

## MOBA Online Games As an Interactive Media to Develop EFL Learners' Speaking Skills

Teguh Prasetyo

Universitas Negeri Surabaya  
real.tpras@gmail.com

### Abstrak

Berbicara merupakan keterampilan dasar yang paling menantang bagi siswa, khususnya mereka yang belajar bahasa Inggris sebagai bahasa kedua. Salah satu faktor yang menyebabkan pembelajar sulit mengembangkan keterampilan berbicaranya adalah kurangnya kesempatan untuk mengeksplorasi kemampuannya di luar kelas. Di era digital ini, pembelajar harus memanfaatkan segala alat untuk membantu keterampilan berbicaranya, termasuk game MOBA. Penelitian ini bertujuan untuk mengetahui apakah permainan MOBA dapat digunakan untuk melatih kemampuan berbicara pembelajar, ekspresi bahasa yang digunakan, dan kendala yang dialami pembelajar ketika berlatih berbicara menggunakan permainan MOBA. Metode penelitian menggunakan studi kasus kualitatif dengan partisipan 3 mahasiswa di Surabaya. Teknik pengumpulan data menggunakan wawancara dengan 21 pertanyaan terkait permainan MOBA untuk berlatih berbicara, dan peneliti juga menggunakan observasi untuk mendapatkan lebih banyak data. Hasil penelitian menunjukkan tanggapan positif dari peserta bahwa permainan MOBA dapat digunakan sebagai media untuk membantu keterampilan berbicara mereka di luar kelas. Lebih lanjut, penelitian ini juga mengungkapkan bahwa sebagian besar pembelajar menggunakan dialog pendek sebagai ekspresi bahasa ketika memainkan game MOBA, seperti kalimat perintah dan pengulangan. Selain itu, ditemukan bahwa pembelajar mengalami kendala seperti toksisitas dan kemalasan saat menggunakan MOBA sebagai media untuk mengembangkan keterampilan berbicaranya.

**Kata Kunci:** Berbicara, Media Interaktif, Permainan Video Daring, MOBA

### Abstract

Speaking is the most challenging of the four fundamental skills for students, particularly those learning English as a second language. One factor that makes it difficult for learners to develop their speaking skills is the lack of opportunities to explore their abilities outside the classroom. In this digital era, learners must utilize all the tools to assist their speaking skills, including MOBA games. This study aims to determine whether MOBA games can be used to practice the learners' speaking ability, the language expression used, and the obstacles that the learners experienced when practicing speaking using MOBA games. The research method uses a qualitative case study with participants of 3 university students in Surabaya. The data collection technique uses interviews with 21 questions related to MOBA games to practice speaking, and the researcher also uses observation to get more data. The study's result showed positive feedback from the participant that MOBA games can be used as media to assist their speaking skills outside the classroom. Furthermore, the study also revealed that the learners mainly used short dialog as language expression when playing MOBA games, such as imperative sentences and repetition. In addition, it was found that the learners experienced obstacles such as toxicity and laziness while using MOBA as the media to develop their speaking skills.

**Keywords:** Speaking, Interactive Media, Online Video Games, MOBA

### INTRODUCTION

Online gaming has grown in popularity and become the daily routine among people. According to statistics from Elliott (2023), around three billion people play video games worldwide, meaning at least 41% of the earth's population has ever played video games. From that data, most adolescents are obsessed with online games. Despite the negativity, video games can also increase players' language competency, specifically speaking.

Various ways are needed to increase Indonesian students' motivation in speaking, apply appropriate

learning methods, and provide media to develop speaking skills. In this modern era, technology is a tool that is very commonly used to help the learning process. Husain (2014) found that that using technology in pedagogy would have positive aspects, increasing learning motivation and creating a more pleasant learning atmosphere for teachers and students. One of them are online games that have a global server based on the region so the users can interact with each other than talking through their headset using global language which English. There are many free online video games on the

Internet that can be used to help students increase their confidence and practice speaking English. According to research conducted by Jung (2020), it helps students to provide a new, engaging platform to practice their language ability.

The relationship between online games and language proficiency occurred five to decades ago, and numerous studies conducted at the time concluded that the majority of multi-player online games allow users to communicate in English, one of the world's official languages. According to Postic (2018), interactivity between other players is the key to success in digital video games, which means in-game communication helps the players develop their competence in English. However, in research that conducted by Barnes and Prescott (2018) they found that parents and educators continue to try to persuade students not to play video games enormously at home since it can cause isolation and aggressive behaviors.

