

STUDENTS' PERCEPTIONS OF THE INFLUENCE OF ONLINE GAMES ON THEIR ENGLISH SPEAKING SKILLS

THESIS

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**FACULTY TARBIYAH AND TEACHER TRAINING
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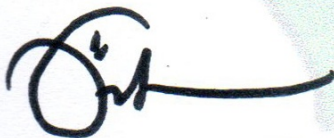
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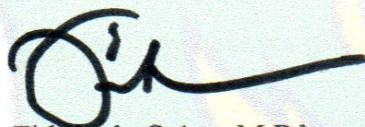
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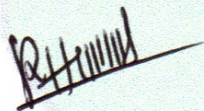
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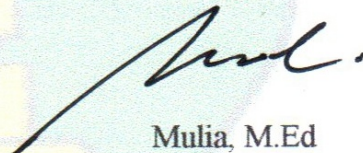
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**STUDENTS' PERCEPTIONS OF THE INFLUENCE OF ONLINE GAMES
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Agustus 2025

Saya yang membuat surat pernyataan



Rahma Yanti

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This thesis is the result of continuous effort, reflection, and learning. I am open to constructive feedback and hope this work can be a meaningful contribution to the field of education.

Banda Aceh, 1 August 2025

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ABSTRACT

Name : Rahma Yanti
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Thesis's Title : Students' Perceptions of the Influence of Online Games on Their English Speaking Skills.
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This study aims to explore students' perceptions of the influence of online games on their English-speaking skills. Employing a qualitative approach, the research involved seven students from the English Language Education Study Program at UIN Ar-Raniry who actively use English while playing online games. Participants were selected using purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings reveal that students engage with various types of online games, including multiplayer competitive games, MMORPGs, Battle royale games, and Educational language apps, which create authentic contexts for practicing English. Participants reported positive impacts of online games on their speaking skills, particularly in vocabulary development, grammar development, fluency enhancement, confidence building, and increased motivation. Vocabulary acquisition was strengthened by frequent exposure to game-related terms and conversational phrases used during gameplay. Grammar improvement was partial, as students gained practical sentence construction skills despite informal language use. Fluency increased due to the need for spontaneous and rapid communication. Confidence grew in a non judgmental gaming environment that reduced anxiety. Motivation was driven by the practical necessity of communicating effectively with international players. Overall, this study concludes that online games serve as an effective and contextual medium to enhance students' English-speaking skills through authentic interactions. However, online gaming should be supplemented with structured learning activities to support students in improving their grammatical accuracy and appropriate use of formal language.

