang	<p>Ini Participant 1 cariitu arti katanya ya? Bahasa Inggrisnya sama arti katanya ya? Lupa kemarin ya? Bahasa Inggris sama arti katanya.</p>	
Participant 1	<p>Iya, jadi... Kalau nggak salah ini katanya sering digunakan sehari-hari gitu Nah, Anggaph kata-kata yang digunakan sehari-hari. Ya cuman dengan grammar yang beda. Kayak give sama gave gitu. Jadi biasanya kan taunya di sekolah nih misalnya give aja. Nah jadi orang tuh ngomong gave, jadi kayak apa ya gave nih? Rupanya oh ternyata mirip gitu, ternyata ini artinya sama gitu.</p>	
Bintang	<p>Oke, berarti gini ya. Pernah ngomong kayak gev, tapi</p>	

	<p>nggak tau am tuh gave artinya apa gitu</p>	
Participant 1	<p>Iya</p>	
Bintang	<p>Nah itu taunya itu gimana?</p>	
Participant 1	<p>Oh ternyata mirip sama yang ini, itu taunya gimana tuh Pakai yang itu, automatic translate- nya.</p>	
Bintang	<p>Jadi karena nggak tau kan pakai automatic translate-nya baru artinya... Oh katanya bri gitu. Jadi sama berarti sama give gitu. Oke, berarti udah ada dua aspek ya tadi.</p>	
Bintang	<p>Dapat belajar dari dua game itu. Nah, masih mau lebih spesifik lagi buat pertanyaannya. Sebenarnya</p>	

	<p> mungkin tetap sama, tapi ini pertanyaannya.</p> <p>Apakah AAM itu dapat belajar tentang listening dari game Roblox tersebut? Jadi AAM ini dapat belajar nggak tentang... Kemampuan mendengarkan dari game tersebut? Kemampuan mendengarkan bahasa Inggris waktu itu? Apakah AAM dapat belajar dari game itu?</p>	
Participant 1	<p>Lumayan sih. Karena biasanya kalau dari film-film gitu kan ngomongnya agak kencang gitu, agak cepat. Kalau di Roblox ini orang ngomongnya nggak terlalu secepat ngobrol di film gitu. Jadi kayak semakin... Telinga ini semakin</p>	Code 1: Listening

	<p>merekam apa yang dibilang oleh orangnya gitu.</p>	
Bintang	<p>Oke, berarti kalau dibandingin film, AAM lebih biasa. Kalau mendengarkan orang ngomong bahasa Inggris di game, seperti itu?</p>	
Participant 1	<p>Iya, karena kalau di film itu langsung cepat ngomong antar karakternya gitu. Dan kalau di film AAM ngerasa lebih cepat. Iya, jadi kayak ujung-ujungnya lihat subtitle juga gitu</p>	
Bintang	<p>Kalau di film, berarti pernah nggak ada kendala kayak hal yang sama seperti itu? Mungkin di game pernah orangnya ngomong kecepatan gitu, pernah nggak AAM?</p>	

Participant 1	Pernah. Cuma karena semakin cepatnya gitu minta bisa ketik aja.	Listening : kendala-kendala
Bintang	Oke, malah diminta ketik. Dialihin keketik gitu. Diketik aja, seperti itu.	
Participant 1	Betul.	
Bintang	Oh, baik-baik. Di listening di game Roblox itu dapat ya, AAM belajar di situ ya?	
Participant 1	Iya.	
Bintang	Nah, untuk pertanyaan selanjutnya ini. AAM ini bisa juga nggak belajar tentang speaking atau berbicara dari game Roblox?	

Participant 1	Speaking sebenarnya udah jarang pakai voice juga. Karena agak mengganggu sama audio game juga, jadi sering matikan voice aja. Jadi lebih sering chatbox aja.	Code 2: Speaking
Bintang	Seringnya malah chatbox. Itu di Roblox dan Mobile Legends juga?	
Participant 1	Iya, chatbox aja.	
Bintang	Kalaupun jarang, pernah nggak ngobrol sama orang luar dengan voice chat itu? Atau tetap di chatbox juga?	
Participant 1	Pernah. Pernah ngomong langsung. AAM ngerasa di situ mempelajari speaking, di situ nggak rasa belajar atau jarang? Awalnya nggak pede kan sama	

