

**AN ANALYSIS OF GAME ACTIVITIES AFFECTING JUNDIY MARWAN
HADID'S ENGLISH SPEAKING SKILL
(A CASE STUDY OF AN ONLINE GAMER)**

Ria Mei Yustia¹, Elis Susanti²

¹riameiyustiaa@gmail.com, ²weasley.ndha@yahoo.com

^{1,2} Universitas Muhammadiyah Kotabumi

Abstract: This reserach explores the game-related activities that affect Jundi Marwan Hadid's English-speaking skill, aiming to answer the question: What activities influence his English-speaking ability? Using a qualitative case study approach, data were gathered through an in-depth interview with the subject. The findings reveal four main activities that positively contribute to his speaking development: interacting with people from other countries, engaging in multiplayer social interactions, experiencing a fun and motivating environment, and gaining frequent opportunities to practice. These activities enhance his vocabulary and improve his speaking fluency. The results are supported by Vygotsky's Sociocultural Theory (1978), emphasizing the role of social interaction in language learning.

Keywords: Speaking Skill, Games, Online Games, Games Avtivities

***Abstrak:** Penelitian ini mengeksplorasi aktivitas terkait permainan yang memengaruhi kemampuan berbicara bahasa Inggris Jundi Marwan Hadid, dengan tujuan untuk menjawab pertanyaan: Aktivitas apa yang memengaruhi kemampuan berbicara bahasa Inggrisnya? Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara mendalam dengan subjek. Temuan penelitian mengungkap empat aktivitas utama yang berkontribusi positif terhadap perkembangan berbicaranya: berinteraksi dengan orang-orang dari negara lain, terlibat dalam interaksi sosial multipemain, mengalami lingkungan yang menyenangkan dan memotivasi, dan memperoleh kesempatan yang sering untuk berlatih. Aktivitas-aktivitas ini meningkatkan kosakatanya dan meningkatkan kelancaran berbicaranya. Hasil penelitian didukung oleh Teori Sosiokultural Vygotsky (1978), yang menekankan peran interaksi sosial dalam pembelajaran bahasa.*

***Kata kunci:** keterampilan berbicara, permainan, permainan daring, aktivitas permainan.*

I. INTRODUCTION

Speaking ability is one of the essential skills in learning English because

it is used to express ideas, opinions, and feelings orally. Confidence greatly influences speaking ability, and one of the

linguistic aspects that must be mastered is proper pronunciation, articulation, and clarity (Iskandarwassid, 2008). However, speaking is a rather challenging skill for EFL (English as a Foreign Language) learners, considering that speaking not only demands language mastery but also accuracy and fluency in communication (Brown & Yule, 2007; Safdari & Fathi, 2020).

Many students still struggle to speak English due to obstacles such as anxiety (Sholikhi, 2021) and difficulties in expressing ideas verbally (Lestari, 2019; Lumbangaol & Mazali, 2020). This hampers the English learning process and prevents the achievement of learning objectives. Therefore, teachers must create authentic communication situations in the classroom so that students become accustomed to speaking spontaneously. If this is not done, students will find it difficult to meet the demands of speaking skills in real-life situations.

Outside formal education, speaking skills can also be developed through other media such as online games. According to Yulianto (2012), games are one of the most effective ways to develop speaking skills because they allow students to express their opinions verbally without pressure. The popularity of video games in language learning has grown rapidly alongside the development of online multiplayer games

and the increasing awareness of the importance of informal learning that is relevant to the real world (Jones & Robert, 2014).

However, implementing digital games in formal education faces several pedagogical and practical challenges, such as selecting appropriate types of games and how to maximize their language learning potential. Research-based data is needed to address these issues and to develop effective educational games. Recent technological advances offer new opportunities for collecting and analyzing data from online games, which was previously difficult to accomplish (Jones & Robert, 2014).

Several previous studies have shown the positive impact of online games on speaking skills. A study by Wirawati (2023) revealed that online games contributed 43.4% to the improvement of speaking skills among students at Universitas Negeri Makassar, with first-person shooter games being the most popular genre. This study also found that students played an average of two hours per day and interacted using English on global servers.

Another study by Darihastining (2019) also supports similar findings, showing that both internal and external factors influence speaking skills, including linguistic aspects (articulation, intonation,

diction) and non-linguistic aspects (fluency, expression, and attitude). The difference between that study and the current research lies in the focus and research subject. This study highlights a single subject without a formal English education background and uses large-scale global online games instead of mobile games to explore the factors contributing to the improvement of English-speaking skills in a more specific and in-depth manner.

