

**PERCEIVED BENEFITS OF PLAYING ENGLISH ONLINE GAMES
TOWARD STUDENTS' ENGLISH LANGUAGE MASTERY**

This Thesis is submitted to fulfil the requirement
For “Sarjana” degree in English Education



Arranged By:

Nurul Apriani

20551047

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
2026**

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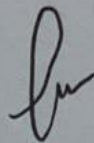
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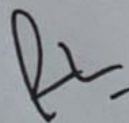
Pembimbing I



Dr. Paidi Gusmuliana, M.Pd

NIP. 19840817 2015031 004

Pembimbing II



Jumatul Hidayah, M.Pd

NIP. 19780224 2002122 002

THE STATEMENT OF OWNERSHIP

The researcher sign below:

Name : Nurul Apriani
NIM : 20551047
Faculty : Tarbiyah
Study Program : English Tadris Study Program

Declares that the thesis with the title " **Perceived Benefits of Playing English Online Games Toward Students' English Language Mastery** " was written honestly and to the best of my ability. If in the future there is a mistake in this statement, the writer is willing to accept punishment or criticism from IAIN Curup in accordance with applicable regulations.

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Nurul Apriani
NIM. 20551047



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
FAKULTAS TARBIYAH**

Jl. Dr. AK Gani No. 01 PO 108 Telp. (0732) 21010-21759 Fax 21010 Kode Pos 39119
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id

APPROVAL

Nomor: **1262**/In.34/F.TAR/I/PP.00.9/08/2026

Name : **Nurul Apriani**
NIM : **20551047**
Faculty : **Tarbiyah**
Departement : **English Tadris Study Program**
Title : **Perceived Benefits Of Playing English Online Games Toward
Students English Language Mastery**

Had Examined by examining board of English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day/Date : **Wednesday, July 22nd 2026**
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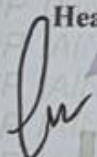
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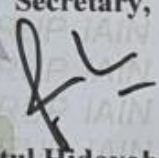
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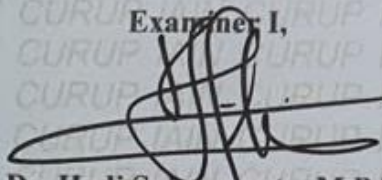
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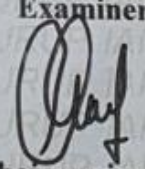

Dr. Paidi Gusmuliana, M.Pd
NIP. 198408172015031004


Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Examiner I,

Examiner II,


Dr. Hadi Suhermanto, M.Pd.
NIP. 197411131999031003


Khoirunnisa, M.Pd.
NIP. 199304042024032001

**Dean
Faculty of Tarbiyah**

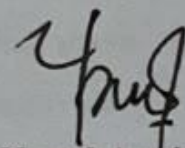

Dr. Bakti Komalasari, S.Ag., M.Pd
NIP. 19701107 2000032 004

PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title "**Perceived Benefits of Playing English Online Games Toward Students' English Language Mastery**".

This Thesis is submitted to fulfil the requirement For "Sarjana" degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticisms intended for this research. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup, July 2026
The Researcher



Nurul Apriani
NIM. 20551047

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Bismillahirrahmannirahim

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The researcher finished this thesis entitled “**Perceived Benefits of Playing English Online Games Toward Students’ English Language Mastery**”. This Thesis is submitted to fulfil the requirement for “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher received support, guidance, assistance, contribution and motivation from others. Because of those, the researcher would like to present deepest appreciation to :

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Finally, the researcher needs constructive suggestions for being perfect researcher in the future. Hopefully, the result of this research will give beneficial contribution to the development of education in English Tadris Study Program and other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them reward. Aamin.

Wassalamu'alaikum Wr.wb

Curup, July 2026
The Researcher

Nurul Apriani
NIM. 20551047

ABSTRACT

Nurul Apriani : PERCEIVED BENEFITS OF PLAYING ENGLISH
ONLINE GAMES TOWARD STUDENTS' ENGLISH
LANGUAGE MASTERY.
NIM : 20551047
Advisor : Dr. Paidi Gusmuliana, M.Pd
Co-Advisor : Jumatul Hidayah, M.Pd

This study aimed to investigate the perceived benefits of playing English online games toward students' English language mastery among students of the English Tadris Study Program at IAIN Curup. This study employed a quantitative approach using an ex post facto research design. The participants consisted of 108 second and fourth semester students of the English Tadris Study Program at IAIN Curup, all of whom were included using a total sampling technique. Data were collected through two structured questionnaires developed based on Isabela Granic's framework of gaming benefits and Rod Ellis's dimensions of English language mastery. The findings indicated that students perceived the benefits of playing English online games positively across cognitive, motivational, emotional, and social dimensions. Furthermore, students demonstrated high levels of English language mastery, with Written Language Mastery and Oral Language Mastery emerging as the most strongly influenced dimensions. These results suggest that integrating digital games into informal learning environments can effectively support language learning.

Keywords : *English Online Games, English Language Mastery, Online Gaming*

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CHAPTER I

INTRODUCTION

A. Background of The Research

The technological advancements have rendered language learning a more engaging and enjoyable experience. In addition to providing entertainment, these technological tools offer a high degree of flexibility, enabling students to access learning materials at any time and in any location, thus circumventing the time and space constraints that would otherwise be imposed.¹ For EFL (English as a Foreign Language) students, the process of learning English can be more arduous than for native speakers. This is due to the fact that EFL students rarely use English in their daily communication. However, with the integration of modern technology, such as interactive learning applications, instructional videos, and online gaming platforms, EFL students have the opportunity to incorporate English language learning into their daily activities.² Technology, therefore, serves as a conduit for students to comprehend not only the theoretical underpinnings of language but also to hone their practical skills through real-world applications, such as conversation simulations, listening exercises, and diverse task-based exercises designed to enhance their language proficiency.

Discussing technological advancements in general, it is important to note the potential of digital entertainment tools, such as online games. Playing

¹ Eka Apriani et al., "Utilizing Ict To Develop Student'S Language Ethic At Islamic University," *POTENSIA: Jurnal Kependidikan Islam* 5, no. 1 (2019): 1.

² Marianne Elizabeth Krasny et al., "E-Engagement: Approaches to Using Digital Communications in Student-Community Engagement," *Journal of Higher Education Outreach and Engagement* 25, no. 4 (2021): 21-40.

online games has become a very popular activity, with everyone from children to adults engaging in these games. In higher education, many students choose to play online games to relieve boredom or just to fill their free time. The ease of accessing the internet makes online gaming a top choice over other activities. Today, there are various genres of online games that are popularly played including battle royale, such as *Free Fire*, *PUBG Mobile*, and *Fortnite*, which challenges players to survive on a virtual battlefield. The multiplayer online battle arena (MOBA) genre, such as *Mobile Legends* and *League of Legends*, is also very popular as it combines strategy, teamwork and individual skills. In addition, role-playing games (RPG) genres, such as *Genshin Impact* and *World of Warcraft*, offer an immersive gaming experience through fantasy world exploration and character development. Another popular genre is simulation games, such as *The Sims* and *Minecraft*, which allow players to build and manage their own worlds.³ This variety of genres reflects the breadth of player interests and preferences in choosing the type of game that suits their tastes.

Online games offer the advantages in terms of interactivity and communication facilitation, particularly in the context of enhancing English language proficiency. The facilitation of communication in online games enables players to utilize English both within the game environment and through additional communication platforms, such as chat or voice chat. Another benefit of communication is its capacity to promote rapid and effective exchange of information, which is especially advantageous in team-

³ Nur Wirawati, Baso Jabu, and Nur Aeni, "The Effect of Online Games As a Medium To Students' Speaking Skill," *Journal of Technology in Language Pedagogy (JTechLP)* 2, no. 1 (2023): 1–9.

based games, including tactical first-person shooters. In such games, voice communication and synchronization with other players becomes a critical element for the success of the team's strategy.⁴ In this regard, online games not only support global interaction but also contribute to English language acquisition. By being directly exposed to the use of English in real situations, such as tactical conversations, commands or strategies, players subconsciously learn new vocabulary, sentence structures and intonation.⁵ This underscores the efficacy of online games as a contextualized and hands-on language learning medium, facilitating the acceleration of English language mastery.

In the context of the discussion surrounding the potential for the mastery of a new language, the impact of engaging in online games on the enhancement of English language mastery is a salient point. The prevalence of English as the dominant language in the majority of contemporary online games, encompassing instructional elements, character dialogue, and player interactions, is a pivotal factor in this phenomenon.⁶ So, for individuals who lack prior proficiency in English, repeated exposure to the game's vocabulary and phrases serves to familiarize them with the language and gradually facilitate an understanding of its contextual application.

⁴ Beatrice Ta, Trisye Poai, and Universitas Sintuwu Maroso, "The Impact of Online Games On Students In Learning English Vocabulary," *Sintuwu Maroso Journal of English Teaching* 8, no. 1 (2022): 33–36.

⁵ Muhammad Dhany Winaldo and Lulud Oktaviani, "Influence of Video Games on the Acquisition of the English Language," *Journal of English Language Teaching and Learning* 3, no. 2 (2022): 21–26.

⁶ Florence W M Yip and Alvin C M Kwan, "Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary," *Educational Media International* 43, no. 3 (2007): 37–41.

A study conducted by Nguyen and Khuat supports this, where students were given the opportunity to play the game and demonstrate their understanding of the English language mastery they gained from playing the MMRPG games.⁷ In addition, the students involved in the study also reported that the English used in the game not only helped them understand the game content, but also provided direct benefits such as deeper mastery of difficult vocabulary, easy-to-understand dialogue contexts, and provided a space for us to communicate with each other.