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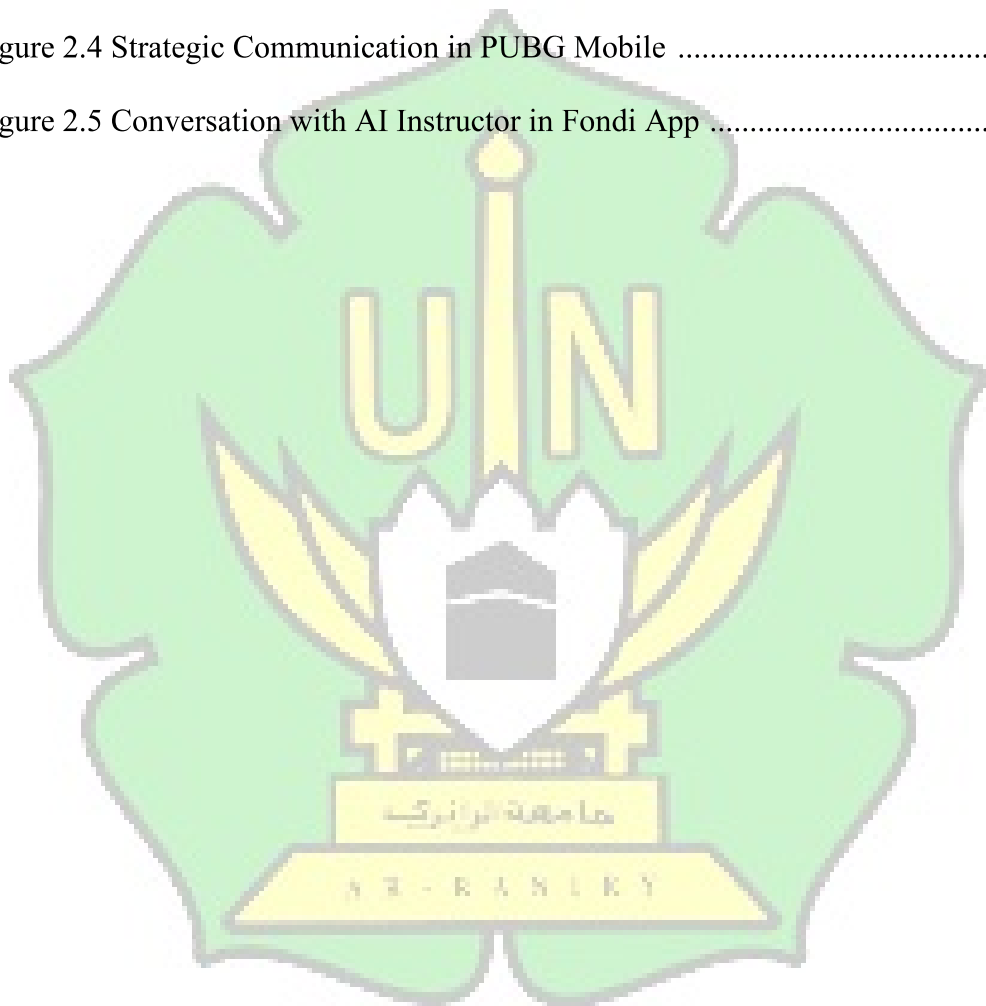
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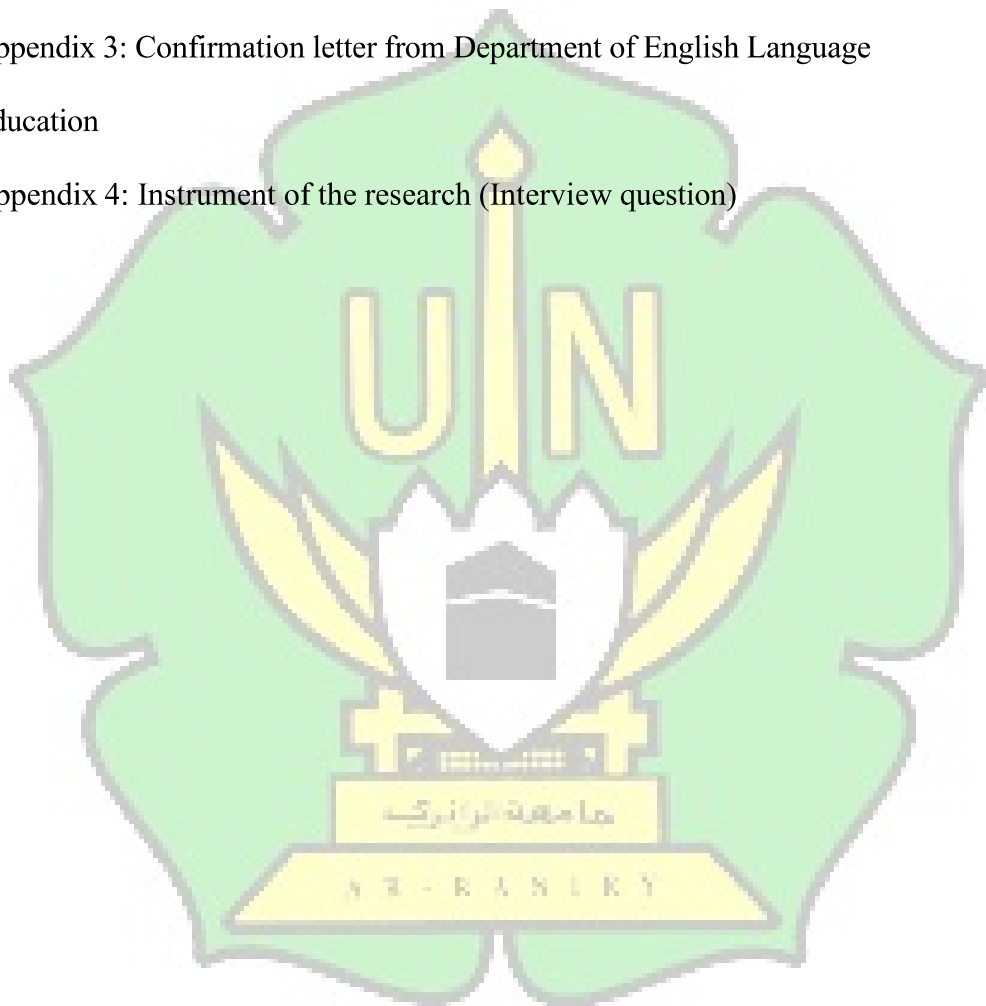
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Education