	<p>apa yang mau kita bilang.</p> <p>Cuman karena sering... Iya, awalnya nggak pede ngomong.</p> <p>Cuman karena sering temu orang juga gitu. Orangnya sering minta-minta kayak buah, kayak biji yang di game gitu.</p> <p>Jadi udah lah. Cuman dikit aja, nggak panjang seperti ngobrol biasa aja.</p>	
Bintang	<p>Bukan seperti conversation, pembicaraan ini ya. Native speaker seperti itu ya?</p>	
Participant 1	<p>Iya, betul.</p>	
Bintang	<p>Walaupun sesingkat, tapi AAM pernah buat ngomong bahasa Inggris di situ</p>	
Participant 1	<p>Iya.</p>	

Bintang	<p>Aspek bicara sudah ya. Nah, kalau aspek tentang writing atau menulis dari game Roblox atau Mobile Legends, pernah nggak?</p>	
Participant 1	<p>Pernah. Ya, paling minta... Kalau orang yang ngomong cepat gitu, minta diketik aja gitu. Jadi lebih seringnya diketikkan gitu aja daripada ngomong.</p>	<p>Code 3: Writing</p>
Bintang	<p>Oke, itu kan orang yang ngetik. Iya, jadi di Mobile Legends juga diketik juga gitu.?</p>	
Participant 1	<p>Jadi kayak... Conversation-nya paling... Oke, but you trade me five shekels. Di game namanya mata uangnya itu shekel.</p>	<p>Code 3: Writing</p> <p>Contoh</p>

Bintang	Oke, kan maksudnya kalau itu kan orangnya yang ngetik. Nah, ini AAM. AAM ini pernah nggak ngetik apa menulis di game Roblox atau Mobile Legends?	
Participant 1	Nah. Pernah.	
Bintang	Ada kendala nggak selama ngetik?	
Participant 1	Kendalanya paling bingung meng-translate-kan ke bahasa Inggris aja gitu. Iya	
Bintang	Bingung men-translate-kan ke bahasa Inggris?	
Participant 1	Iya.	
Bintang	Itu masuk sering nggak berarti? Kalau untuk yang writing?	

Participant 1	Sering. Sering. Lebih sering.	
Bintang	Berarti apakah AAM ngerasa bisa belajar dari game itu?	
Participant 1	Lebih sangat bisa kalau untuk writing-nya.	
Bintang	<p>Oke. Oke. Aspek selanjutnya.</p> <p>Apakah AAM dapat mempelajari tentang reading juga dari digital games Roblox atau Mobile Legends?</p> <p>Nah, yang kata itu kan menulis sudah tuh. AAM udah pernah katanya menulis di chatbox, ngobrol juga. Kalau ini yang reading atau membaca?</p> <p>Apakah AAM dapat mempelajari dari game Roblox itu?</p>	

Participant 1	Iya. Karena lebih sering nge-chat di textbox itu jadi lebih sering untuk reading juga. Jadi lebih sangat bisa lah dipahami.	Code 4: Reading
Bintang	Oke, Kalo Kalau AAM ini ada kendala selama kayak nulis writing atau reading? Karena AAM ada kendala misalnya nih. Kayak nggak ngerti atau apa. AAM ada mencoba usaha lain gitu? Kayak buat memahaminya. Misalnya nih AAM kendala nih, waduh aku nggak tahu gitu loh. Nah, tapi ada nggak AAM mencoba usaha atau cara lain biar AAM ngerti gitu loh?	
Participant 1	Paling kalau hal pertama ini paling nanya ke orang sekitar dulu. Paling nanya ke teman gitu. Eh, ini artinya apa ya? Dia	

	<p>minta apa ya? Dia ngomong apa ya? Kalau misalnya orang di sekitar juga nggak ngerti, paling di-translate dari otomatisnya. Oh, maksudnya menggunakan auto-translate-nya atau AAM bisa nanya ke rekan AAM? Yang di orang sekitar.</p>	
Bintang	<p>Sering nggak tuh gitu tuh? Atau memang AAM kadang lebih sering kan menggunakan auto-translate itu atau AAM tanya ke rekan gitu?</p>	
Participant 1	<p>Lebih nanya ke orang di sekitar sih. Lebih sering nanya ke orang di sekitar</p>	
Bintang	<p>Ya. Baik, baik, baik.</p> <p>Mas kan tadi udah nanya empat aspek tadi tuh. Nah, ada apa aja</p>	