The researcher chose the English Tadris Study Program at IAIN Curup because it provides a relevant context for investigating the relationship between English online games and English language mastery. Considering that the population of this study are students of the English Tadris Study Program, investigating this topic becomes particularly important. TBI students are expected to continuously develop their English language mastery not only through formal classroom instruction but also through independent learning outside the classroom. English online games provide authentic exposure to English through instructions, dialogues, and interactions with other players. Therefore, examining how playing English online games contributes to students' English language mastery may provide valuable insights into the role of digital media as an informal learning resource in supporting English language development among TBI students at IAIN Curup. The researcher distributed an initial questionnaire aimed at identifying

⁷ Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary Through MMRPG Games," *Asian EFL Journal* 5, no. 4 (2003): 1829–1841.

how many online games players in the English *Tadris* Study Program environment and found that around 70,7% students of all TBI Students played online games. Not only that, researchers also asked students who play online games, they stated that playing online games can entertain themselves from the fatigue of studies, but sometimes what's interesting is that when they play *Genshin Impact*, everything uses English as an instruction, with individuals who don't understand English it might be difficult to play it, there are times when there are some words or sentences that we think are unfamiliar and inevitably we have to look it all up on google translate to find out the meaning of the sentence or word and for the next we already know the words and even memories them.⁸ So, this phenomenon is interesting to discuss because, those who previously had limited knowledge of English, began to become familiar with vocabulary, phrases and expressions in the language.

B. Research Questions

Based on the background of the research, the researcher is composing several research question as follows :

1. What are the benefits of playing English online games among TBI IAIN Curup students toward English Language Mastery?
2. Which aspect toward English Language Mastery (writing, reading comprehension, listening, or speaking) is most influenced by playing English online games?

⁸ Dhiyah. TBI student pre-Interview, 22 January 2025.

C. Research Objectives

Based on these research questions, the objectives of this study are as follows:

1. To see whether the benefits of playing online games can provide TBI students related to mastery of English.
2. To find out from several aspects of English language mastery, which are oral language mastery (speaking skill), written language mastery (writing skill), reading comprehension (reading skill), and listening comprehension (listening skill), which one is most influenced by playing online games on TBI students.

D. Limitation of The Research

This study was limited to second- and fourth-semester students of the English Tadris Study Program (TBI) at IAIN Curup in the 2025 academic year. The selection of second and fourth semester students was based on the consideration that they had already acquired fundamental knowledge of English through university-level instruction and were still actively engaged in language skill courses, including listening, speaking, reading, and writing. Therefore, the influence of online gaming on their English language mastery could be observed more effectively. This study focused on perceived benefits of English Online Games as the independent variable (X), which was measured based on Isabela Granic's theory encompassing Cognitive Benefits of Gaming, Motivational Benefits of Gaming, Emotional Benefits of Gaming, and Social Benefits of Gaming. Meanwhile, English Language Mastery served as the dependent variable (Y), measured according to Rod Ellis's

framework, which includes Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension.

Furthermore, this study did not examine other factors that may influence students' English language mastery, such as classroom instructional methods, English courses, social media exposure, films, music, or other learning environments outside online gaming activities.

E. Operational Definition of Key Term

1. English Online Games

English Online Games refers to the degree of students' engagement in playing English online games. In this study, the benefits are reflected through students' cognitive, motivational, emotional, and social experiences during gameplay, adapted from the framework proposed by Isabela Granic. Although gaming is commonly associated of gameplay, this study focuses on the benefits of playing English online games as reflected in the cognitive, motivational, emotional, and social dimensions proposed by Granic.

2. English Language Mastery

English Language Mastery refers to students' ability to understand and use English effectively in both spoken and written communication. In this study, English language mastery was measured based on Rod Ellis's framework, which consists of four dimensions: Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension. These dimensions were used to examine the extent to which students perceived that playing English online games contributed

to the development of their English proficiency. The researcher's objective is to ascertain the extent to which online games can effectively support English language mastery among non-English students at IAIN Curup.

F. Significances of The Research

The researcher hopes that the research on English Language mastery among TBI students by online games. This research is expected to provide the following benefits:

1. Theoretical

This research makes a contribution to the growing literature on the intersection of technology and language learning. The research specifically focuses on the potential of online games to facilitate English language mastery among foreign learners. It provides insights into the mechanisms by which games promote language development, thus offering a theoretical foundation for understanding informal learning environments. In addition, this research supports the integration of game-based learning theory and second language mastery frameworks.

2. Practically

This study provides practical implications regarding the benefits of online games toward students' English language mastery. Furthermore, the findings indicate that such games can be a valuable resource for parents or educators, as they can serve as a means to guide students towards productive and contemporary gaming experiences. Additionally, insights from this study can be valuable for game developers, as they can use them

to create games that not only entertain but also support language learning objectives.

3. Future Researcher

This study provides a basis for future research exploring the relationship between online gaming and language mastery, encouraging further investigation into the specific linguistic elements most effectively acquired through gaming, such as vocabulary, grammar, and pronunciation, as well as the long-term impact of the benefits online gaming toward English language mastery.

G. Hypothesis

In consideration of the aforementioned background, this study sets out to see perceived of benefits playing online games on students' English language mastery. To this end, the researcher has formulated two hypotheses, These formulations are:

H₀: There is no significant effect of the perceived benefits of playing English online games on students' English language mastery.

H_a: There is a significant effect of the perceived benefits of playing English online games on students' English language mastery.

CHAPTER II

LITERATURE REVIEW

A. Online Games

In the current digital era, technology has become an integral part of everyday life, including in education. The rapid development of digital tools has opened up new opportunities to explore innovative methods for language learning.⁹ One area of interest is the potential role of online games in enhancing English language acquisition, particularly for Indonesian students who are categorized as foreign learners.

Online games refer to digital games that are played through internet-based networks, allowing players to interact with game systems and other players in real time. Unlike traditional offline games, online games provide opportunities for communication, collaboration, and social interaction among players from different linguistic and cultural backgrounds.¹⁰ This interactive environment exposes players to authentic language use through game instructions, dialogues, text chats, and voice communication.

Online games exist in various genres, including Massively Multiplayer Online Role-Playing Games (MMORPGs), Multiplayer Online Battle Arena (MOBA), Battle Royale, First-Person Shooter (FPS), and Simulation games. Although these genres differ in gameplay mechanics and objectives, they generally share similar characteristics relevant to language learning, namely the

⁹ Jumatul Hidayah et al., "Improving Students' Academic Writing Quality by Using ICT Online Tools at English Tadris Study Program in IAIN Curup" 8, no. 1 (2024): 207–24.

¹⁰ Frederik Cornillie, S. L. Thorne, and P. Desmet, "Digital Games for Language Learning: Challenges and Opportunities," *ReCALL* 24, no. 3 (2012): 243–56.

use of English as the primary language for instructions, interfaces, narratives, and player communication¹¹.

The advantages of online gaming are its ability to facilitate subconscious learning. Players are exposed to complex vocabulary, phrases and even sentences in English through repetitive play and this exposure creates a lot of input, which according to Krashen in Pauzan, is crucial for second language acquisition.¹² Over time, players develop language comprehension skills and become familiar with English usage in various contexts. Furthermore, tactical games or role-playing games often require collaboration and communication with other players in real-time, fostering opportunities to practice speaking, listening, and negotiating meaning in English.

The role of online games in language mastery highlights the need for a shift in perception, from viewing them as mere distractions to recognizing their potential as educational tools. By leveraging the immersive and interactive nature of online games, educators can create innovative strategies to support English language mastery.

B. Benefits of Playing Online Games

According to Granic it is imperative to delineate the term games online and elucidate their distinguishing characteristics from other media such as books, television, and cinema. The pivotal attribute that differentiates video games is their interactive nature, whereby players are not merely passive recipients of a

¹¹ Mark Peterson, "Massively Multiplayer Online Role-Playing Games as Arenas for Second Language Learning," *Computer Assisted Language Learning* 23, no. 5 (2010): 429–39.

¹² Pauzan Pauzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)," *Journal on Education* 6, no. 4 (2024): 20876–88.

predetermined narrative; rather, they are actively engaged in the process of interacting with the system. In response to the actions of players, games online exhibit a capacity for reactive behavior. The sheer diversity of themes and objectives present in the multitude of available video games is staggering, with options ranging from cooperative and competitive play, to solo and multiplayer experiences, across a diverse array of devices, including consoles such as the *Nintendo Wii* and *PlayStation*, personal computers, and even mobile devices like cell phones. According to Granic, the enormous variety of types and multiple dimensions that can be varied in online gaming make developing a comprehensive taxonomy of contemporary gaming a very difficult task (many have attempted it. When we refer to gamers, we mean individuals who play online games regularly. We now turn to the literature on the benefits of gaming:¹³

1. Cognitive Benefits of Gaming

In the discussion of the benefits of online games in terms of human cognition as highlighted in a study conducted by Granic, explaining that online games that have challenging and immersive gameplay, indicate offering cognitive benefits that go beyond entertainment. These games engage players in tasks that stimulate brain functions such as problem solving, decision making, memory, and spatial navigation. Games also strengthen memory as players retain and recall game instructions and patterns. Beyond cognitive functions, games build resilience and

¹³ Isabela Granic, Adam Lobel, and Rutger C.M.E. Engels, "The Benefits of Playing Video Games," *American Psychologist* 69, no. 1 (2014): 66–78.

perseverance as players repeatedly face challenges and learn from failures.¹⁴ Therefore, these cognitive enhancements confirm that gaming, when done in balance, is a powerful tool for mental development.

a. Enhanced Attention and Visual Processing

Playing online games, particularly action games and fast-paced games, has cognitive benefits, such as improved attention and visual processing. Playing these games can improve selective attention, allowing players to focus on relevant stimuli while ignoring distractions. Games can also improve sustained attention, as players need to maintain focus for long periods of time to achieve goals. Instruction visual search abilities and peripheral vision can also be improved through playing online games, allowing players locate specific items or features and detect events outside of their central vision.¹⁵ It showing that action game players have quick responses and better visual attention. These benefits are not only applicable in gaming, but also in other fields such as education, law enforcement, healthcare and the military. With continued exposure to visually demanding environments, playing video games can develop these abilities.

b. Problem-Solving Skills

Online games are inherently designed to challenge players, making them an excellent medium for developing problem-solving skills. Many games require players to think critically, analyze situations and devise

¹⁴ *Ibid.* p 68-69.