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CHAPTER I

INTRODUCTION

A. Background of Study

The integration of digital technology in everyday life has changed many aspects of how people learn, interact and spend leisure time. One of the most prominent impacts of this integration is the increasing popularity of online gaming among students. With easy access to smartphones, computers and internet connections, online gaming has become an integral part of students' daily routines. These games not only serve as entertainment, but also a platform for interaction and communication with players from different countries, often using English as the main medium of communication. This phenomenon has sparked academic interest to examine whether online gaming contributes to the development of English language skills, especially speaking skills.

According to Riski (2017), online games such as *Mobile Legends*, *PUBG Mobile*, and *Free Fire* are in high demand by students as a means to fill spare time and socialize digitally. These games, which often involve real-time teamwork and direct communication with other players, create an environment where spontaneous communication is indispensable. As many games are played on international servers, players often use English to coordinate.

This potentially provides an opportunity for students to develop English speaking skills through natural task-based interactions that resemble authentic communication. In addition, online gaming can also affect students' cognitive

development, which includes the process of acquiring knowledge and understanding such as thinking, solving problems, remembering, and using language. Nur and Stifandri (2024) stated that online gaming can affect an individual's cognitive development in different ways, depending on how the game is used. They argue that games played moderately and with a specific purpose can improve critical thinking, reaction speed, as well as communication skills. In particular, the communication demands in multiplayer games can help students improve their speaking fluency and confidence in using English. However, excessive and uncontrolled use of games can negatively impact concentration, time management and academic routines, which can ultimately hinder language development and overall academic achievement (Haratua & Nurhadi, 2024).

Speaking skills are one of the main objectives in English language learning, yet it remains a challenge for many students, especially in non-native speaker environments. In the traditional classroom, opportunities to practice speaking are often limited. Students also often feel anxious or lack confidence when speaking in front of peers. Therefore, an alternative environment that supports active speaking practice is needed. Online gaming can serve as such an environment, offering low-pressure, real-time communication scenarios where learners can use English meaningfully. These interactions have the potential to improve vocabulary acquisition, fluency, as well as oral comprehension.

A number of studies have shown the positive impact of online gaming on students' speaking skills. A study by Wirawati and Aeni (2023) at Makassar State University, which used a quantitative approach to 30 students of the Faculty of

Language and Literature, found that online games contributed 43.4% to the development of speaking skills. Students often utilize communication features in games, especially in the *First-Person Shooter (FPS)* type, to communicate directly with players from other countries. These interactions require the use of English to give instructions, discuss strategies, and respond quickly, which gradually improves their speaking skills and confidence.

Another study by Kaloso (2020) at IAIN Manado examined the role of online games in vocabulary acquisition. Although the main focus was on the vocabulary aspect, the study also found an improvement in speaking skills. Through questionnaires and observations, the study reported that students who engaged in online games became more motivated to use English in their daily communication. The interactive and context-rich nature of the game allowed students to acquire new vocabulary and use it in real-time communication with other players. Continuous exposure and interaction created an environment that allowed natural and enjoyable speaking practice, thus strengthening communicative competence.