	<p>tadi tuh? Listening, speaking, writing and reading, betul?</p> <p>Betul. Nah, dari empat aspek tadi, mana yang AAM anggap itu lebih mudah AAM pahami atau dipelajari dari game tersebut?</p>	
Participant 1	<p>Lebih mudah ini sih. Reading sama writing.</p>	
Bintang	<p>Kenapa reading and writing?</p>	
Participant 1	<p>Karena kalau ngomong ini masih terbata-bata gitu. Habis itu kalau misalnya pendengarkan juga, orangnya ini ngomong fasih, lebih kencang gitu. Jadi kayak, aduh mending diminta dialihkan untuk diketik aja. Jadi lebih seringnya untuk writing sama reading aja.</p>	

Bintang	Oh, malah untuk game above, AAM merasa lebih mudah reading and writing, seperti itu?	
Participant 1	Ya, betul.	
Bintang	Biarpun sebelumnya komunikasi dengan mereka itu dari voice, seperti itu ya?	
Participant 1	Ya, dari voice. Jadi minta, jangan voice dong, gitu. Minta ke writing aja.	
Bintang	Oh, seperti itu. Berarti itu termasuk kendala AAM kalau di listening juga ya?	
Participant 1	Ya, itu kendala. terkendala karena masih kurang terbiasa ngomong sama native, sama orang luarnya langsung.	

Bintang	Oh, gitu. Baik Ya, mungkin pertanyaannya itu aja. Sekali lagi, Mas, terima kasih banyak banget mau direportin untuk interview-nya.	
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Transcript Participant 2

Bintang	Selamat malam, Zan	
Participant 2	Selamat malam, Bang	
Bintang	Participant 2, bisa perkenalkan diri dulu. Nama, asal sekolah.	
Participant 2	Perkenalkan, nama saya Participant 2 Azimah, asal sekolah dari SMA.	
Bintang	SMA, ya. Participant 2, akhir-akhir ini masih sering main game?	

Participant 2	Masih sering, Bang.	
Bintang	Masih main game, ya? Berarti senang main game juga, ya. Seberapa sering biasanya, Zan?	
Participant 2	Biasanya setiap hari ada di-login, cuman kalau ada waktu kosong aja. Di-login waktu kosong aja.	
Bintang	Game apa aja yang dimainin, Zan?	
Participant 2	Kalau untuk sekarang, seringnya main Roblox sama Mobile Legends sama eFootball.	
Bintang	Sama eFootball, ya. Karena sebenarnya untuk eFootball terkhusus gameplay, ada beberapa skills yang mungkin belum bisa terjawab. Paling fokusnya ke Roblox dan Mobile Legends aja, ya, Zan? Untuk	

	<p>pertanyaan pertama, gimana menurut Participant 2 tentang manfaat dari bermain game online seperti Roblox dan Mobile Legends? Apakah ada manfaatnya? Manfaat terutama untuk konteksnya dalam bahasa Inggris, ya</p>	
Participant 2	<p>Kalau untuk manfaat, mungkin bisa terbilang lumayan banyak. Karena kalau dari kita bermain game itu, bisa menambah wawasan. Misalnya kita bisa jumpa orang di berbagai negara, ya otomatis kita bakal ada komunikasi dengan orang-orang tersebut. Yaitu kita dari voice chat, maupun dari chat-nya. Bukan hanya standard dari sekolah saja.</p>	Communication
Bintang	<p>Ada manfaat lain yang Participant 2 dapat dari bermain</p>	

	dua game tersebut selain bisa memperluas kenalan atau bertemu dengan orang luar? Ada manfaat lain mungkin?	
Participant 2	Untuk manfaat lainnya kita bisa menemukan kosa-kata baru yang jarang kita dengar. Mungkin sama sekali belum kita dengar.	
Bintang	Tahu kosa-kata baru ini jarang didengar ya, Zan. Ada lagi? Atau hanya dua itu saja?	
Participant 2	Lebih merespon dari voice chat mungkin kan. Jadi orang ngomong bahasa Inggris itu otomatis kita lebih merespon apa yang bilang orang tersebut. Otomatis kita lebih mencari tahu apa yang dibilang orang tersebut.	Code 2: Speaking
Bintang	Lebih bisa merespon maksudnya seperti itu?	