From the previously mentioned studies on the improvement of English-speaking skills through online games, it is evident that there are many aspects and language skills experienced by players in those studies. Many online games, including PlayerUnknown's Battlegrounds and others, can help enhance one's speaking ability.

The main difference between those studies and this one is that previous research examined multiple sources, especially English-major students. In contrast, this study focuses on a single subject who does not have any formal background in English education. This research also employs large-scale online games to connect with people from around the world since the game used is a global online game rather than a mobile one. This makes the research clearer and more specific in identifying the reasons behind the improvement of a gamer's speaking

skills. However, the main objective of this study is to identify the factors that lead to the improvement of a gamer's English-speaking ability as a result of the habit of playing online games.

II. RESEARCH METHODS

In this research, the researcher apply qualitative research case study. Sugiyono (2017) claims that because qualitative research is carried out in natural environments, it is occasionally referred to as naturalistic research. This approach, sometimes referred to as ethnography, was first more frequently employed in cultural anthropological study. Because the data gathered and examined is more qualitative, it is sometimes referred to as a qualitative method. Because this method deals with data in the form of words and excludes computation and numerical analysis, the researcher uses a qualitative approach.

Case studies and multicase studies are typically more about particularization than generalization, Stake (2006, p. 8). A case study or multiple case study can be used as a first step toward theory. Case study research is seen by Stake as having both theoretical and practical applications. Stake distinguishes between an intrinsic case study, in which the case itself is the main focus, and an instrumental case study,

where the goal is to go beyond the case. This approach works with textual, sentenceal, or pictorial data. Stated differently, it excludes computation and numerical analysis.

Data Source

In this case study research, the quality and relevance of the data are the primary focus, as they directly influence the accuracy of the analysis results. The aim of this study is to identify the factors that contribute to the improvement of a gamer's English-speaking ability as a result of their habit of playing online games. The data were collected through an in-depth interview with a single subject, Jundi Marwan Hadid, a third-semester student majoring in Multimedia Broadcasting at the Surabaya State Electronics Polytechnic. He was chosen because he experienced a significant improvement in his English-speaking skills despite having no formal educational background in English.

The gathered information includes his online gaming habits, the duration of his gameplay, and his use of English during in-game interactions. This data is considered relevant as it reflects authentic activities that contribute to the development of speaking skills. Referring to Sugiyono (2019), a research subject is an individual who is directly related to the topic and serves as a source of data. The selection of

the subject was based on his unique experience, which aligns with the focus of the study.

Research Instrument

A research instrument is a tool used to measure observed natural and social phenomena, according to Sugiyono in Sugiharto (2018: 55). The objective is to gather data or information that can be utilized to address research issues. In this study the researcher use interview to ask several questions regarding to an analysis the factors causing the improvement in a gamer's English speaking skill due to the habit of playing online games. The purpose of this is to elicit information from the subject. Discord was used to conduct for the in-depth interview with the subject.

Data Collecting Tehnique

There are several methods to apply techniques in data collection. According to Sugiyono (2016, p. 225), there are four main categories of data collection techniques, namely documentation, interviews, observations, and combinations or triangulation. This shows that before collecting data, researchers use various approaches to apply techniques. The researcher used semi-structured interviews in this study. Semi-structured interviews, unlike structured interviews, allow for greater freedom in conducting interviews,

and this is the style used in this study. By asking several questions to the interview subjects about their activities, including their online gaming habits, this interview aims to explain more about this topic.

Data Analysis

According to Sugiyono (2018) data analysis involves systematically examining and organizing data collected from interviews, field notes, and documentation. This process includes categorizing the data, breaking it into smaller units, synthesizing and organizing it into patterns, identifying what is important to focus on, and drawing conclusions that are easily understood by both the researcher and others.

III. RESEARCH RESULT

Base on the data analysis of game activities affecting the subject's speaking skill, there are several game activities helping the gamer improve his English speaking skill. The results of this research show that gaming activities, specifically multiplayer online games, have a positive impact on language learning by offering numerous opportunities for communication, social interaction, and consistent feedback. These findings are categorized according to four main areas that were identified during the research:

1. Meeting People from Another Country

This global interaction provides gamers like JMH with an invaluable opportunity to practice speaking English in real-world contexts. The fact that JMH communicated with teammates from different parts of the world allowed him to improve his language skills by learning new vocabulary, slang, and cultural nuances that may not be readily available in traditional language education. This supports the finding from Wirawati's (2023) study, where the global reach of online games helped students improve their speaking abilities through international communication.