¹⁵ C Shawn Green and Daphne Bavelier, "Action Video Game Modifies Visual Selective Attention," *Nature PublishingGroup* 423, no. 5 (2003): 3–6.

strategies to overcome obstacles or achieve goals. This cognitive engagement encourages logical reasoning, adaptability and creativity, all of which are essential for effective problem solving in real-world scenarios. In RPG games like *The Legend of Zelda* or *Final Fantasy*, players must solve complex puzzles, navigate mazes and face tough opponents, which requires critical thinking and the ability to recognize patterns. Strategy games like *Civilization* or *Age of Empires* teach players to manage resources, plan long-term strategies, and adapt to gameplay changes that simulate real-life problem-solving situations. *Puzzle games* like *Portal* or *The Witness* challenge players to think creatively and test hypotheses in devising solutions to complex problems. Research supports that games can improve problem-solving skills. Therefore, video games can be an effective tool in developing problem-solving skills that are useful in real life.

c. Multitasking and Spatial Awareness

Isabela Granic, in her influential work *The Benefits of Playing Video Games*, emphasizes that multitasking and spatial awareness are cognitive skills developed through gaming. Video games often require players to manage multiple objectives, monitor various elements on-screen, and respond to rapidly changing scenarios, enhancing multitasking abilities.¹⁶ For instance, real-time strategy games like *StarCraft* challenge players to build bases, gather resources, and counter opponents' strategies simultaneously, while simulation games like *The*

¹⁶ Granic. *Op.cit.* p 69

Sims require the management of numerous aspects of characters' lives, fostering the ability to switch attention seamlessly. Additionally, games enhance spatial awareness by immersing players in three-dimensional environments where navigation and understanding spatial relationships are crucial. Open-world games like *The Elder Scrolls: Skyrim* and *Grand Theft Auto* train players to traverse vast landscapes, recognize landmarks, and remember routes, improving mental mapping and a sense of direction. First-person perspective games like *Call of Duty* further refine spatial perception by encouraging accurate interpretation of depth, distance, and positioning. Research by Granic and studies like Green and Bavelier reveal that these benefits extend beyond gaming, aiding in real-life contexts such as multitasking in fast-paced environments and tasks requiring spatial reasoning, such as navigation or design.¹⁷ Thus, video games not only entertain but also serve as powerful tools for cognitive enhancement and skill development.

2. Motivational Benefits of Gaming

Online games offer motivational benefits by providing players with an engaging system of rewards, challenges and feedback. This inspires persistence and goal-oriented behavior. Many games are designed to encourage players to set and achieve goals, and persevere through obstacles. This process develops intrinsic motivation, as players are fueled by the personal satisfaction of completing tasks and improving skills. Games use levels, achievements and leaderboards to create a sense of progression that

¹⁷ Bavelier. *Op.cit.* p 534

motivates players to continually strive for excellence. One of the most impactful motivational benefits is the development of a ‘growth mindset’. Players in games often fail repeatedly before successfully overcoming a challenge or advancing to the next level. Exposure to failure and the opportunity to try again helps players develop resilience and learn to see setbacks as opportunities for growth. Games like *Dark Souls* or *Celeste* exemplify this by providing players with difficult challenges, reinforcing the belief that effort and practice will result in improvement. In addition, video games can also motivate individuals by fostering autonomy, competence and relatedness, in line with self-development theory.

a. Resilience and Goal Setting

Online games have an important role in developing resilience and encouraging effective goal setting. Games offer a structured system of challenges and goals that encourage players to persevere even in the face of failure, where mistakes are seen as opportunities to learn and grow. High difficulty games like *Dark Souls* or *Cuphead* teach players to have resilience, determination and strategic thinking. Goal setting is also an important part of gaming. Most games provide clear goals, be it in the short term like completing a level, or in the long term like completing the entire game. This structured progression helps players break down larger tasks into manageable steps and improves their ability to plan the steps that need to be taken. Games like *Minecraft* also encourage creativity and long-term planning by giving players the freedom to set and achieve their own goals, such as building complex structures.

b. Intrinsic Motivation

Intrinsic motivation in games is important to maintain player interest and engagement. Games designed to provide immersive and enjoyable experiences encourage players to participate solely for the pleasure of the activity. Features such as engaging storylines, challenging puzzles and creative game mechanics offer a sense of autonomy, mastery and purpose, which encourage intrinsic motivation.¹⁸ For example, open-world games or sandbox games allow players to explore and achieve goals at their own pace, thus fostering a sense of freedom and self-directed play. In an educational context, games also utilise intrinsic motivation to make learning fun and meaningful by integrating effective learning principles. Players are motivated to understand the instructions or dialogue in the game because it enhances their play experience. Thus, intrinsic motivation in games is in line with the principles of effective learning.

3. Emotional Benefits of Gaming

Through engagement in the game, players can feel ownership of the characters or environment in the game, which provides a sense of ownership and the ability to control that world.¹⁹ In addition, the ability to interact with other players in multiplayer games allows for strong social relationships to form, providing opportunities to share experiences and develop connections

¹⁸ Andreas Krapp, "18 : An Educational-Psychological Theory of Interest and Its Relation to SDT Interest : A Rediscovered Motivational Concept In," *Handbook on Self Determination Research.*, no. Csikszentmihalyi 1975 (2002): 405–26.

¹⁹ Goleman Daniel, *Emotional Intelligence* (New York: A Division of Random House, Inc., 2006).145

with others. In this sense, games can be an effective tool for creating a sense of sociality, connectedness and knowledge of different cultures. Overall, games not only provide entertainment and fun, but also provide emotional benefits to players. By creating a safe and fun environment, games can help players cope with stress, increase emotional resilience and strengthen social relationships. In this sense, games can act as an effective tool in caring for one's emotional health and well-being.

a. Stress Reduction and Mood Enhancement

According to Granic on the benefits of playing online games shows that playing games can help reduce stress and improve mood.²⁰ Gaming provides an escape from everyday pressures and allows players to relax and relieve fatigue. Games like *Stardew Valley* or *Animal Crossing*, which use soothing visuals and music as well as relaxing gameplay, can create a relaxing environment. In addition, playing games can also improve mood by triggering positive emotions and the release of dopamine. Multiplayer games also encourage social interaction and teamwork, which can improve emotional well-being. Furthermore, gaming can also be a safe and controlled coping mechanism for processing emotions. Narrative-driven games such as *The Last of Us* or *Journey* provide opportunities to interact with the story and characters, so it can be an immersive and rewarding experience.

²⁰ Granic. *Op.cit.* p 71

b. Emotional Regulation

Emotion regulation involves one's ability to manage emotional reactions to challenges or stimuli.²¹ Online games can help develop this skill by requiring players to interact with complex and stressful scenarios while remaining calm and focused. Genres such as first-person shooters or real-time strategy games challenge players to manage emotional responses in high-pressure situations. These games help players practice staying calm and making effective decisions in regulating emotions.²² In addition, many games encourage emotion regulation by teaching players to persevere through failure. Players face obstacles that require repeated attempts and this teaches players to manage frustration and disappointment, as well as build mental resilience. Relaxation-focused games, such as *Journey* or *Flower*, also contribute to emotion regulation by providing a calming and meditative experience. These games use soothing visuals and soundtracks as well as slow-paced gameplay to reduce anxiety and regulate negative emotions.

Overall, online games can be a valuable tool in developing emotion regulation by presenting challenges that require players to stay calm, manage failure and find serenity through the game experience.

c. Sense of Accomplishment

A key benefit of online games is that they provide a sense of achievement to the player. Online games provide clear goals and instant

²¹ Majid Al-amri, "The Role of Identity Styles and Social Support from Peers on Emotional Engagement in the English as a Foreign Language Learning" 14 (2020): 93–105.

²² Granic. *Op.cit.* p 75

feedback, so players feel satisfied when they achieve those goals. This intrinsic reward system in games motivates players to continue playing and try to improve their skills. Many games also have progression systems that reinforce this sense of accomplishment, such as leveling up or gaining new abilities. Skills acquired in games can reflect growth and mastery that can also be applied in real life. In addition, achievement in games often comes from overcoming challenges that require effort, strategy and perseverance. Overcoming challenges in games gives players a deep sense of satisfaction and teaches the value of perseverance and gradual improvement that can be applied in everyday life.

4. Social Benefits of Gaming

Playing games is not only fun, but also has many social benefits. Modern games are often social in nature, allowing players to interact, collaborate and form communities. One of the main benefits is its ability to connect people from different parts of the world with different language and cultural barriers.²³ Online multiplayer games create opportunities for players to work together and form friendships that extend beyond the scope of the game. In addition, playing games also improves communication and teamwork skills. Many games require players to work together to build strategies and make decisions as a team. This helps improve skills in communicating clearly, listening and working together in groups. Finally,

²³ Rachel Kowert, Emese Domahidi, and Thorsten Quandt, "The Relationship Between Online Video Game Involvement and Gaming-Related Friendships Among Emotionally Sensitive Individuals," *Cyberpsychology, Behaviour, And Social Networking* 10, no. 10 (2014): 1–7.

games also provide a platform for social inclusion for individuals who face challenges in traditional social settings, such as individuals with social anxiety or disabilities. For them, gaming is a more comfortable way to connect with others.

a. Fostering Relationships

Online Games can help build relationships through shared experiences and social interaction. Multiplayer and cooperative games encourage teamwork and strengthen bonds between players.²⁴ Games like *Fortnite*, *Among Us* and *Minecraft* are becoming popular platforms for friends and family to connect. One important aspect of fostering relationships through gaming is the presence of social elements in the game design. Online games often provide chat functions, voice communication and friendship systems for real time interaction. For example, games like *League of Legends* or *World of Warcraft* encourage players to form teams and collaborate on missions, creating a sense of community and common purpose. These interactions can develop into friendships or professional networks. Games also provide a safe and fun environment for people with social anxiety or difficulties in interacting face-to-face. As such, online games can help overcome such issues.

b. Collaboration and Teamwork

One of the most social benefits of gaming is the opportunity it provides to develop collaboration and teamwork skills. Many modern online

²⁴ Frederik De Grove, Verolien Cauberghe, and Jan Van Looy, "In Pursuit of Play : Toward a Social Cognitive Understanding of Determinants Of," *International Communication Association* 24, no. 2 (2014): 205–23.

games are designed around multiplayer experiences, where players must work together to achieve shared objectives, often requiring coordination, communication, and trust among team members.²⁵ These elements make gaming a practical and engaging platform for fostering teamwork in a virtual environment. Games like *Overwatch*, *Fortnite*, and *Call of Duty: Warzone* emphasize cooperative gameplay. In these games, each team member has a specific role, and success depends on the ability of players to coordinate their actions and make strategic decisions. For example, in *Overwatch*, each character has unique abilities that complement those of other team members, requiring players to synergize effectively.

c. Pro-Social Behavior

One of the notable social benefits of gaming is its capacity to encourage pro-social behavior, which includes actions intended to benefit others, such as helping, sharing, and cooperating. Contrary to the stereotype of video games fostering isolation or aggression, many studies suggest that certain types of games can promote empathy, altruism, and a sense of community among players.²⁶ Pro-social games often involve narratives or gameplay mechanics that encourage players to help others, solve conflicts, or collaborate to achieve shared goals. For example, games like *Animal Crossing: New Horizons* or *Stardew Valley* focus on

²⁵ Nick Yee, "The Demographics , Motivations , and Derived Experiences of Users of Massively Multi-User Online," *PRESENCE* 15, no. 3 (2005): 309–29.