Participant 2	Iya.	
Bintang	Oke, baik. Ada lagi? Ada lagi nggak?	
Participant 2	Mungkin itu saja	
Bintang	Itu kan yang manfaat dari dua game tadi. Pertanyaan selanjutnya, apakah Participant 2 dapat mempelajari... Apa yang Participant 2 dapat pelajari dan dijadikan pembelajaran dari game Roblox ataupun Mobile Legends?	
Participant 2	Di sana kita bisa belajar untuk bagaimana kita berkomunikasi dalam bahasa Inggris. Terus kita belajar banyak mengenai mungkin grammar dari orang-orang yang berbicara. Jadi kita kayak ada rasa ingin tahu. Terus kita bisa pandai juga	Communication

	<p>menulis, menulis kosa kata dari bahasa Inggris. Jadi kita lebih terbiasa merespon apa yang dibilang oleh orang-orang yang menggunakan bahasa Inggris.</p>	
Bintang	<p>Nah, Participant 2 tadi ada bilang belajar bagaimana komunikasi dalam bahasa Inggris. Komunikasi dalam bentuk apa, Zan?</p>	
Participant 2	<p>Kalau dari roblox mungkin, itu biasanya dari voice chat atau sama chat box. Voice chat atau chat box. Kalau dari Mobile Legends mungkin dari chat saja karena jarang voice chat.</p>	
Bintang	<p>Oh, Mobile Legends malah jarang voice chat. Gimana tuh, caranya? Maksudnya belajar komunikasi itu bisa contohin nggak gimana, Zan?</p>	

Participant 2	<p>Kayak kalau dari Roblox mungkin pengen kenalan aja gitu sama orang. Biasanya kayak lagi di summit gunung kan.</p> <p>Terjumpa orang-orang baru. Kita orang luar Indonesia. Di situ bisa berbahasa Inggris mungkin pun tidak begitu bagus. Setidaknya bisa berkomunikasi walaupun sedikit-sedikit.</p>	
Bintang	<p>Oke, mencoba untuk komunikasi dalam bahasa Inggris ya. Lalu apa saja tadi yang dipelajari selain belajar komunikasi?</p>	
Participant 2	<p>Bisa menulis mungkin dari chat box serba. Terbiasa untuk menulis dengan bahasa Inggris.</p>	Code 3: Writing
Bintang	<p>Gimana tuh contohnya?</p>	
Participant 2	<p>Di Mobile Legends mungkin mengarahkan teman satu tim.</p> <p>Jadi kalau mungkin dia salah</p>	

	<p>arah mungkin kan bisa kita kasih tahu. Ternyata dia bukan orang Indonesia. Kita bisa ngasih tahunya dengan bahasa Inggris Bisa menulis via chat box.</p>	
Bintang	<p>Dengan cara yang ngobrol tadi ngarahin satu timnya ya. Itu kalau di Mobile Legends ya. Apa saja tadi selain bisa melatih menulis, mempelajari menulis?</p>	
Participant 2	<p>Terus bisa menerima atau mendapatkan kosa kata baru mungkin dari kita berkomunikasi itu. Jadi ada kata-kata yang jarang kita dengar. Jadi kalau saya ingin tahu itu kita ada.</p>	
Bintang	<p>Oke, contohnya gimana tuh? Pernah nggak kayak gitu mendapat kosa kata baru?</p>	
Participant 2	<p>Pernah mungkin dari Roblox, mungkin dari chat box. Kalau</p>	

	<p>ada yang nanya mungkin kayak gimana Terus kan kita bingung.</p> <p>Coba dulu nyari di Google Translate atau nanya dekat orang sekitar yang tahu artinya.</p>	
Bintang	<p>Oke, kalau Participant 2 pakenya Translate ya?</p>	
Participant 2	<p>Iya</p>	
Bintang	<p>Dapat kosa kata baru. Ada lagi?</p>	
Participant 2	<p>Mungkin itu saja, Bang.</p>	
Bintang	<p>Kalau dari jawaban Frozen kan tadi udah mencakup komunikasi berarti. Gini, kalau Participant 2 dari game Roblox atau Mobile Legends dapat mempelajari tentang listening atau mendengarkan dari dua game tersebut nggak?</p>	
Participant 2	<p>Kalau dari listening mungkin dari Roblox sih, Bang. Karena</p>	<p>Code 1: Listening</p>