Despite its opportunity as media to practice the verbal communication, online video games also have the negativity. Addicted users most likely play an online game exclusively for the whole of their day. The research conducted by Suplig (2017) revealed the detrimental effects of online game addiction on social intelligence and the efforts made by teenagers to abstain from online gaming addiction. In addition, the result of Kurniawan (2017) showed that too much online gaming intensity can affect academic achievements and lead students to prioritize their games rather than assignments, resulting in the downfall of academic performance.

For Indonesian language learners, speaking English as a second language can be difficult since they must not only be able to formulate thoughts but also have the ability to shape their linguistic structure. Abbaspour (2016) asserted that fluency, grammar, proper pronunciation, and vocabulary are some of the elements that affect how successful speech is. Not every type of communication is appropriate in every scenario, therefore the learner must also discover appropriate methods to engage with others in various relationships and settings. According to Haryudin and Jamilah (2018), in order to speak English fluently, students need to practice a lot. In addition to practicing speaking outside of the classroom, even with restricted access, students must also practice speaking in the classroom where speaking is taught.

Indonesian learners are required to master speaking English when studying in school. It is not easy since the learners only have a little opportunity to practice outside the classroom due to the limited options. Thus, the development of interactive media is expected to be the right solution to address the current problems of English learning. According to Dewi et al. (2016), they believed that the learner must master English to deal with the pace

of technology and survive the industry qualification. This technology can certainly be used to help promote students' abilities, one of which is speaking in English. With so many interactive media widely spread on the internet, students have a tremendous opportunity to train themselves individually. The students, who generally consist of teenagers, are very highly enthusiastic about using the internet. According to Rahman J (2017), Adolescents become enthusiastic about following developments and applying the concept of "try and fail."

In this digital era, one of the technology that can be use as medium to learn speaking. When playing online video games, players have the opportunity to engage in competitive gameplay, interact with others, and converse using text chat. In addition to using a chat area, players have the option to communicate with one another via voice conversations using audio hardware. MOBA games are one of the categories of games. In most MOBA games, each player chooses a distinct avatar, and then they are split into two teams of five players each, each of whom competes to demolish the opponent's headquarters. Based on Bonny et al. (2016) MOBA players have a huge range in expertise that offer a unique opportunity to explore their cognitive skills. Players are forced to communicate with each other in order to discuss the most effective tactics available that can be used to win the game.

MOBA games are one of the sub-genres of video games that have become popular in the last two decades. So many MOBA games can now be played free on the internet. MOBA games allow users to play any heroes with different skill sets. MOBA games enable users to have conversations with other players from other countries, which is believable as one of the best ways to gain oral ability. Jeon (2016) stated that MOBA online gas has influenced EFL learners to have a chance to interact with other people in the world. The system that MOBA games offer users provides the opportunity to get experience in communicating with someone who has a different language so that the users can learn about another language. Furthermore, MOBA online games allow users to learn English through the concept of game-based learning, which gives learners enjoyment during learning.

Some previous studies discuss the impact of the online games on the student's language proficiency. However, not many studies use the specific online games as the medium under study that related with the development of speaking skills. The most similar article that can be used as a reference is the article by Darihastining et al. (2019), entitled Online Game as a Medium to Improve Students' Speaking Skills. One of the factors that influence this, it is because that many people believe that online games still give bigger impact on the negative side rather than positive value. As a result, there are still few studies on the same

topic that can be used as a reference for writing this article. Therefore, the research intended to describe how EFL learner's speaking activity using MOBA Online games in the article "MOBA Online Games as an Interactive Media to Develop EFL Learners' Speaking Skills"

The following are the questions that should be answered related to the background of the study: (1) How do EFL learners develop their speaking skills through MOBA online games? (2) What language expressions are used by EFL learners using MOBA online games? (3) What problems are encountered by EFL learners while practicing their English using MOBA online games?