2. Social Interaction in Multiplayer Mode

The role of social interaction in multiplayer mode was a central theme in JMH's experience. Multiplayer games require constant communication between teammates to coordinate and execute strategies, which enhances language learners' ability to express themselves clearly. JMH's regular participation in strategic discussions and casual conversations with other players illustrates how social interaction in gaming provides a rich environment for language practice. This aligns with the findings of Darihastining (2019), who noted that communication through online games improves both linguistic and non-linguistic

components of speaking, such as fluency and expression. By participating in teamwork and collaboration, JMH improved his ability to use English in different contexts, ranging from technical discussions to informal exchanges.

3. Fun and Engaging Learning Environment

The fun and engaging nature of gaming provided JMH with intrinsic motivation to improve his English skills. Unlike traditional classroom settings, gaming creates a low-pressure environment where learners can engage with the language while doing something they enjoy. JMH's personal motivation to communicate with teammates and his enjoyment of gaming helped him stay engaged with the learning process, which is essential for consistent improvement in language proficiency. This finding reflects the work of both Wirawati (2023) and Darihastining (2019), who emphasized that the enjoyment and fun of online gaming are critical for language learners to remain motivated. By removing the stress of formal study, gaming fosters a more consistent and enjoyable practice of speaking, leading to better language retention.

4. Practice Opportunities

JMH's experience underscores the value of practice opportunities provided by online gaming. With frequent interactions and real-time feedback, JMH was able to

continuously refine his speaking skills, including pronunciation and vocabulary. The immediate feedback he received from teammates—whether correcting pronunciation or explaining slang—allowed him to make quick adjustments and improve his language abilities. This constant cycle of practice and feedback mirrors the core principles of effective language learning, where active engagement and real-time correction are key. JMH's story supports the findings from Wirawati (2023) that the interactive nature of online games enables learners to practice their speaking skills regularly. Moreover, JMH's extensive gaming schedule (8-16 hours daily) provided him with a consistent environment for this practice, which is essential for developing fluency over time.

The findings from JMH's experience with online gaming corroborate the key themes found in previous research, highlighting the positive impact of gaming on language learning. Meeting people from different countries, engaging in social interactions within multiplayer modes, experiencing a fun and motivating learning environment, and having ample practice opportunities through repeated interactions are all factors that contribute to the enhancement of English speaking skills. The combination of these elements in gaming creates an immersive and dynamic

environment that supports the development of language proficiency in ways that are both engaging and effective. These findings underscore the potential of online games as a valuable tool for language learning, particularly in terms of improving speaking skills. This finding, relevant to the main theory and several supporting theories as follows:

1. (Main Theory) Vygotsky's Social Interactionist Theory (1978).

Vygotsky emphasizes that learning is a product of social interaction and is internalized through communication with others. In JMH's case, his motivation to learn English was directly linked to his need to communicate with players from other countries in multiplayer online games. As he interacted with teammates in English, he internalized new vocabulary and expressions that were crucial for both cooperation and competition in the game. This is a direct application of Vygotsky's idea that social interaction fosters language development. By speaking with others in real-time, JMH was not only exposed to English but was actively involved in processing and using the language, thereby improving his speaking skills.

This theory is particularly relevant in the context of Valorant and Overwatch, where team coordination and communication are essential for success.

The social interactions within these games provide the practical context through which JMH is able to internalize language, enhancing his fluency and comprehension.

2. Scaffolding (Wood, et al., 1976)

Scaffolding refers to the support provided by more knowledgeable individuals (peers or adults) to help learners achieve tasks they cannot do independently. In JMH's case, his teammates in the games act as scaffolds by providing immediate feedback, clarifying misunderstandings, and correcting his mistakes, such as when he mispronounced words.

3. Vygotsky Social Constructivism (1930)

Social Constructivism is central to Vygotsky's theory of knowledge development through social interaction. This theory posits that knowledge is constructed collaboratively through shared experiences and is shaped by the context in which learners interact. In the case of JMH, the shared gaming experience with international players in Valorant and Overwatch becomes the environment in which language is constructed. By participating in collaborative tasks and discussions, JMH gains a deeper understanding of both the game and the English language used within it.