	<p>kan sering voice chat juga. Jadi kayak ngobrol sama orang dengan menggunakan bahasa Inggris.</p>	
Bintang	<p>Oke, mendengarkan orang ngobrol bahasa Inggris seperti itu?</p>	
Participant 2	<p>Iya</p>	
Bintang	<p>Nah, kalau yang Participant 2 ada juga nggak mempelajari tentang reading atau membaca dari dua game tersebut?</p>	
Participant 2	<p>Kalau reading mungkin ada. Karena dari chatbox biasanya kan orang ngetik pakai bahasa Inggris. Mungkin dari reading kita bisa membaca Ada kalimat baru yang nggak biasa dibaca mungkin. Jadi tahu aja kalimat baru. Jadi kalau dibaca ulang nggak asing.</p>	<p>Code 4: Reading</p>

Bintang	Kalau udah dibaca nggak asing karena udah pernah baca seperti itu?	
Participant 2	Iya	
Bintang	Nah, ini kan berarti empat skills ya. Ada listening, speaking, writing, and reading. Dalam mempelajari empat skills ini pernah punya kendala nggak?	
Participant 2	Kalau kendala mungkin dari speaking sama writing sih Bang.	
Bintang	Kendala yang di speaking apa tuh?	
Participant 2	Kalau speaking mungkin orangnya kayak ngajak ngobrol gitu kan. Cuma nggak biasa didengar apa yang dibilangnya. Otomatis kan kita kesulitan gitu untuk menjawab pertanyaan dari orang tersebut. Mungkin itu aja	

	sih Bang.	
Bintang	Sama apa satu lagi kendalanya?	
Participant 2	Dari reading sama listening sih Bang. Writing, listening juga. Kalau yang speaking tadi kan Participant 2 ada kendala bingung jawabnya apa.	
Bintang	Ada usaha buat ngejawab nggak gitu? Apa aja tuh usahanya? Buat usaha ngerespon dia gitu.	
Participant 2	Mungkin kalau dari usaha mungkin bertanya dengan orang sekitar yang tahu artinya mungkin. Atau kalau sempat google translate. Kalau nggak sempat itu nggak dijawab gitu	
Bintang	Kalau nggak sempat dijawab nggak dijawab gitu?	
Participant 2	Iya, di biarin aja	
Bintang	Oh baik. Kalau yang writing	

	kendalanya apa?	
Participant 2	Mungkin cara penulisannya mungkin lagi nulis. Mungkin kan ada salah-salah mungkin cara penulisannya. Ya pasti orang-orang sempat ngerespon juga gitu kan. Penulisan dalam chatbox itu salah penulisan.	
Bintang	Ada usaha buat memperbaikinya gimana tuh?	
Participant 2	Kalau udah terketik duluan mungkin salah duluan gitu kan. Nanti kalau misalnya direspon konten tersebut diketik ulang aja.	
Bintang	Kalau listening ini kendalanya apa?	
Participant 2	Mungkin kalau dari voice chat itu mungkin kan setiap orang kan jaringannya ada yang nge-lag. Mungkin ada jaringan tidak	

	<p>bagus. Kadang kalau dia ngomong mungkin putus-putus.</p> <p>Jadi nggak begitu kedengeran.</p> <p>Lalu kita mungkin nyuruh gitu ketik saja. Di alihkan ke chatbox seperti itu.</p>	
Bintang	<p>Baik. Dari empat aspek tadi, Zan. Dari listening, speaking, writing sama reading. Itu yang lebih mudah Participant 2 pahami atau pelajari yang mana? Dari game Roblox atau Mobile Legends?</p>	
Participant 2	<p>Mungkin kalau yang mudah itu dari reading. Karena kita membaca saja mungkin.</p> <p>Mungkin dari membaca kita timbul rasa penasaran. Baru kita men-translate untuk mencari tahu.</p>	
Bintang	<p>Hanya aspek reading saja?</p>	

Participant 2	Mungkin cuma reading saja. Yang lain itu agak sulit juga.	
Bintang	Contohnya membaca atau reading apa misalnya?	
Participant 2	Mungkin dari Mobile Legends. Mungkin dia harus tahu mengarahkan satu tim. Mungkin jaga lane dari sini. Mungkin jaga god lane, jaga ini Turtle mungkin. Jadi lebih terbiasa saja membaca hal tersebut. Kalau dari Roblox mungkin cara perkenalan seseorang. Kalau perkenalan mungkin tidak biasa dibaca orang. Kalau Roblox memang sering perkenalan dari check box-nya. Jadi yang lain bisa membaca	
Bintang	Itu pertanyaan terakhir. Sebelumnya terima kasih banyak. Sudah bersedia	

	membantu lagi.	
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Transcript Participant 3