²⁶ Douglas A Gentile et al., "The Effects of Prosocial Video Games on Prosocial Behaviors: International Evidence from Correlational, Longitudinal, and Experimental Studies," *Pers Soc Psychol Bul* 35, no. 6 (2009): 752–763.

building relationships, supporting others, and creating harmonious communities. These games create environments where positive social interactions are both rewarded and integral to the experience.

C. English Language Mastery

According to Chomsky, language is a complex and specialized skill that develops naturally in children without requiring conscious effort or formal instruction. It emerges spontaneously as part of an individual's cognitive development and is used in everyday life without having to explicitly understand the underlying rules or logic.²⁷ Every individual, regardless of cultural background or environment, develops language skills in a relatively uniform manner, suggesting that language acquisition is a universal process inherent in human beings.²⁸ In addition, language skills are unique and different from other cognitive skills, such as problem solving or information processing, because language is not just a means of communication, but also a means of thinking, expressing emotions, and interacting socially with the surrounding environment. Brown stated to a comprehensive and masterly command of the English language across its core dimensions: listening, speaking, reading and writing. This mastery includes not only grammatical accuracy and vocabulary knowledge, but also the ability to use the language effectively in a variety of communicative and academic contexts.²⁹ Mastery implies a high level of

²⁷ Noam Chomsky, *Aspects of the Theory of Syntax, Constructing Educational Inequality* (Cambridge: THE M.I.T. PRESS, 2021).

²⁸ Dian Ekawati and Fakry Hamdani, "Cultural Mirrors: Materials and Methods in English as a Foreign Language," *International Journal of Basic and Applied Science* 1, no. 1 (2012): 53–59.

²⁹ H.Douglas Brown, "Teaching by Principles Second Edition," *Teaching by Principles An Interactive Approach to Language Pedagogy* (London: Pearson Longman, 2000).

competence in understanding, producing and interacting in English fluently, accurately and appropriately.

For foreign learners, Mammino says that language mastery plays a very important role as it not only serves as the primary means of communication, but also as the foundation for acquiring proficiency in other forms of communication, such as reading, writing and listening.³⁰ Mammino explains further, that strong language mastery enables students to express their thoughts clearly, engage in meaningful conversations, and understand complex information effectively. In addition, language mastery is increasingly recognized as an important factor in epistemological access, which refers to the learner's ability to acquire knowledge and develop effective learning strategies.

However, sometimes the strong influence of mother tongue is one of the obstacles for students to shape their English production, which manifests in various aspects such as pronunciation in speaking, grammatical structure in writing, comprehension difficulty in reading, and misinterpretation in listening.³¹ Therefore, recognizing one's language acquisition needs to be seen in terms of the dimensions of speaking, writing, reading and listening skills.

It can be concluded that language acquisition is a foundation for a person to acquire proficiency in forms of communication, such as reading, writing, and listening that aim to express their thoughts clearly, engage in meaningful conversations, and understand complex information effectively. It involves

³⁰ Liliana Mammino, "Language Mastery, Narrative Abilities and Oral Expression Abilities in Chemistry Learning: Importance of Mother-Tongue and Traditional Narration," *South African Journal of African Languages* 35, no. 1 (2015): 19–27.

³¹ Leffi Noviyenty and Mesi Irene Putri, "Mother Tongue Interference Towards Students' English Pronunciation: A Case Study in IAIN Curup," *Advances in Social Science, Education and Humanities Research* 4, no. 532 (2021): 283–90.

mastery: *listening, speaking, reading and writing*. However, true language acquisition is more than just grammatical accuracy and vocabulary knowledge, but also requires the ability to understand, produce, and interact effectively in a variety of communicative and academic situations. Thus, language acquisition is not only about acquiring linguistic components but also about achieving fluency, accuracy, and appropriateness in real-world applications.

D. The Dimension of English Language Mastery

According to Brown on language mastery especially in the context of refers to a person's level of mastery of the English language as a whole skill, including the ability to understand, use, and communicate in the language effectively and accurately in various contexts.³² Brown adds to his theory of language mastery especially in the context of English, that the individuals who wish to language mastery in a different culture often face obstacles in aligning their linguistic development with their peak development. This can occur for a variety of reasons, including previous cultural experiences, social factors, and different communication needs.

Brown explains that someone who have been accustomed to nonverbal ways of understanding foreign cultures do not have enough drive to achieve full mastery such as mastery in speaking, writing, reading, and listening.³³ In line with the theory put forward by Brown, Elis asserts that in assessing the level of mastery of a language, especially English, a comprehensive approach is needed. This review begins by examining various studies that focus on exposure to

³² *Ibid.*

³³ H Douglas Brown, "Second Language Acquisition/Learning: Psycholinguistic Factors," in *Annual Review of Applied Linguistics* (Cambridge: YBP Library Services, 2008), 108–23.

English and how the language mastery process occurs in various learning contexts. Exposure to English, whether in formal forms such as classroom learning or informal forms such as social interactions and digital media, plays an important role in determining one's level of mastery of the language.³⁴ By understanding the dimensions of English language mastery by Brown, it is necessary to assess these aspects as follows:

1. Oral Language Mastery

Oral language mastery refers to an individual's ability to effectively understand and produce spoken language in real-time communication. It involves both receptive and productive language skills, emphasizing on the ability to comprehend spoken input, process linguistic structures, and produce meaningful spoken responses in a variety of contexts.³⁵ This is supported by Ellis' statement which highlights that spoken language proficiency develops through exposure, interaction and practice, especially in naturalistic and communicative environments. Ellis emphasizes that oral language mastery is influenced by several factors, namely Vocabulary Awareness, Pronunciation, Fluency, and Oral Expression.³⁶ Learners oral language mastery through interaction, receiving feedback, and continuously refining their linguistic competence through real-world communication.

³⁴ Rod Ellis, "The Study of Second Language Acquisition" (Oxford: Oxford University Press, 2002).

³⁵ Paidi Gusmuliana, Eka Apriani, and Syafryadin, "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia," *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* 532, no. March (2021).

³⁶ Ellis. *Op.cit.* p 243

a. Vocabulary Awareness

Vocabulary awareness refers to students' ability to recognize, understand and use a variety of words and expressions appropriately in speaking. It is essential in oral language mastery so that messages can be conveyed clearly and effectively in a variety of social and academic settings. Vocabulary awareness involves knowledge of word meanings, collocations, idiomatic expressions and situationally appropriate language use.³⁷ Collocations enhance the naturalness of speech, while idiomatic expressions help convey more nuanced and culturally appropriate meanings. This mastery enables learners to participate in conversations fluently and understand native speakers. In addition, strong vocabulary knowledge contributes to speaking fluency, allowing speakers to express ideas fluently without hesitating or stopping to search for the right word. This is invaluable in discussions, debates and professional communication.

b. Fluency

Fluency in speaking is the ability to speak fluently and naturally without excessive pauses or hesitation. Fluency allows for steady and effective pronunciation, and involves understanding vocabulary and sentence structure as well as confidence in using language spontaneously. An excessive focus on grammar can hinder fluency, as

³⁷ Chris Yovie Sitorus et al., "An Analysis of Vocabulary Mastery of Eight Grades Students At Smp Amalyatul Huda Medan," *PROJECT (Professional Journal of English Education)* 4, no. 1 (2021): 139.

speakers may stop frequently to self-correct.³⁸ Therefore, a balance between fluency and grammatical accuracy is important in effective communication. In addition, clear and accurate pronunciation also plays a role in fluency, as it ensures words are easily understood by the listener.

c. Oral expression

Oral expression is the ability to convey ideas in a clear, accurate and structured manner in oral communication. This skill is important in creating effective communication, where the message can be well understood. Clarity of words helps listeners understand the message, while grammatical accuracy avoids misunderstandings.³⁹ Coherence helps organize ideas logically and creates a natural flow in conversations and presentations. Important aspects of speaking expression include pronunciation, intonation, stress patterns, and grammar. Good pronunciation reduces the confusion of the listeners. Intonation and stress patterns help highlight important points and express emotions. Grammatical accuracy is important for constructing appropriate and meaningful sentences. In addition, pragmatic competence is also required in using language appropriately according to the social context. Effective speaking expression skills involve the use of appropriate conversational strategies, such as paraphrasing or

³⁸ Desfitranita and Bayu Senjahari, "Assessing Students' Speaking Skills at 2," *ENGLISH FRANCA: Academic Journal of English Language and Education* 3, no. 1 (2019): 64–42.

³⁹ Karina Raquel Bartra-rivero et al., "Improving Oral Expression in English through Communicative Approach: A Study in the Peruvian University Context" 3538, no. 5 (2024): 878–91.

organizing turns in a conversation. The development of language acquisition and awareness of these aspects of spoken expression will help improve the quality of one's communication.