4. Social Exchange Theory (Homans, 1958)

According to Social Exchange Theory, social interaction occurs as a

mutually beneficial exchange, where individuals gain knowledge or benefit from others. This theory is evident in JMH's experience as he not only contributes to the gaming environment but also receives language knowledge in return.

5. Input-Interaction-Output Hypothesis (Krashen, 1982; Long, 1983; Swain, 1985)

The Input-Interaction-Output Hypothesis is particularly relevant to JMH's language learning in online gaming, as it emphasizes how interaction with others helps learners acquire language through three key processes: input, interaction, and output.

Input: JMH's gaming experience provides him with regular exposure to spoken English from teammates and opponents, thus offering a constant flow of language input. This input is often comprehensible because JMH can engage in conversations about the game and ask for clarification when he doesn't understand something. This continuous input helps him process new language.

Interaction: Interactive communication during gameplay is the core of JMH's experience. According to Long's Interaction Hypothesis, interacting with other players in English allows JMH to negotiate meaning, clarify misunderstandings, and receive immediate feedback. For instance, when JMH did not

understand slang or mispronounced words, his teammates provided explanations, rephrased their sentences, or corrected his mistakes in real-time, which enhanced his comprehension and retention.

Output: According to Swain's Output Hypothesis, producing language is essential for noticing gaps in knowledge and improving language skills. Through speaking with teammates in Valorant and Overwatch, JMH actively engages in language production, whether discussing strategies or participating in casual conversations. This output pushes JMH to seek solutions to express himself more effectively, improving his vocabulary, pronunciation, and fluency.

In summary, the application of these theories to JMH's experience reveals that online games, like Valorant and Overwatch, provide rich opportunities for language learning through social interaction, peer support, and constant feedback. The engagement in real-time conversations and collaborative activities aligns closely with Vygotsky's theory, scaffolding, social constructivism, social exchange, and the Input-Interaction-Output Hypothesis, all of which emphasize the importance of interaction in language acquisition. The social, immersive nature of online games creates a dynamic and interactive environment that enhances JMH's speaking skills and provides him with real-time

opportunities for language use and improvement.

The findings of the analysis of JMH's language learning experience in multiplayer games align with several key points raised in previous research on the effectiveness of online gaming as a tool for improving speaking skills. JMH's narrative highlights how engaging in real-time communication during gaming fosters both linguistic and social development. His experience provides valuable insights into the dynamic role of gaming in language acquisition, particularly in developing speaking skills.

JMH's journey with learning English began with a lack of interest, which gradually shifted as his interactions with international players became essential for in-game success. This highlights a central concept found in both the analysis and previous research—intrinsic motivation. For JMH, the motivation to learn was driven not by formal educational structures but by his desire to communicate effectively within the gaming context. Similarly, Wirawati (2023) underscores the importance of motivation in improving speaking skills through online gaming. In her study, students reported a noticeable improvement in speaking abilities due to their engagement in online games, which was facilitated by the fun and enjoyment of the activity itself.

The results of this study indicate that online gaming, as an informal and immersive environment, can significantly enhance language learning, especially in terms of speaking and vocabulary acquisition. JMH's experience aligns with previous research that suggests real-world communication and exposure to native speakers can be more beneficial than traditional language learning methods. Unlike structured classroom settings, online games provide a dynamic, context-driven environment where learners engage in spontaneous, real-time conversations that mirror actual language use. This study suggests that the interaction with players from various cultural backgrounds enhances both language comprehension and production, confirming that social interactions are a critical component in language acquisition (Vygotsky, 1978).

One of the most notable aspects of JMH's experience is the role of intrinsic motivation in driving language learning. Initially uninterested in English, JMH's desire to communicate with his international gaming peers motivated him to invest time in language learning. This motivation aligns with self-determination theory (Deci & Ryan, 1985), which posits that intrinsic motivation—learning driven by personal interest or enjoyment—can be more effective than extrinsically motivated learning, which often feels imposed or

obligatory. By participating in a hobby he already enjoyed, JMh was able to learn English naturally, without the pressure of formal study. This suggests that game-based learning may be particularly advantageous for learners who are less motivated by traditional classroom approaches.

The social dimension of online gaming also played a crucial role in JMh's language development. Through daily interactions with players from diverse cultural backgrounds, JMh was exposed to a wide range of vocabulary, including slang and colloquial expressions. As research on language immersion suggests, frequent exposure to the language in authentic contexts facilitates vocabulary acquisition and enhances fluency (Krashen, 1982). JMh's engagement with both strategic discussions and casual chats demonstrates how the blend of formal and informal communication in multiplayer games helps learners improve language proficiency in various contexts. For instance, his ability to discuss game strategies with teammates not only strengthened his technical English but also allowed him to pick up informal expressions and conversational cues. This illustrates the versatility of language that can be learned through social gaming, with learners picking up both formal and informal communication patterns in tandem.