Bintang	Participant 3 boleh perkenalan nama asal dan sekolahnya?	
Participant 3	Perkenalkan nama saya Participant 3 Aisyah Putri	
Bintang	Asal sekolah SMA Participant 3 masih sering main game?	
Participant 3	Lumayan.	
Bintang	Seberapa sering?	
Participant 3	Kadang seminggu bisa sekali. Bisa dua kali.	
Bintang	Main game apa saja?	
Participant 3	Main Roblox. Sama... Kadang Among Us kemarin itu. Sempat	

	<p>diajak Participant 1 Mabar Among Us.</p>	
Bintang	<p>Among Us mulai main lagi ya?</p>	
Participant 3	<p>Ya. Kan Among Us sekarang. Via chatnya Pakai bahasa Inggris via chatnya. Jadi nggak bisa kita translate ke Indonesia.</p>	
Bintang	<p>Oh gitu. Yang Among Us sekarang lebih ke Inggris juga ya? Tapi yang paling sering yang mana?</p>	
Participant 3	<p>Roblox memang. Karena Roblox kan banyak pilihan game-nya.</p>	
Bintang	<p>Pilihan game-nya lebih banyak ya? Menurut Participant 3... Tentang manfaat dari digital game atau game online ini... Ada nggak dalam konteks bahasa Inggris? Apa saja tuh manfaatnya?</p>	

Participant 3	Menurut Participant 3 sendiri ada. Yang pertama tuh kita kalau main game online... Ada bahasa Inggrisnya tuh... Buat kita termotivasi juga kan. Kayak, ih dia bisa bahasa Inggris. Aku kok nggak? Terus juga biar... Kita bisa nyambung ke kawan kita yang pakai bahasa Inggris. Jadi kita bisa ngerti juga apa yang dia maksud.	Motivation
Bintang	Ada manfaat lain mungkin?	
Participant 3	Mungkin juga itu... Salah satu nama-nama... Memorize. Di-memorize.	
Bintang	Oke. Ada lagi?	
Participant 3	Menurut Participant 3 itu aja sih dulu	

Bintang	Pernah ada kayak nambah kosa kata atau vocabulary dengan... Apa tadi yang pertama? Yang pertama tadi apa?	Vocabulary
Participant 3	Memotivasi bang	
Bintang	Motivasi ya? Memotivasi apa tuh?	
Participant 3	Motivasi kita agar bisa... Lebih ada keinginan untuk belajar bahasa Inggris	
Bintang	Memotivasi agar belajar bahasa Inggris lebih baik ya?	
Participant 3	Iya	
Bintang	Baik. Pertanyaan selanjutnya... Apa yang Participant 3 pelajari dan bisa dijadikan pembelajaran... Dari bermain game Roblox ataupun Among Us?	

Participant 3	<p>Oh yang Participant 3 pelajari. Kayak mungkin... Misalnya ketika kita lagi main itu kayak kemarin Participant 3 Among Us. Terus kan Participant 3 ini impostornya. Jadi Participant 3 tuh bingung cara ngelaknya gimana. Karena Participant 1 tahu Participant 3 impostornya. Jadi otomatis Participant 3 harus ngeyakinin kawan-kawan yang lain tuh... Jangan memihak ke Participant 1, kan? Itu karena via chatnya itu isinya kan bahasa Inggris.</p> <p>Jadi Participant 3 sempat bingung gitu, kan? Apa maksudnya nih? Ya udah gitu. Jadi akhirnya Participant 3 buka Google Translate dulu. Baru balik lagi ke game-nya.</p>	Vocabulary
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	<p>Jadi ada sih pelajarannya yang bisa kita dapat tuh. Kayak kita tuh jadinya bolak-balik. Itu kan jadinya bisa tahu, oh itu artinya gitu.</p>	
Bintang	<p>Oke. Berarti Participant 3 belajar dari situ karena ada kendala. Sempat bingung juga dengan gamenya. Terlebih dengan tulisan bahasa Inggris. Tapi Participant 3 juga... Gimana tadi cara mengatasinya? Pake Translate ya?</p>	
Participant 3	<p>Google Translate. Tapi kadang Participant 3 juga tanya-tanya sih ke kawan-kawan. Karena waktu kami mabar Among Us tuh... Pas lagi rame-rame ngumpul itu. Jadi kayak, oh iya pas ya.</p>	