It is in line with Wanyu He's view if the indication oral language mastery and online gaming lies in interactive nature of gaming, which provides a dynamic environment for language mastery. Online games often require real-time communication, fostering vocabulary awareness, fluency, and oral expression through constant engagement with native or proficient speakers.⁴⁰ Vocabulary Awareness – Many multiplayer games involve text and voice chats, exposing players to a wide range of vocabulary, including collocations and idiomatic expressions.

The contextualized use of language in games helps reinforce word meanings and expressions in a practical manner. Fluency – Real-time interactions in games require quick thinking and spontaneous responses, helping learners develop fluency by reducing hesitation and increasing confidence in speaking. Players become accustomed to speaking without overanalyzing grammar, which enhances their ability to communicate naturally. Oral Expression – Online games often involve team strategies, negotiations, and social interactions, where players practice pronunciation, intonation, and pragmatic competence. These elements contribute to structured and effective communication, improving coherence and overall speaking skills.

⁴⁰ Wanyu He, "The Influence of Online Games in English Language Learning," *Journal of Education, Humanities and Social Sciences* 22 (2023): 264–70.

2. Written Language Mastery

Rod Ellis describes Written Language Mastery as the ability to convey ideas, information and arguments effectively through structured and coherent written discourse. This mastery requires not only grammatical accuracy and vocabulary mastery, but also an understanding of textual organization, coherence and reader awareness.⁴¹ Written language differs from spoken language in that it demands careful planning and adherence to formal structures that ensure clarity and effectiveness in communication. Mastery of Written Language is essential as a foundational literacy that involves the ability to write with purpose, adapt to different genres and styles, and use rhetorical strategies to engage readers.⁴² To develop this mastery, learners must perfect several key aspects of writing, including written expression, coherence and cohesion, then grammatical accuracy.

a. Written expression

According to Dhani Oktaviani, written expression refers to the learner's ability to effectively articulate thoughts, arguments and messages in written form. This includes choosing the right words, constructing sentences correctly, and conveying ideas in a clear and compelling way. Effective written expression also requires an understanding of tone, style and the intended audience. Learners who have good writing skills can convey their thoughts logically and persuasively, whether in

⁴¹ Ellis. *Op.cit.* p 245

⁴² Graham King, *Good Writing Guide : The Essential Guide to Good Writing*, 1st ed. (New York: Harpercollins Pub Ltd, 2009, 2009).

academic writing, professional documents or personal communication.

⁴³ Additionally, word variation plays a key role in enhancing the readability of a text. By using synonyms and a diverse vocabulary, writers can avoid redundancy and keep their writing dynamic and compelling. Repetitive word usage can make writing monotonous, whereas varied vocabulary allows for a more nuanced and sophisticated expression of ideas.

b. Coherence and Cohesion

Coherence and cohesion are essential for making written texts logical and easy to follow. Coherence refers to the overall clarity and logical flow of ideas in a piece of writing, ensuring that each paragraph and sentence connects smoothly to the next. Cohesion refers to the grammatical and lexical devices (such as linking words, pronouns, and conjunctions) that help connect sentences and paragraphs.⁴⁴ Without coherence, a text may appear disjointed, making it difficult for the reader to understand the main message. Cohesion ensures that ideas are seamlessly tied together, improving readability and comprehension.

c. Grammatical Accuracy

Grammatical accuracy is crucial in written language mastery because it ensures clarity and precision in communication. Proper use of tenses, subject-verb agreement, punctuation, and sentence structure prevents

⁴³ Dhani Oktavianti, Paidi Gusmuliana, and Eka Apriani, "The Students' Strategies in Developing Their Ideas in Writing Essay," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 4 (2021): 389–406.

⁴⁴ Eka Finastie Nurhidayat, Eka Apriani, and Sarwo Edy, "The Analysis of Cohesive Devices Used by Tertiary English Students in Writing English Paragraphs," *International Journal of Multicultural and Multireligious Understanding* 8, no. 4 (2021): 70–81.

ambiguity and misinterpretation. Unlike spoken language, where minor grammatical mistakes may not always hinder understanding, written language requires a higher level of accuracy since errors in writing can affect meaning.⁴⁵ Mastering grammatical accuracy allows writers to construct well-formed sentences and communicate effectively in both formal and informal contexts.

If we talk about context, benefits online gaming can affect written language acquisition in several ways. Online multiplayer games often require players to engage in written communication through in-game chats, forums and discussions, which can contribute to improved written expression. Players often interact with others in real-time, developing quick thinking in sentence construction, vocabulary expansion and text-based communication skills.⁴⁶ However, the game's informal language, abbreviations and use of non-standard grammar can negatively impact formal writing ability. The level of exposure and engagement in structured writing within the gaming community determines whether these influences are beneficial or detrimental.

3. Reading Comprehension

According to Ellis Rod, reading comprehension refers to the ability to decode, interpret, and construct meaning from written texts. It is not just about recognizing words but also about understanding their meanings within different contexts. Reading comprehension involves multiple

⁴⁵ Asih Santihastuti, "Grammatical Accuracy Using Teacher ' s Written Corrective Feedback," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 3, no. 2 (2019): 75–85.

⁴⁶ He. *Op.cit.* p 265

cognitive processes, including word recognition, fluency, inferencing, and critical thinking⁴⁷. Learners develop this skill through exposure to written texts, interaction with various reading materials, and continuous practice in deriving meaning from complex language structures.

a. Pseudo-word

Pseudo-word refers to the ability to decode and pronounce unfamiliar word that do not carry meaning but follow the phonological and morphological patterns of a language. This skill is crucial in developing phonemic awareness and the ability to recognize new vocabulary. By practicing pseudo-word reading, learners improve their ability to break down words into smaller components (phonemes and morphemes), strengthening their decoding skills and overall reading proficiency.

b. Reading Fluency

Reading fluency is the ability to read texts smoothly, accurately, and at an appropriate speed with proper intonation and expression. It consists of three key components: automatic word recognition, reading speed, and prosody (intonation, rhythm, and stress patterns). Fluent readers can focus on comprehension rather than decoding each word, allowing them to understand texts efficiently. Fluency is often developed through extensive reading and repeated exposure to words in different contexts.

⁴⁷ Ellis. *Op.cit.* 252

c. Inferencing Skill

Inferencing is the ability to derive meaning beyond the explicit content of a text by using contextual clues, background knowledge, and logical reasoning. This skill is essential for understanding implied meanings, making predictions, and drawing conclusions based on the given information. Skilled readers use inferencing to bridge gaps in understanding and make deeper connections between different parts of a text.

It can be concluded that reading comprehension and benefits playing online games have a clear relationship in the cognitive and linguistic processes involved in both activities. This is in lines with Hashesmi's statement that reading comprehension involves skills such as word recognition, fluency, inference, and critical thinking, which are also important in understanding texts in online games. Online games require players to read and interpret in-game text, instructions, dialog, and narration.⁴⁸ The interactive nature of games can enhance aspects of reading comprehension, such as pseudo-word reading, where players must understand terminology, fantasy terms and game-specific jargon. Reading fluency and inferencing skills are also improved through in-game tasks, where players must respond quickly and read contextual clues.

Benefits of playing online games can have a positive impact on overall reading comprehension.⁴⁹ For example, pseudo-word reading skills are

⁴⁸ Aminuddin Hashemi, "The Effects of Using Games on Teaching Vocabulary in Reading Comprehension : A Case of Gifted Students The Effects of Using Games on Teaching Vocabulary in Reading Comprehension : A Case of Gifted Students," no. July (2021).

⁴⁹ *Ibid.*

developed when players encounter fantasy terms or game-specific jargon, while reading fluency improves when players read and react to fast-paced in-game narratives. Similarly, inferencing skills are constantly being applied as players predict outcomes, make strategic decisions or understand implicit messages in game storylines.

4. Listening Comprehension

Rod Ellis defines listening comprehension as the ability to process, interpret, and construct meaning from spoken language. It is a fundamental skill in language mastery and plays a crucial role in communication. Ellis emphasizes that listening is an active process that requires learners to decode phonological, syntactic, and semantic cues while also using background knowledge and contextual understanding to grasp the intended meaning.⁵⁰ Effective listening comprehension allows individuals to follow conversations, understand spoken instructions, and engage in meaningful interactions.

a. Idea recognition

This refers to the ability to identify the main points, supporting details, and overall message in spoken discourse. Skilled listeners can distinguish between essential information and extraneous details, allowing them to extract meaning efficiently. Recognizing key ideas is particularly important in academic lectures, presentations, and discussions.

⁵⁰ Ellis. *Op.cit.* p 262

b. Vocabulary comprehension

Understanding spoken language requires familiarity with a broad range of vocabulary, including common words, technical terms, and idiomatic expressions. Vocabulary comprehension involves not only recognizing individual words but also understanding their meanings within different contexts. A strong vocabulary base enhances a listener's ability to follow conversations without confusion.

c. Working Memory Process

Listening comprehension requires real-time processing of information. A listener's working memory plays a key role in holding and organizing spoken input while making sense of it. Fast speakers, long sentences, or complex structures can challenge this ability. Efficient processing speed helps listeners keep up with natural speech without losing track of the conversation.

In line with Godefridus, listening comprehension is closely related to benefits of online games, as many games require players to listen to in-game dialog, instructions and audio prompts.⁵¹ Idea recognition is developed when players identify important information in character dialog or mission briefings. Vocabulary comprehension improves when players encounter new words, technical game terms and idiomatic expressions commonly used in multiplayer interactions. In addition, working memory processing is

⁵¹ Godefridus Bali Geroda and Recki Hadi perdana, "An Analysis of the Impact of Multiplayer Online Battle Arena (MOBA) Games Toward Listning Comprehension," *Jurnal Pendas Mahakam* 6, no. 2 (2021): 147–54.

enhanced through fast-paced conversations and dynamic in-game situations, where players must process and respond to spoken input in real time.