Another key finding of this study is the value of immediate feedback in online gaming. JMh's active approach to asking for clarifications and corrections directly contributed to his language development. Immediate feedback allows learners to address mistakes as they occur, helping to prevent the reinforcement of incorrect language usage and promoting more efficient learning. This result supports previous studies that emphasize the importance of timely corrective feedback for language learners (Lyster & Saito, 2010). The real-time feedback JMh received from his teammates, whether regarding pronunciation or vocabulary, mirrors what is recommended in communicative language teaching, which encourages learners to interact and receive feedback in authentic, meaningful contexts.

JMh's experience also highlights a practical challenge in language learning: understanding different accents. As the study shows, regional accents in English can create barriers to communication, which may hinder comprehension for learners. However, JMh's strategy of requesting slower speech or asking players to type their messages demonstrates an effective, adaptive approach to overcoming these barriers. His willingness to engage in this process highlights a key component of successful language learning—learning how to manage communication difficulties

in real-world situations. This active problem-solving approach suggests that learners can improve their language skills by adopting practical strategies to manage the inevitable challenges that arise when interacting with native speakers, such as accent variation.

Furthermore, the extended time JMH spent gaming (8-16 hours per day) played an important role in his language acquisition. The high level of immersion facilitated by these long hours of gaming allowed him to practice his English skills regularly and consistently. Research on second language acquisition supports the idea that immersion is a powerful tool in language learning (Snow, 2010). JMH's consistent interaction with English-speaking players gave him frequent opportunities to practice speaking, listening, and understanding English in diverse contexts. This extensive immersion mirrors the natural process of language acquisition, where repeated exposure leads to improvements in fluency and comprehension.

However, it is important to note that while JMH's experience highlights the benefits of online gaming in language acquisition, it is not without limitations. As JMH acknowledged, the informal nature of the language used in games—such as slang and incorrect grammar—can sometimes hinder the development of more formal

language skills, like mastering proper grammar rules. The lack of focus on grammar, vocabulary precision, and academic language in gaming environments could limit the learner's ability to communicate in more formal settings or handle complex linguistic tasks. Therefore, while online gaming can serve as a valuable supplement to traditional language learning methods, it may not be sufficient on its own for mastering all aspects of a language.

In conclusion, JMH's experience underscores the potential of online gaming as an engaging, low-pressure platform for learning English. The social interactions, real-time feedback, and constant exposure to English contribute significantly to vocabulary expansion, pronunciation improvement, and overall speaking fluency.

IV. CONCLUSION

Jundi Marwan Hadid's (JM) experience shows that playing online games can be an effective way to improve English speaking skills. Intrinsic motivation, such as the desire to communicate with international friends, drives him to learn independently in an authentic environment. Regular interaction, direct feedback, and challenges such as understanding new

accents and vocabulary, are important parts of his learning process.

With up to 16 hours of playtime per day, JM is exposed to English intensively in real contexts, which are not always available in formal learning. He also actively seeks solutions to communication

barriers, such as asking for clarification or explanations of terms. This experience proves that a fun, interactive, and relevant learning environment can result in more effective language learning than traditional methods.

DAFTAR PUSTAKA

- Aeni, Y., Syafitri, I., & Rachmat, S. (2023). Improving English speaking skills through online games: A sociocultural perspective. *Journal of Language and Education Studies*, 16(2), 45-62.
- Akhyak, M., & Indramawan, A. (2013). Indicators of speaking proficiency. *Journal of Language Teaching and Research*, 4(6), 1346-1354.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed., pp. 327-329). Pearson Education.
- Brown, G., & Yule, G. (2007). *Teaching the spoken language: An approach based on the analysis of conversation*. Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Prentice Hall.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed., pp. 327-329). Pearson Education.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.
- Chaney, A. L. (1998). *Teaching oral communication in English as a second language*. Pearson.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Darihastining, S. (2019). Online game as a medium to improve students' speaking skill. *Journal of Language and Education*, 5(2), 134-14
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Penguin Books.
- Iskandarwassid, B. (2008). *Teaching speaking: Techniques and strategies*. PT. Remaja Rosdakarya.