Bintang	Nanya ke rekan juga berarti ya?	
Participant 3	Iya. Nanya ke rekan juga.	
Bintang	Ada lagi mungkin pelajaran lain?	
Participant 3	Kayaknya cuma itu deh Bang. Soalnya rata-rata sih main game itu... Yang bertambah itu cuma kosa katanya aja. Yang bertambah hanya kosa kata. Lebih ke kosa kata. Iya. Kalau untuk speaking Participant 3 les/bimbel Bang.	
Bintang	Kalau di game pernah nggak?	
Participant 3	Nggak sih. Soalnya Participant 3 nggak pede aja. Takut misalnya Participant 3 mau ngomong gitu. Tapi rupanya cara pembacaannya itu salah. Jadi lebih baik lewat chat-nya aja. Melalui chat.	

Bintang	Tapi pernah untuk mencoba berbicara?	
Participant 3	Pernah.	
Bintang	Pernah itu pas kapan tuh?	
Participant 3	<p>Waktu mabar sama kakak Participant 3. Karena kakak Participant 3 ini kan juga... Dia sastra Inggris juga. Jadi kayak dia suka nggak tau ngomong sama Participant 3.</p> <p>Kadang pakai bahasa Inggris juga gitu. Jadi dia bawa-bawa aja gitu. Kadang kan juga suka mabar ML gitu.</p> <p>Dia kan lagi kuliah terus pergi rumah. Terus diajak mabar ML. Itu ternyata selalu lewat audio gitu kan.</p>	

	Jadi kadang ada beberapa katanya itu yang terselebih bahasa Inggrisnya. Oh seperti itu. Lebih ke vocab ya.	
Bintang	Baik. Pertanyaan selanjutnya, Apakah Participant 3 bisa mempelajari tentang listening atau mendengarkan dari game ROBLOX ataupun Among Us?	
Participant 3	Listening tuh kayaknya kurang bang. Lebih banyaknya tuh memang memorize-nya.	Code 1: Listening
Bintang	Memorize apa tuh?	
Participant 3	Vocabulary-nya tuh bertambah. Lebih banyak dibanding listening. Karena kan biasanya tuh lewat chat tadi Bang. Jadi kayak kan cuma baca gitu. Nggak mendengarkan.	

Bintang	Oh seperti itu. Berarti memang belum pernah juga mendengarkan obrolan bahasa Inggris itu di dalam game itu? Belum pernah?	
Participant 3	Pernah. Tapi yang sama kakak Participant 3. Cuma itu kayak yang nggak full bahasa Inggris gitu Bang.	
Bintang	Nggak full bahasa Inggris maksudnya?	
Participant 3	Kayak hanya beberapa. Kayak dia mau minta tolong sama Participant 3. Kayak help me please, help me gitu lah.	
Bintang	Ya berarti untuk listening kurang. Nah kalau selanjutnya Participant 3 mempelajari nggak tentang speaking atau berbicara dari 2 game tersebut?	

Participant 3	<p>Dari ROBLOX mungkin. Ada.</p> <p>Sebenarnya Participant 3 kalau belajar speaking tuh lebih ke Mobile Legends. Kalau ROBLOX tuh Participant 3 jarang juga buka-buka chatnya. Jadi lebih ke Mobile Legends kalau untuk speaking ya.</p>	Code 2: Speaking
Bintang	ML Mobile Legends?	
Participant 3	Iya.	
Bintang	<p>Kalau Mobile Legends.</p> <p>Berarti pakai ini ya? Pakai voice chat? Bukan?</p>	
Participant 3	Iya voice chat.	Code 2: Speaking
Bintang	<p>Kalau speakingnya berarti maksudnya gimana? Kan tadi kata Participant 3 di game</p>	

	<p>Mobile Legends. Untuk speaking, berbicara.</p> <p>Itu gimana tuh Participant 3 belajar disitu?</p>	
Participant 3	<p>Ya pakai on mic gitu bang. Jadi kan ada logo. Iya on mic.</p> <p>Biasanya kan itu bisa untuk semua. Hanya untuk teman satu room kita. Ya cuman di listening nggak bisa.</p> <p>Jadi biasanya hidupkan on mic-nya tuh ketika yang nggak untuk semua. Tapi untuk teman satu room kita aja.</p>	
Bintang	<p>Oke Baik. Selanjutnya Participant 3 dapat belajar juga nggak tentang writing atau menulis dari game-game yang Participant 3 mainkan?</p>	