E. Relationship between Online Games and English Language Mastery

The relationship between online games and English language mastery can be explained through the integration of Isabela Granic's theory of gaming benefits and Rod Ellis's theory of English language mastery. Online games provide an interactive environment where learners are exposed to authentic language input while simultaneously engaging in meaningful communication and problem-solving activities. According to Granic, online games provide cognitive, motivational, emotional, and social benefits that support learning and skill development. Cognitive benefits such as enhanced attention, problem-solving skills, and multitasking abilities help learners process language information more effectively. Motivational benefits encourage learners to engage with English voluntarily because understanding the language often contributes to success in the game. Emotional benefits, including stress reduction and a sense of accomplishment, create a positive learning environment that increases learners' confidence in using English. Meanwhile, social benefits encourage communication, collaboration, and interaction with other players, which provide opportunities for meaningful language practice.

These benefits are closely related to Rod Ellis's theory of English language mastery, which emphasizes the importance of language exposure, interaction, and language production in acquiring a second language. Through online gaming, learners receive a large amount of language input in the form of written and spoken English. They also participate in interaction with other players

through text messages and voice communication, allowing them to negotiate meaning and receive feedback. Furthermore, learners produce language output when giving instructions, discussing strategies, asking questions, or responding to other players during gameplay.

F. Conceptual Framework

The framework of thinking in this study illustrates the conceptual relationship between the independent variable, namely the benefits of playing English online games, and the dependent variable, namely English language mastery. This framework is constructed based on two main theoretical foundations: the theory of Isabela Granic regarding the benefits of online games and the theory of Rod Ellis concerning English language mastery.

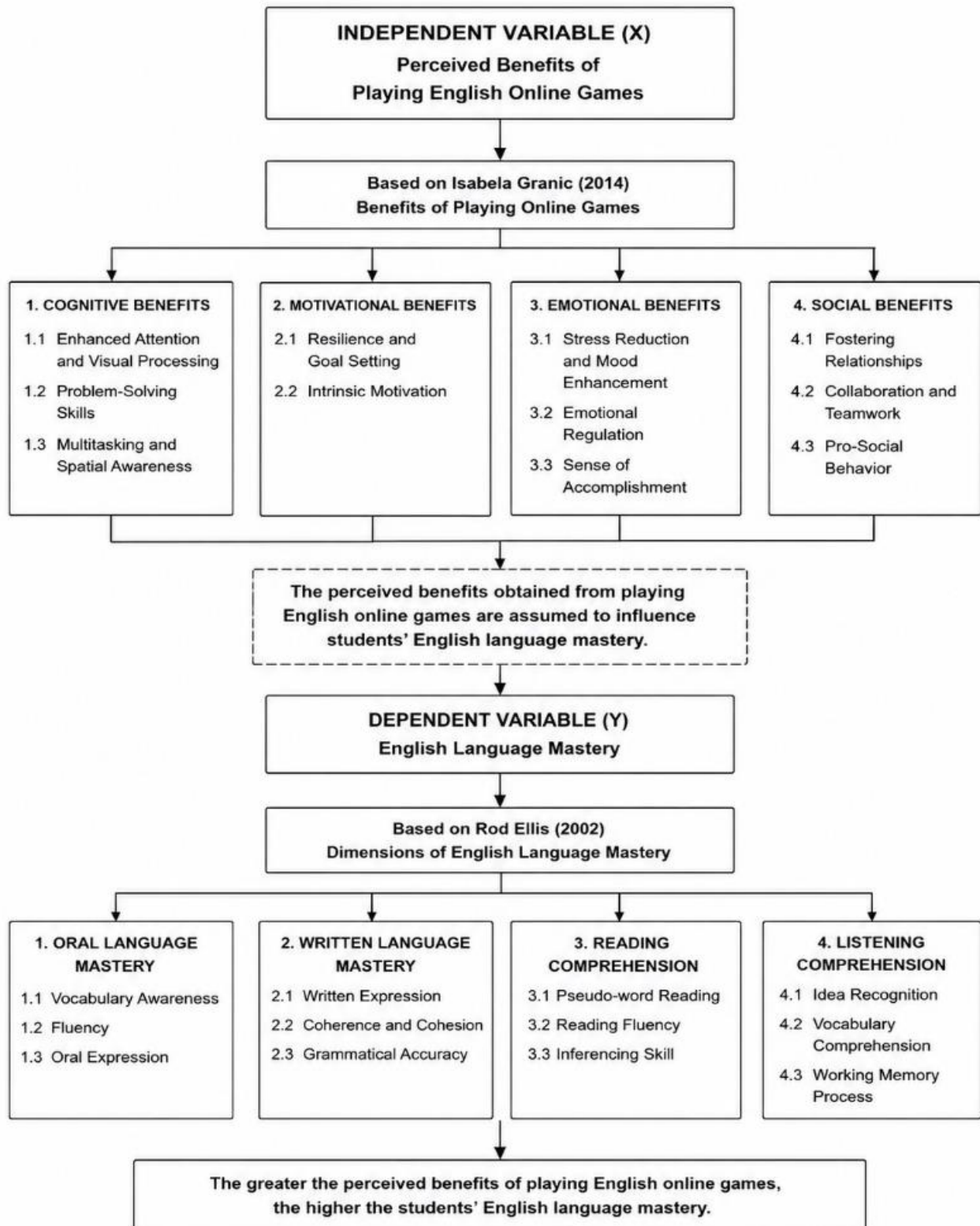
The independent variable is explained using the theory proposed by Isabela Granic, who argues that playing online games provides four major benefits: cognitive benefits, motivational benefits, emotional benefits, and social benefits. Cognitive benefits refer to the improvement of attention, problem-solving ability, and information processing. Motivational benefits enhance learners' intrinsic motivation, persistence, and goal-oriented behavior. Emotional benefits help individuals regulate emotions, reduce stress, and develop a sense of accomplishment. Meanwhile, social benefits promote communication, collaboration, teamwork, and positive social interaction with other players. These four dimensions were used as the indicators for measuring the perceived benefits of playing English online games.

The framework assumes that the benefits obtained from playing English online games contribute positively to students' English language mastery.

Through continuous exposure to English instructions, dialogues, in-game texts, and interactions with other players, students are expected to develop their language skills in authentic communication contexts. This process is consistent with the principles of Second Language Acquisition (SLA), which emphasize that language proficiency develops through meaningful exposure and interaction.

The dependent variable, English language mastery, is measured based on the theory proposed by Rod Ellis. According to Ellis, English language mastery consists of four major dimensions: Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension. Oral Language Mastery includes vocabulary awareness, fluency, and oral expression. Written Language Mastery consists of written expression, coherence and cohesion, and grammatical accuracy. Reading Comprehension includes non-word reading, reading fluency, and inferencing skills. Listening Comprehension comprises idea recognition, vocabulary comprehension, and working memory processes. These dimensions were adopted as the indicators for measuring students' English language mastery.

Based on this framework, the researcher assumes that the greater the perceived benefits students gain from playing English online games, the better their English language mastery will be. Therefore, this study examines the relationship between the perceived benefits of playing English online games and students' English language mastery among English Tadris Study Program students at IAIN Curup.



G. Previous studies

The first previous study was conducted by Gregor Vnucko, Zdena Kralova, and Anna Tirpakova in 2024 entitled *Exploring the Relationship between Digital Gaming, Language Attitudes, and Academic Success in EFL University Students*. The purpose of this study was to investigate the relationship between digital gaming, students' attitudes toward English, and their academic achievement among university students learning English as a Foreign Language (EFL).⁵² The researchers employed a quantitative correlational research design involving university students through questionnaires and statistical analysis.

The findings revealed that students who frequently engaged in digital gaming demonstrated more positive attitudes toward English learning and achieved higher academic performance, particularly in vocabulary acquisition. In addition, digital gaming was found to create an informal learning environment that increased learners' motivation and confidence in using English. The researchers concluded that digital gaming has considerable educational value because it promotes positive language attitudes and contributes to students' English achievement through authentic exposure to English during gameplay.

The second previous study was carried out by Blanka Klimova and Jaroslav Kacet in 2017 entitled *Efficacy of Computer Games on Language Learning*. The objective of this study was to examine the effectiveness of

⁵² Gregor Vnucko, Zdena Kralova, and Anna Tirpakova, "Exploring the Relationship between Digital Gaming, Language Attitudes, and Academic Success in EFL University Students," *Heliyon* 10, no. 13 (2024): e33301.

computer games as instructional tools for second language learning by reviewing empirical findings from previous research. The researchers adopted a systematic literature review method to synthesize studies related to digital game-based language learning. The review demonstrated that computer games positively influence learners' motivation, classroom engagement, vocabulary development, and communication skills across different educational levels.⁵³ Furthermore, the authors emphasized that game-based learning creates enjoyable learning experiences which increase students' willingness to practice the target language. Nevertheless, the study concluded that although computer games show educational potential, additional empirical studies are still necessary to validate their effectiveness in formal educational settings.

The third previous study was conducted by Wanyu He in 2023 entitled *The Influence of Online Games in English Language Learning*. This study aimed to explore how online games facilitate English language learning and increase learners' motivation through interactive digital environments. The researcher employed a qualitative literature review approach by examining various studies concerning educational online games and language acquisition.

The findings indicated that online games support learners' reading, writing, listening, and speaking skills through several educational affordances, including playfulness, accessibility, multimedia integration, learner engagement, and intrinsic motivation. The study also emphasized that online games provide meaningful learning contexts where learners naturally interact with authentic English while enjoying the gaming experience. Consequently,

⁵³ Blanka Klimova and Jaroslav Kacet, "Efficacy of Computer Games on Language Learning," *Turkish Online Journal of Educational Technology* 16, no. 4 (2017): 19–26.

the researcher concluded that online games function as effective learning environments capable of improving English proficiency while maintaining high levels of learner motivation.