## METHODS

The research entitled "MOBA Online Games as an Interactive Media to Develop EFL Learners' Speaking Skills" aims to determine whether MOBA games can be used as a medium to develop speaking skills for EFL learners. The researcher needs to examine the limitation that Indonesian learners experience regarding the lack of opportunity to practice speaking skills outside the classroom, which still needs to be resolved. The research uses a qualitative approach. The researcher chooses the qualitative approach because the researcher needs to know the learners' perspective about the potential of MOBA games as media. The qualitative approach provides the learner with the verbal data the researcher needs for the study.

This research applied a case study design. A case study is defined as a method or strategy in research to reveal a particular case. A case study is defined as a method or strategy in research to reveal a particular case. The researcher chose a case study since the research needs deeper data on learners' perspectives about online games as media to practice speaking skills, which can be obtained through in-depth interviews obtained through in-depth interviews in the case study design. The case study research focuses on one particular object, which is a case to be studied in depth to reveal the reality behind the phenomenon. Because what is visible is not something tangible. It is just a reflection of what is inside. Creswell and Poth (2016), defines a case study as a qualitative research method that comprehensively examines a program, event, activity, technique, or one or more individuals by the researcher. The cases are limited by time and activity, and researcher collect extensive data over a prolonged duration using various data collection methods.

Furthermore, Angelova and Zhao (2016) defined a case study as a method of empirical investigation that thoroughly examines a current event, mainly when it is difficult to distinguish between the phenomenon and its surrounding environment. In other words, a case study can

be used to understand the meanings and essences of someone's or some people's experiences. Nowadays, playing online games can also be defined as a phenomenon in life of the many hours spent per day. Thus, this research aims to find a deeper understanding of MOBA players' experiences in acquiring English.

The subject of this research is three learners who have already played MOBA games for at least five years. The target subject of this research was the university students who are still active in college to this day. Researcher need someone currently studying because they want to know each individual's personal experiences regarding speaking activities inside and outside the classroom during school. Apart from that, researcher also want to know how English students take advantage of opportunities outside the classroom to hone their speaking skills. For all of those reasons, English department students are the perfect subject for this research.

Since the study aims to explore the possibility of using online games to develop students' speaking skills, the verbal data must acquired from the learners. For that reason, In-depth interviews and observation were used as the study tools to gather data. The researcher chose the interview to collect the subjects' points of view about the gaming phenomenon. The interviews were conducted in the middle of the research. The interview was conducted by talking one by one for approximately 30 to 50 minutes, with a topic that the researcher had determined, which consisted of 21 questions. While researcher also conducted the observation to answer the second research question about learners' language expression when playing MOBA games. The observation needed to know the exact words and patterns the learners use when talking in English using MOBA games.

This research uses the thematic analysis by Braun and Clarke (2006). Thematic analysis is a versatile and valuable approach for qualitative research, particularly in the context of case study research. During the analysis of qualitative data, Creswell (2012) described how researchers gain a broad understanding of the data and then categorize descriptions and themes related to the main occurrence. In-depth interviews are highly regarded tools as they provide an efficient means of obtaining comprehensive data. The researcher uses thematic analysis as the data analysis, which includes the steps of identifying, analyzing, and reporting the result. The steps of data analysis including: Transcribing, Coding, Thematizing, Interpreting, Reporting

## RESULTS AND DISCUSSION

To answer the way MOBA online games develop the learners' speaking skills, the researcher has three findings that are explained below.

### **The Way MOBA Online games promote EFL learners' speaking skills.**

The findings is the ability to utilize games as media. People who adapt to technology will be able to catch up in this era. The teacher and the student must learn how to operate the technology and utilize it to achieve better learning outcomes; one of the technologies can also be used as a medium to improve the learner's language abilities. The first findings has four main points: capacity to know more, engagement, less anxiety, and error identification.

#### **Capacity to know more**

Capacity to know more means learners are willing to learn more things using games as media. As a learner, being highly curious to know more about anything, including games, is essential. Based on the interview, the participant explains that he often did not get much opportunity to go outside the classroom, as the detailed description was in the transcription below.

L1, Excerpt 1

*"When I played solo and team up with foreigners I used English. Event ought we have language barrier, it's better than we use our native language since no one will understand us. Sometimes I have to be translator if my teammates from Indonesia doesn't understand about English when talking with the foreigners in the game."*

In learner 1, excerpt 1, he believes that the game forces them to use English even though Indonesian people are on the same team. The other players are from outside the country and can still communicate in the same context. He even said that sometimes he becomes a translator in the game to help his friend who does not understand English.