At UIN Ar-Raniry Banda Aceh, a similar pattern can also be observed. Many students from the English Language Education Study Program actively play online games and interact with other players using English. However, formal academic studies that specifically examine students' perceptions of the impact of online gaming on their speaking skills are limited. While national and international research has uncovered the educational potential of online gaming, there is little examination of how students themselves perceive the influence on their speaking

development, particularly in the context of English language learning in higher education.

Understanding students' perceptions is important as it provides insight into their attitudes, motivations and experiences in learning a language outside of the formal environment. Some students may view online gaming as a useful learning tool, while others see it solely as entertainment. By exploring these perceptions, educators and researchers can gain a better understanding of how digital platforms are utilized by learners, as well as how they can be integrated into formal learning strategies. The findings from this study are expected to inform the development of future instructional designs, particularly those relevant to the digital habits and preferences of today's students.

Based on the above, this study aims to explore students' perceptions of the influence of online gaming on their English speaking skills. This research will be conducted among students of the English Language Education Study Program at Ar-Raniry State Islamic University Banda Aceh, using a qualitative approach through in semi structure interviews. The focus of the study is to investigate how students perceptions the role of online games in developing various aspects of speaking skills, including fluency, vocabulary acquisition, confidence, and motivation, as well as interaction strategies. By involving students who actively play online games, this study is expected to provide greater insight into the contribution of informal digital interactions to second language speaking proficiency.

B. Research Question

Based on the background of this study, the research question is: "What are students' perceptions of the influence of online games on their English speaking skills?"

C. Research Aim

This study aims to explore students' perceptions of the influence of online games on their English speaking skills, focusing on aspects such as vocabulary development, grammar enhancement, fluency improvement, confidence building, increased motivation, and interaction strategies.

D. Significance of the Study

- For future researchers, this study can serve as a reference and literature source in investigating similar topics, particularly those related to the role of online games in developing speaking skills in English as a foreign language (EFL) contexts.
- For teachers and educators, this study offers valuable insights into how students perceive online games as tools for speaking practice. These insights can help in designing creative, interactive, and student centered learning strategies that align with students' digital interests.
- For theoretical development, this study contributes to a broader understanding of how informal digital environments like online games can support speaking skill acquisition. It expands the discussion on students'

perceptions of game-based learning and digital-assisted language development.

E. Research Terminology

1. Online Game

According to Yuan (2023), online games are internet-based digital games that allow multiple players to connect and interact in one virtual platform in real-time. The game creates a dynamic interactive space, where communication becomes the main key in completing missions or achieving certain goals. Wang (2024) explains that online games not only provide entertainment, but also indirectly train critical thinking skills, cooperation, and even language skills. In the context of learning, online games provide an authentic environment for language learners to use English in real and meaningful situations, such as discussing, negotiating, or giving instructions while playing.

2. Speaking Skills

According to Brown (2001), speaking skills are an individual's ability to produce spoken language spontaneously, accurately, and communicatively in various situations. This skill not only includes linguistic aspects such as pronunciation, vocabulary, and grammar, but also includes fluency, coherence, and the ability to convey meaning effectively. Nunan (2003) emphasizes that foreign language speaking is a productive skill that

requires simultaneous cognitive and social processes, so consistent practice in authentic contexts is essential to achieve fluency and confidence.

3. Student Perception

According to Slameto (2010), student perception is an internal process that allows students to give meaning to the learning experiences they experience, either through observation, interaction, or subjective assessment. Gardner and Lambert (1972) state that perception is strongly influenced by attitudes, previous experiences, and individual motivation. Positive perceptions towards English learning, for example towards teachers, methods, or materials used, will increase students' active engagement and have a positive impact on learning outcomes. Conversely, negative perceptions can lead to psychological barriers such as lack of confidence or anxiety, which hinder the language acquisition process.

4. Language Interaction in Online Games

According to Peterson and Thomas (2021), language interaction in online games is a form of authentic communication that occurs between players, whether through text, voice, or symbols, with the aim of completing tasks, negotiating, or forming alliances in the game. In the context of language learning, these interactions provide opportunities for learners to apply the target language, particularly English, in a natural and contextualized setting. Peterson also states that active participation in game interactions can improve speaking fluency, expand vocabulary, and build students' confidence in using English spontaneously and meaningfully.