The fourth previous study was conducted by Muhammad Dhany Winaldo and Lulud Oktaviani in 2022 entitled *Influence of Video Games on the Acquisition of the English Language*. The purpose of this research was to investigate the contribution of video games to English language acquisition among EFL learners. The researchers employed a quantitative survey design involving Indonesian university students who regularly played English video games.⁵⁴ The results demonstrated that students perceived video games as highly beneficial for expanding vocabulary, improving pronunciation, understanding authentic expressions, and increasing confidence when communicating in English. Moreover, authentic language exposure provided by video games enabled students to learn English naturally without feeling pressured by formal classroom activities. The researchers concluded that video games constitute valuable informal learning media capable of supporting second language acquisition through authentic linguistic input and continuous language exposure.

The fifth previous study was conducted by Nur Wirawati, Baso Jabu, and Nur Aeni in 2023 entitled *The Effect of Online Games as a Medium to Students' Speaking Skill*. This study sought to determine whether online games could improve students' English-speaking skills. The researchers implemented an experimental research design involving EFL students who participated in

⁵⁴ Winaldo and Oktaviani, "Influence of Video Games on the Acquisition of the English Language." 3, no 2 (2022): 21-26

learning activities integrated with online games.⁵⁵ The findings revealed significant improvement in students' speaking performance, particularly in fluency, pronunciation, vocabulary usage, and communication confidence after receiving treatment through online games. Interactive communication among players encouraged learners to practice English spontaneously and collaboratively in authentic situations. Therefore, the study concluded that online games are effective instructional media for improving English speaking ability because they promote active participation, authentic communication, and meaningful interaction among learners.

Although previous studies consistently indicate that digital games positively influence English language learning, several important differences distinguish the present study from earlier research. First, most previous studies primarily focused on particular aspects of language learning, such as vocabulary acquisition, speaking ability, learner motivation, or general language achievement. In contrast, the present study investigates English language mastery as a comprehensive construct, encompassing oral language mastery, written language mastery, reading comprehension, and listening comprehension based on Rod Ellis's framework. Second, previous research generally examined digital games or online games from pedagogical or technological perspectives, whereas the present research specifically measures students' perceived benefits of playing English online games through four dimensions proposed by Isabela Granic, namely cognitive, motivational, emotional, and social benefits. Third, unlike earlier studies that mainly involved EFL students in general contexts, this

⁵⁵ Wirawati, Jabu, and Aeni, "The Effect of Online Games As a Medium To Students' Speaking Skill." 2, no 1 (2023): 1-9.

research specifically focuses on students of the English Tadris Study Program at IAIN Curup using an ex post facto quantitative design to examine the influence of perceived benefits of playing English online games on students' English language mastery. Therefore, this study is expected to contribute a more comprehensive theoretical and empirical understanding of how English online games support multiple dimensions of English language mastery in higher education.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of Research

In this study, researchers applied quantitative methods with an *ex post facto* research design. According to Kelinger, *ex post facto* research aims to identify causal factors that influence changes in behavior, symptoms, or phenomena that occur as a result of a particular event or condition.⁵⁶ In other words, this research tries to trace the cause-and-effect relationship between variables that have occurred without direct manipulation from researchers.

In the context of this study, the researcher seeks to investigate the relationship between Benefits of playing online games and English Language Mastery among TBI students. The independent variable in this study, Online Games, has already occurred and is expected to have an influence on the dependent variable, English Language Mastery. Therefore, an *ex post facto* design was deemed appropriate as it allowed the researcher to observe the perceived benefits of online gaming on English language mastery without directly intervening. In addition, as stated by Creswell, quantitative research methods are rooted in the school of positivism, which emphasizes the collection of numerical data using instruments that have been systematically designed to test predetermined hypotheses.⁵⁷ In this study, quantitative methods are used to statistically measure whether there is an influence between benefits of playing

⁵⁶ Fred N Kelinger and Howard B Lee, "Foundations of Behavioral Research 2nd Ed," *Physical Therapy* (Texas: Fort Worth, 1974).

⁵⁷ John W Creswell, *Research Design : Qualitatif, Quantitatif, and Mixed Method Aprproach*, 4th ed. (California: SAGE Publications, Inc., 2009).

online games and the level of English language mastery among TBI students. By using statistical analysis, this study aims to obtain objective and measurable results, thus allowing researchers to draw conclusions based on empirical data.

The quantitative approach in this study also provides an advantage in terms of generalization of findings, as it allows for a more accurate measurement of the correlations and patterns that emerge between the two main variables. As such, this study is expected to contribute to understanding the role of online gaming as an external factor in English language master, as well as opening up opportunities for further exploration of digital-based learning strategies in the context of foreign language mastery.

B. Population and Sample

1. Population

The population in this study consisted of second and fourth semester students enrolled in TBI IAIN Curup in the academic year 2025. By setting specific population criteria, such as:

- a) Learners in second and fourth semester are at different stages of language development. Semester 2 students are still at the basic stage of mastering academic English, while semester 4 students have had longer experience learning English. By choosing these two semesters, the researcher can observe how benefits of playing English online games affects students with different ability levels.
- b) Learners in in second and fourth semester are still in the learning stage and have not been affected by the more complex English that students in the final semester receive. Thus, the effect of online gaming on

English language mastery can be better seen without too much intervention from other academic factors.

This study sought to ensure that the data collected truly reflected English language students' experiences in English language mastery through benefits of online games. This is important for maintaining the validity of the research results, especially in analyzing the benefits of playing online games on the students' English language mastery.

Table 3.1
Population Table

No	Class	Total students
1.	TBI 2A	18 students
2.	TBI 2B	17 students
3.	TBI 2C	21 students
4.	TBI 4A	17 students
5.	TBI 4B	17 students
6.	TBI 4C	18 students
	Total Population	108students

2. Sample

This study employed a total sampling technique, in which all members of the target population were included as research participants. According to Sugiyono, total sampling is appropriate when all members of the population are involved in the study, allowing the researcher to obtain comprehensive information that accurately represents the characteristics of the population.⁵⁸

The population of this study consisted of 108 second- and fourth-semester students of the English Tadris Study Program at IAIN Curup.

⁵⁸ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, n.d.).

Rather than selecting only a portion of the population, the researcher involved all 108 students in the study to eliminate sampling error and to ensure that the findings reflected the actual characteristics of the target population. Since the objective of this research was to investigate perceived benefits of English online games toward English language mastery among TBI students, collecting data from the entire population provided a more comprehensive and representative basis for statistical analysis.

Furthermore, based on the preliminary observation conducted by the researcher, all students had experience playing online games, indicating that every member of the population met the basic characteristics required for the study. Therefore, no participants were excluded from the data collection process, and the research was conducted as a *population study* (census) rather than a sample-based survey.

C. Technique of Collecting Data

This study employed a questionnaire as a data collection technique, defined as a set of questions designed to elicit information from respondents. The objective of this method was to obtain responses from students regarding perceived benefits of English online games on English language mastery. The scale employed in this study was a Likert scale, a widely used psychometric tool in research that allows for the measurement of attitudes, perceptions, and opinions through closed-ended questions. A closed-ended questionnaire was specifically chosen to facilitate statistical analysis, ensuring that the collected data could be systematically quantified and interpreted.⁵⁹ By using predefined

⁵⁹ Chaterine Dawson, *Practical Research Methods* (Oxford: How To Books Ltd., 2002).

response options, this approach minimizes ambiguity in responses, enhances reliability, and enables direct comparisons across participants.

The questionnaire in this study utilized four response categories, namely "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Each response was assigned a specific numerical value to allow for objective data interpretation and analysis. The structured nature of this scale provided a clear framework for assessing participants' perspectives on the relationship between benefits of English online gaming and English language mastery while ensuring consistency in data collection.

Table 3.2
Alternative Respond Table

No	Respond	Score
1	Strongly agree'	4
2	Agree	3
3	Disagree	2
4	Strongly disagree	1

D. Instrument of The Research

In the present study, researchers utilized questionnaires to gather the requisite numerical data concerning the impact of online games on the students' English language mastery. Given that this research is of a quantitative nature, researchers opted for a closed-end-it questionnaire as the instrument of choice. The utilization of closed questionnaires in quantitative research is predicated on their capacity to generate descriptive statistics. The predetermined format of these questionnaires, coupled with their ability to be scanned directly into a

computer for expeditious analysis, facilitates the generation of substantial quantities.

1. Benefits of Online Games Questionnaire

In the first questionnaire designed to analyze students' perceptions of online gaming use, the researcher referred to the theory proposed by Isabela Granic regarding the benefits of online games. In her theory, Granic identifies four main aspects that are the main benefits of playing online gaming, which are *Cognitive Benefits of Gaming*, *Motivational Benefits of Gaming*, *Emotional Benefits of Gaming*, and *Social Benefits of Gaming*.⁶⁰

Using this theory as a conceptual foundation, a questionnaire was developed to explore students' perceptions of how online gaming affects various aspects of their lives, particularly in the context of English language mastery. The questions asked in the questionnaire reflect the dimensions of these benefits, such as how online gaming can improve critical thinking and problem-solving skills (cognitive), increase motivation in learning (motivational), help regulate emotions and reduce stress (emotional), and build positive social interactions with other players (social). Thus, the data obtained from this questionnaire is expected to provide deeper insights into the relationship between online game use and English language mastery among TBI students.