#### **MOBA games provide the learners with engagements**

It is not a secret that many learners think traditional learning methods, in which the teacher explains in front of the class and the students listen, are boring and make students less excited. That is why providing engagement during learning nowadays is necessary. Games can be one of the options to choose from to overcome those problems. Games not only overcome boredom when learning but also provide enjoyment.

L2, Excerpt 3

*"YES! I learn mostly from games. I played a lot of games and gained my skills from there. Its enjoyable to learn from games."*

In learner 2, excerpt 3, it can be seen that he strongly agrees that online games provide enjoyment when practicing speaking skills. That answers him because he experiences it by himself. After all, the first learner has been playing the MOBA games since junior high school. Back in the day, he spent almost a full day just playing the game. This indicates that the game provides engagement,

and learners can even spend almost a full day in front of the computer playing the game.

#### **MOBA games gives less anxiety**

One of the biggest obstacles when learning oral skills is the massive amount of anxiety. People often freeze when asked to talk in English with others. The fear of speaking a foreign language is common since people fear failure, misunderstanding, and grammar mistakes. Moreover, it will be hard for introverted learners to speak English because of their personalities.

L1, Excerpt 5

*"I think video games, especially MOBA, it's a very good ways to develops their speaking skills for the introverts. When introverts talk each other's in real life, they will have anxiety and it leads them to silence or bad communication. But in the video games, they don't need to struggle from that since they don't need to face the people they talking to so it's easier for them. Also, they do not need to be afraid to make mistake since its anonymous so there is no social disadvantage will receive if we bad while we're talking in online games."*

In learner 1, excerpt 5, it can be seen that he strongly believes that MOBA games provide users with less anxiety when talking in the game. He explains that introverts have anxiety when talking in real life, which leads to silence, while in the MOBA games, the learners do not need to face this problem since they will not see the people in face-to-face situations. That is one of the best things that the learners can utilize from the MOBA games; since they do not know who they are talking to, they do not need to worry about making mistakes since there will be no consequences. In contrast, sometimes, the students will get laughed at by others when making mistakes, and this kind of act is why introverted students have a hard time practicing their English inside the classroom.

According to research that conduct by Jung (2020), they found that it is helping the students to provide a new platform that engaging to practice their language ability. In the MOBA games, the learners do not need to worry about such things since the identities of other people in the game are anonymous. With that condition, it is easier for the learners to talk in English since they do not need to worry about making mistakes and being judged by others.

#### **Error Identification**

When playing online video games, we meet many unknown people with different understanding levels of English. With all of that variety, sometimes we meet someone with a lower English ability, even lower than what we have. It is not bad; learners can still learn something from it, and one of those is error identification.

L2, Excerpt 7

*"We expect to play with foreigners. Some of them are not very good. For example, I've met someone saying "many many" or something like that."*

When we play online games, we meet people with a variety of levels of English. Sometimes, we meet people with good English understanding, but at the same time, we also can meet people with mid or even bad English understanding. Despite that, the learners still can learn about something. For example, in this case, the learner knows that the vocabulary "many many" is wrong, and he notices it. This means that even when playing with players with minimum knowledge of English, the learners can still learn about something, in this case, error identification.

Moreover, the research conducted by Darihastining et al. (2019), it showed that online games influence the learners vocabulary acquisition and language variation. Since the game uses English as the primary language, all the instructions are written in English, forcing the learners to know the meaning of the item description so they can use it adequately. Furthermore, one participant said he learned how the expression works. He explained that back in high school, he did not know expression meant serious or sarcasm, but now he can differentiate between those things.

### **The language expressions used by EFL learners while using MOBA online games.**

Language patterns refer to the arrangement of various components that are either beneficial or detrimental. Language provides insight into the organization of an individual's perception or encounter. Every activity involving the language inside always has a language pattern, no exception with the gaming culture. In this second theme, the researcher finds the language pattern that gamers usually use when playing MOBA games.

#### **Word attainment**

Word attainment means that the learners are expected to learn some words and can use those words in the context while talking with another person. Through the game, the gamers hear and see many English words, but sometimes, it misleading if we do not know their meaning and context. Based on the interview, the participant explained that it is good to understand English in order to master the game.