Participant 3	Dapat, Lumayan.	Code 3: Writing
Bintang	Contohnya?	Code 3: Writing
Participant 3	<p>Kan ketika kita main kayak Among Us kemarin tuh kan dia nggak bisa on mic atau apa. Jadi emang harus yang kita ketik itu lewat via chat-nya itu kan bang. Nah jadi otomatis Participant 3 ngetik.</p> <p>Jadi bisa ngerti itu penulisannya seperti apa. Tau penulisannya dari? Misalnya kayak Participant 3 mau bilang bukan aku. Nah itu tuh biasa Participant 3 buka tanya ke kawan.</p> <p>Kayak mana sih tulisannya kalau disambung itu bukan aku. Terus nanti dikasih tau. Nah kadang PEC ini kemarin Participant 3 ngetik.</p>	Code 3: Writing

	<p>Oh kayak gini tulisannya. Jadi adalah dapat dikit-dikit ilmunya gitu. Kadang juga lihat Google Translate.</p> <p>Terus itu tuh nggak yang Participant 3 salin, copy paste gitu. Tapi Participant 3 ketik sendiri gitu. Biar ingat gitu tulisannya kayak mana.</p>	
Bintang	<p>Oke kalau pemakai Translate Participant 3 ketik sendiri juga ya. Biar ingat penulisannya seperti apa. Nah itu untuk aspek writing.</p> <p>Nah selanjutnya Participant 3 juga pelajari nggak tentang reading atau membaca dari game-game yang Participant 3 mainkan?</p>	

Participant 3	<p>Iya ada. Kayak contohnya Participant 3 ambil lagi dari Among Us kemarin. Kan di Among Us tuh kayak cara penulisan dia tuh beda gitu bang. Kayak no I'm not kill terus ada dalam kurungnya lagi. Jadi kayak buat Participant 3 bingung gitu kan. Maksudnya apa sih ini yang dalam kurungnya.</p> <p>Nah itu juga membantu.. Ya itu kan Participant 3 sempat bingung tuh ketika ngebaca itu. Apa artinya gitu? Nah cara apa? Sabar taunya gimana? Jadi kadang kan Participant 3 juga bingung kayak ya ya apa nih ya.</p> <p>Terus dibukanya di Google Translate dia. Nah itu kan kalau di Google Translate tuh ada</p>	Code 4: Reading
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	<p>suara gitu yang bisa mencontohkan cara pembacaannya. Nah di dengarkannya Participant 3.</p> <p>Oh kayak gitu ya. Atau di ML juga pernah gitu. Participant 3 bingung.</p> <p>Tulisan dia tuh yang jarang Participant 3 lihat gitu. Jadi Participant 3 susah membacanya. Nah itu juga di Google Translate Participant 3 buka.</p> <p>Atau enggak nanya ke Kakak Participant 3. Oke baik. Lebih sering juga tanya-tanya ke rekan ya.</p>	
Bintang	Iya. Oke. Nah.	

	<p>Dari empat aspek tadi. Mas Kang udah nanya. Listening, speaking, reading, writing, reading.</p> <p>Nah. Mana yang lebih mudah menurut Participant 3 untuk dipahami atau dipelajari dari game-game tadi?</p>	
Participant 3	<p>Menurut Participant 3 sih reading juga kurang. Berarti reading kayaknya deh Bang.</p> <p>Walaupun kurang tapi paling simple menurut Participant 3.</p> <p>Karena reading tuh kita cuma membaca gitu Bang. Walaupun ada misalnya cara pembacaannya berbeda.</p> <p>Tapi kita hanya membaca. Kalau ketika kita nulis. Misalnya kayak</p>	

	<p>penulisan itu ada yang beda-beda gitu loh Bang.</p>	
Bintang	<p>Oke. Jadi lebih susah Participant 3 memahami penulisan dibanding cara membaca gitu?</p>	
Participant 3	<p>Kalau membaca itu kayak.</p> <p>Ya sebenarnya 12-12 Bang.</p> <p>Cuma yang lebih gampang menurut Participant 3 itu tuh. Ya membaca yang readingnya dibanding penulisnya.</p>	
Bintang	<p>Oke Participant 3. Itu aja.</p> <p>Terima kasih sekali lagi. Udah nyempetin waktunya setelah kesibukannya tadi.</p>	