L2, Excerpt 8

*"The game is English based games. All the instructions written in English. So, we need have a good English understanding to play this game."*

In learner 2, excerpt 8, he stated that the MOBA games he played were English-based games that mainly used English in all the game's instructions. This factor can be useful for the learners since it forces them to understand more English words to play the game effectively. Also, if the learner opens the game and sees all the English words

inside it, they will likely be used to it over time. By only repeating that, the learners get used to English words, and then hopefully, they can understand them and use them in the right context.

#### **Short Dialogue**

Most participants said short dialogue is their primary pattern when speaking in MOBA games. The gamers chose short dialogue because it conveys information quickly and effectively. Short dialogue allows the gamers to give information quickly since they also need to focus on the game itself. These are examples of short dialogue being the first choice when speaking in the game.

L2, Excerpt 11

*"Since it's a strategy-based game, we usually talk in short dialog since its effective to convey the message. For example, "let's go there together, we need to play as team, lets chill and farm" something like that."*

In the excerpt 11, the second learner said that he mostly used short dialogue when talking in the game. The second learner believe that short dialogue is the most suitable expression to be used in the game since the players need to communicate effectively in short time. The second learner even provides the example of the dialogue that mostly are imperative sentences.

Related with that, Zhan et al. (2018), discussed how repetition of instruction might help students retain information in their long-term memory. The user repetition and short dialogue seem to have become a perfect combination when talking in the game, which aims to deliver the information as simply and effectively as possible.

#### **Long Discussion**

Despite using much short dialogue when speaking in MOBA games, the learners sometimes use long discussions. Long discussions often do not seem to be used as much as short dialogues since the learners explained that they only have long talks under several conditions. The learners explained that the condition could be in the game's late stage when the game becomes intense and the team needs to speak.

L2, Excerpt 14

*"But there some situation that sometimes someone going to talk a lot. For example, like if we are in the chaos situation."*

It seems that the player also uses long discussion in certain situation. The chaotic situation here is the same as the late game the first learner mentioned in the previous point. He also states that if someone is going to talk, it means not all the team members. Usually, one of the members becomes a leader and commands the team. The leader preferably has the main voice to convey what to do in long sentences; depending on the idea, the others must agree or disagree with it. Furthermore, Postic (2018),

stated that the key to success in digital video games is in the interactivity among players, since in-game conversation aids in the development of their English proficiency.

### **Word learning and recall**

The participant learns a lot of words in the game since the game uses English as the main language. This help the participant remember the vocabulary and how it is used in the real context. One of the participants explained that he learned how words are expressed in the game. Not only learn about context, he also said that the game has increase his knowledge about some vocabularies meaning.

L1, Excerpt 17

*"I learn how the expression works. Back then I don't know whether expression means serious or sarcasm but know I can differentiate between "GOOD JOB!" and "good job..."*

The first learner explained how expressions works when he plays MOBA online games. He said that in the early stages when he played the game, he did not know whether the expression meant serious or sarcasm, but now he can differentiate between them. In English, idioms, or language expressions, are used frequently. A lot of idioms can be found in literature, culture, and everyday conversations if English is your second language. Thus, it's critical to comprehend them! Once you know how to use them correctly, idioms are a fun way to express oneself in English. Furthermore, study conducted by Darihastining et al. (2019), found that when playing online games, language learners may also practice speaking a second language while simultaneously completing a task.

### **The problems encountered by EFL learners when using MOBA games as media to practice the speaking skills**

Although MOBA games seem to have multiple benefits for developing the learners' speaking ability in exciting ways, they also have barriers to using them. Gamers usually experience obstacles when playing MOBA games, such as pronoun problems, laziness, uneven participation, and toxicity. Those obstacles are later explained individually, as provided by the evidence taken from the respondents. Furthermore, in research that conducted by Barnes and Prescott (2018), discovered that parents and educators continue to try to encourage children not to play video games excessively at home since it can lead to isolation and violent behavior.

#### **Pronounce problems**

Despite the benefits the learners get when playing MOBA games to develop their speaking skills, they also experience some problems. The first problem is about pronouns. Pronouns are one of the main aspects of speaking ability. All the participants said they met

foreigners almost in every game they played. However, only some of the foreigners have good pronunciation in English.

L2, Excerpt 19

*"If you lucky, you can learn from someone that have a good pronoun, but sometimes I don't even understand what the other said."*

The first learner said that the obstacle he experienced when practicing speaking skills using MOBA games was the other players' lack of constant understanding of English. The first learner stated that he can learn about some words' proper pronunciation if he meets the right player, while it is misleading if he meets the bad player.

#### **Laziness**

Pronounce problems are not the only ones that learners experience when playing MOBA games. Some obvious problems, like laziness, can occur when playing games. For some time, the subject did not want to talk and just played the game because of the high level of laziness. Laziness is the biggest obstacle for learners since it can lead someone to do nothing.

L3, Excerpt 22

*"I use both of them. If I too lazy to speak, I will use the written form. But if I want to talk then I just talk on the mic. Or if I mad, I will talk in mic also hahaha."*

The third learner is sometimes too lazy to speak in the game. He stated that he spoke in the game about whether he was mad or not too lazy to do it. The third learner explained that MOBA games are sometimes too tiring since they can last about an hour. Moreover, if he meets with other players with a bad attitude, it makes him too lazy to play the game seriously. In addition, the result of Kurniawan (2017), showed that excessive online gaming intensity can have a negative impact on academic performance by making students prioritize their games above assignments.

#### **Uneven participation**

Uneven participation means that not all players in the game have the same amount of time to talk; worst of all, some players refuse to talk at all. One of the problems that is hard to encounter when playing MOBA games is the anonymous players that play with us. Sometimes, some people refuse to join the conversation for unclear reasons, and the gamers cannot do much about it.

L2, Excerpt 23

*"For me, I will let it go. I've been played the game for 10 years. I am at the point that I don't really care if someone on the team don't want to talk. I am too tired to conveys stranger to talk."*

In learner 2, excerpt 23, the learner was asked how they overcame if someone in the team did not want to communicate. It is clear that the second learner often

experienced the problem and considered it normal. The second learner ignored it since he said it was a waste of time and energy to convince a stranger to talk in an online game. With ten years of experience in MOBA games, he seems to consider that people who do not want to talk are normal and cannot be avoided since the player has no control over whom they play with.

### Toxicity

In every online game, toxicity becomes a normal thing day by day. When something goes wrong, the players insult each other. Verbal and nonverbal abuse, harassment, hate speech, threats, griefing, doxing, stalking, and even swatting are examples of toxic behavior. Someone who regularly mistreats, insults, harasses, and threatens people for a variety of reasons and who does not see any problem with his abusive acts would be considered a toxic gamer.

L3, Excerpt 26

*"I am bad type of player. I am cursing a lot in the game. Well it's a toxic game so I don't care."*

In learner 3, excerpt 26, he stated that sometimes he experienced worse gaming situations by meeting people with big egos who do not listen to each other no matter what happened. One of the biggest disadvantages of using an online platform to practice language skills is that we cannot control the people we meet. If we meet with egotistic people, not only can we not learn from them, but it also often leads to laziness to try it again in the future. The best the learners can do to avoid this kind of problem is to bring their teammates from the real world or just pray not to meet with this kind of person.

### CONCLUSION

According to the interviewee, MOBA online games can be one of the best options for learners to choose as a medium for practicing their speaking ability outside the classroom. It is not deniable that the opportunities to practice speaking in Indonesia are very limited and need to be solved as soon as possible. Online MOBA games can help learners have the opportunity to speak with people from other countries using the in-game voice tools. By using the voice tools in online games, the learners can explore their speaking ability while having fun playing the game without worrying about being judged by others.

Another discovery that the researcher noticed from the participants' answers is that MOBA games help learners increase their capacity for vocabulary and use those words in some contexts. If someone has a large variety of vocabulary, it can significantly improve the ability to communicate and express ideas more effectively. Not only can the idea be conveyed more complexly, but the learners can also learn about the context of the words. The game uses English as the primary language, forcing the learners to know what the words mean in order to play the game

properly. All interview answers from the participants also indicate that short dialogue is the primary language expression used when playing online MOBA games. Each of the interviewees agreed that short dialogue is the most suitable expression since it can convey information shortly and effectively. They stated that they need to speak in short since the game becomes intense time by time, so it is hard to speak for a long time while focusing on the game.

Contrary to what has been explained about the advantages of online games for practicing speaking skills, there are also risks. The participants said in their answers that they often experience lousy behavior from the other players, leading them to laziness to finish the game. During the data collection and observation, the researcher also found that the learners were too serious in the game, causing aggressive behavior if something terrible happened. Furthermore, the researcher also noticed that one of the participants used some bad language to argue with the other players in the game. This obstacle when playing MOBA online games is also a big factor in considering whether online games are suitable as a medium for developing speaking skills.

### REFERENCES

- Abbaspour, F. (2016). Speaking competence and its components: A review of literature. *International Journal of Research in Linguistics, Language Teaching and Testing*, 1(4), 144–152.
- Angelova, M., & Zhao, Y. (2016). Using an online collaborative project between American and Chinese students to develop ESL teaching skills, cross-cultural awareness and language skills. *Computer Assisted Language Learning*, 29(1), 167–185. <https://doi.org/10.1080/09588221.2014.907320>
- Barnes, S., & Prescott, J. (2018). Empirical Evidence for the Outcomes of Therapeutic Video Games for Adolescents With Anxiety Disorders: Systematic Review. *JMIR Serious Games*, 6(1), e3. <https://doi.org/10.2196/games.9530>
- Bonny, J. W., Castaneda, L. M., & Swanson, T. (2016). Using an International Gaming Tournament to Study Individual Differences in MOBA Expertise and Cognitive Skills. *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*, 3473–3484. <https://doi.org/10.1145/2858036.2858190>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Darihastining, S., Sholihah, I., Surotin, F. N. A. P., & Hidayah, A. W. (2019). Online game as a media to

- improve students' speaking skill. *Journal Homepage: Http://Journal2. Um. Ac. Id/Index. Php/Jisllac*, 3(2).
- Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63. <https://doi.org/10.5539/elt.v10n1p63>
- Elliott, D. (2023, August 14). *How Many People Playing Video Games*. <https://www.geektown.co.uk/>. <https://www.geektown.co.uk/2023/08/14/how-many-people-play-video-games-in-the-world/>
- Haryudin, A., & Jamilah, S. A. (2018). TEACHER'S DIFFICULTIES IN TEACHING SPEAKING USING AUDIO VISUAL AID FOR AUTISTIC STUDENTS. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 6(2), 107. <https://doi.org/10.22460/eltin.v6i2.p107-116>
- Husain, C. (2014). The use of ICT on learning in senior high school of Muhammadiyah Tarakan. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 2(2), 184–192.
- Jeon, S. A. (2016). *The impact of playing a transnational on-line game on Korean EFL learners' L2 identity and their offline learning dispositions*. University of Exeter (United Kingdom).
- Jung, G. W. (2020). Engaging mobile-assisted learning activities using multiple mobile apps for foreign language practice. In *Preparing 21st century teachers for teach less, learn more (TLLM) pedagogies* (pp. 203–220). IGI Global.
- Kurniawan, D. E. (2017). Pengaruh intensitas bermain game online terhadap perilaku prokrastinasi akademik pada mahasiswa bimbingan dan konseling universitas PGRI Yogyakarta. *Jurnal Konseling GUSJIGANG*, 3(1).
- Postic, R. (2018). Influence of Video Games on the Acquisition of English. *Vilnius University* (Retrieved from: [https://www.researchgate.net/publication/322606797\\_INFLUENCE\\_OF\\_VIDEO\\_GAMES\\_ON\\_THE\\_ACQUISITION\\_OF\\_THE\\_ENGLISH\\_LANGUAGE](https://www.researchgate.net/publication/322606797_INFLUENCE_OF_VIDEO_GAMES_ON_THE_ACQUISITION_OF_THE_ENGLISH_LANGUAGE)).
- Suplig, M. A. (2017). Pengaruh Kecanduan Game Online Siswa SMA Kelas X Terhadap Kecerdasan Sosial Sekolah Kristen Swasta Di Makassar. *Jurnal Jaffray*, 15(2), 177. <https://doi.org/10.25278/jj71.v15i2.261>
- Zhan, L., Guo, D., Chen, G., & Yang, J. (2018). Effects of Repetition Learning on Associative Recognition Over Time: Role of the Hippocampus and Prefrontal Cortex. *Frontiers in Human Neuroscience*, 12. <https://doi.org/10.3389/fnhum.2018.00277>