⁶⁰ Granic, *Op.Cit.* p 167

Table 3.3.
Benefits of Playing Online Games Questionnaire

Indicator	Sub-Indicator	Items	Statement			
			SA	A	D	SD
Cognitive Benefits of Gaming	Enhanced Attention and Visual Processing	1. The English online games help me to improve sustained attention				
		2. The English online games help me to improve my visual search ability				
		3. The English games help me to locate specific items quickly				
	Problem-Solving Skills	4. The English online games help me to my critical thinking				
		5. The English online games help me to analyze various salutations				
		6. The English online games help me to devise strategies to overcome obstacles				
	Multitasking and Spatial Awareness	7. The English online games help me to have multitasking abilities				
		8. The English online games help me to enhance spatial awareness				
Motivational Benefits of Gaming	Resilience and Goal Setting	9. The English online games help me to have patience determination and				

		strategies thinking.				
		10. The English online games help me to encourage the effective goal setting.				
	Intrinsic Motivation	11. The English online games help me to build up intrinsic motivational in learning English				
		12. The English online games help me to create fun learning				
Emotional Benefits of Gaming	Stress Reduction and Mood Enhancement	13. The English online games help me to reduce my stress.				
		14. The English online games help me to enhance my mood.				
		15. Playing online games helps me reduce stress in learning English.				
	Emotional Regulation	16. The English online games help me to manage my emotion				
		17. The English online games help me to make effective decisions				
	Sense of Accomplishment	18. The English online games help me to feel satisfied				
		19. The English online games help me to trying my English skill				

Social Benefits of Gaming	Fostering Relationships	20. The English online games help me to interact to many people				
		21. The English online games help me to improve my communication				
	Collaboration and Teamwork	22. The English online games help me to work in group				
		23. The English online games help me to discuss well with my group				
	Pro-Social Behavior	24. The English online games help me to build relationship				
		25. The English online games help me to have positive environment				

2. The Dimension of English Language Mastery Questionnaire

In the second questionnaire, which was designed to identify which aspects of English language mastery were most affected by students' use of online games, the researcher referred to the theory proposed by Rod Ellis regarding the benefits of online games in cognitive development and language skills. This theory was used as a basis for exploring how online games can contribute to the improvement of university students' language skills. In this case, the researcher also referred to the concept proposed by Rod Ellis, who identified four main aspects of English language acquisition, which are *Oral Language Mastery*, *Written Language Mastery*, *Reading*

Comprehension, and *Listening Comprehension*.⁶¹ Thus, this questionnaire aims to understand the extent to which each of these aspects is affected by benefits of English online games.

Table 3.4
The Dimension of English Language Mastery Questionnaire

Indicator	Sub-indicator	Statement	Scale			
			SA	A	D	SD
Oral Language Mastery	Vocabulary Awareness	1 The English online games help me to effectively understand oral language				
		2 The English online games help me to produce spoken language in real – time communication				
	Fluency	3 The English online games help me to recognize and understand a variety of words				
		4 The English online games help me to participate to conversation				
		5 The English online games help me to understand native speaker				
	Oral Expression	6 The English online games help me to convey the idea clearly and accurate.				
		7 The English online games help me to organize ideas logically				
		8 The English online games help me to				

⁶¹ Ellis, Op.Cit. p 69.

		create natural conversation				
Written Language Mastery	Written Expression	9 The English online games help me to choose the right words.				
		10 The English online games help me to construct sentence correctly				
	Coherence and Cohesive	11 The English online games help me to convey idea clearly in written form				
		12 The English online games help me to organize my ideas more logical and understand way.				
		13 The English online games help me to arrange the paragraph and sentence connect smoothly.				
	Grammatical Accuracy	14 The English online games help me to enrich written language acquisition				
		15 The English online games help me to improve my written expression.				
Reading Comprehension	Pseudo-word	16 The English online games help me to develop phonemic awareness				
		17 The English online games help me to recognize new vocabulary				
	Reading Fluency	18 The English online games help me to read text smoothly and accurate				
		19 The English online games help me to				

		understand text efficiently.				
	Inferencing Skill	.20 The English online games help me to understand implied meaning. .21 The English online games help me to make the prediction based on information given.				
Listening Comprehension	Idea Recognition	.22 The English online games help me to identify main points in oral communication .23 The English online games help me to distinguish between information and extraneous details				
	Vocabulary Comprehension	.24 The English online games help me to recognize my partner words .25 The English online games help me to my partner meaning within different context.				
	Working Memory Process	.26 The English online games help me to process spoken English information more quickly. .27 The English online games help me to accustomed to understand long sentence.				

E. Validity And Reliability

1. Validity

In this study, researcher used expert validity to determine whether or not the blueprint was valid. The validity of instrument questionnaire means that the instrument used for collecting data is valid.⁶² Content validity means if the research question has measured or investigated every aspect of the research question. In content validity, researchers need validators to evaluate the questionnaire, where the instruments used in the questionnaire must be correlated with the items of theory. After the questionnaire instrument was made, the researcher then validated the questionnaire to one of IAIN Curup's lecturers as an expert validation. Researchers gave the questionnaire instrument to expert validation to get comments and input. After passing the validator, the questionnaire will be distributed to the population to see which statements are valid and invalid. This validation process is documented in *Appendix 1*. Valid questions will be used as this study, while those that are not will be followed up such as revising, replacing, or discarding the statement.

2. Reliability

Reliability showed in one sense that an instrument trusted enough to be used as a data collection tool because the instrument is good. In this study, the reliability test was carried out used the Cronbach Alpha, which is by analyzing the reliability of the measuring instrument form one measurement. Nunnaly in Jumailiya, claims that this has resulted in a wide

⁶² L. R Gay, *Educational Research : Competencies for Analysis and Applications*, 10th ed. (Boston: Pearson Education, Inc, 2012).

range of reliability. Most psychometric tests have a Cronbach's Alpha of 0.75 to 0.83, with at least one having a Cronbach's Alpha of 0.90.⁶³

The Reliability Benefits of Playing Online Games Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.756	25

The Reliability of Dimension English Language Mastery Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.795	27

The standard threshold for reliability in this study was set at > 0.70 . The reliability analysis yielded a Cronbach's Alpha value of 0.756 in Benefits of Playing Online Games Questionnaire and 0.795 in Dimension English Language Mastery Questionnaire, indicating that the instrument is highly reliable. This result demonstrates that the items exhibit strong internal consistency. In other words, the questionnaire items can be considered statistically dependable for measuring the intended constructs.

F. Normality Test

The normality test is a vital step to assess whether the distribution of the data obtained can be considered normal or not. This step is carried out by examining the residual values resulting from regression calculations

⁶³ Jumailiyah, "Pengaruh Kualitas Item Terhadap Reliabilitas Alpha," *Jurnal Ilmiah IKIP Mataram* 4, no. 1 (2021): 18–24.

The normality test was conducted using the Kolmogorov–Smirnov test to determine whether the research data were normally distributed. In this study, the test was performed on the unstandardized residuals obtained from the simple linear regression model between benefits of English Online Games(X) and English Language Mastery (Y). The data were considered normally distributed if the significance value (Asymp. Sig.) exceeded 0.05. Meeting this assumption indicated that the data were appropriate for subsequent regression analysis.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.45824000
Most Extreme Differences	Absolute	.097
	Positive	.097
	Negative	-.076
Test Statistic		.097
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

G. Technique of Data Analysis

Following the data collection stage, in which students were surveyed using questionnaires, the researcher would then proceed to analyze the data in order to ascertain the impact of online games on the students' English language mastery. The collected data reviewed based on the results of the questionnaire, which will be analyzed using a statistical approach and the *SPSS ver 26* applications. The researcher would utilize several analytical techniques, which are descriptive analysis, correlation, regression, and hypothesis testing. The

purpose of this methodological approach is to provide a comprehensive picture of the impact of online games on students' language acquisition.

1. Analysis Descriptive

The objective of this analysis is to present the data in statistical terms, incorporating measures such as mean, median, standard deviation, frequency, and percentage.

a. Mean

Mean is a statistical measure used to describe the central value of a set of data by summing all the scores obtained and dividing them by the number of elements in the dataset. In a test context, the mean gives an idea of the average performance of students, for example in English language proficiency tests such as listening or reading. Calculating the mean allows researchers to assess the general ability level of students and compare different groups. In addition, the mean value on a test can be used to measure the effectiveness of the teaching method applied. However, the mean can be less representative if the data has a highly skewed distribution or there are extreme values, so in certain cases, the median or mode is more appropriate.

Mean Score	Interpretation
1.00 – 1.75	Very Low / Negative
1.76 – 2.50	Low
2.51 – 3.25	High / Positive
3.26 – 4.00	Very High / Very Positive

b. Correlation Analysis

Correlation analysis is used to measure the relationship between two variables, such as the impact of online games on students' English language mastery levels.

2. Regression Analysis

Regression analysis is a statistical technique used to examine the relationship between an independent variable and a dependent variable. In this study, simple linear regression analysis was employed to determine whether benefits of English Online Games (X) had a significant effect on Students' English Language Mastery (Y). Furthermore, this analysis was used to identify the direction and magnitude of the relationship between the two variables and to determine the extent to which benefits of English online games contributed to students' English language mastery.

3. Hypothesis Testing

Hypothesis testing is a statistical method used to evaluate whether the observed data provides sufficient evidence to support a specific claim (alternative hypothesis, H_i) or whether the claim can be rejected in favor of the null hypothesis (H_0). In this case, the researcher aims to survey whether there is a perceived benefits of online games on the students' English language mastery.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings related to the perceived benefits of playing English online games toward students' English language mastery among TBI IAIN Curup students. The data were collected through questionnaires distributed to 108 second- and fourth-semester students of the English Tadris Study Program at IAIN Curup in the academic year 2025. The findings are organized systematically to answer the three research questions proposed in Chapter I, namely: (1) the benefits of playing English online games toward English language mastery, (2) which aspect of English language mastery is most influenced by online games, and (3) whether there is a significant effect of playing English online games on students' English language mastery. The data analysis was conducted using descriptive statistics, correlation analysis, regression analysis, and hypothesis testing with the assistance of SPSS version 26.

A. Findings

1. The Benefits of Playing English Online Games Among TBI IAIN Curup Students Toward English Language Mastery

To answer the first research question regarding the benefits of playing English online games among TBI IAIN Curup students toward English language mastery, the researcher analyzed the data obtained from the Benefits of Playing Online Games Questionnaire. The questionnaire was designed based on Isabela Granic's theory, which identifies four main dimensions of gaming benefits: Cognitive Benefits, Motivational Benefits,

Emotional Benefits, and Social Benefits. Each dimension consists of several sub-indicators that were measured using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The following table presents the students' perceptions regarding the benefits of playing English online games across all four dimensions:

Tabel 4.1
Students' Perception About Benefits of Playing Online Games

Indicator	Sub-Indicator	Mean Score	Interpretation
Cognitive Benefits of Gaming	1. Enhanced Attention and Visual Processing	3.1	High / Positive
	2. Problem-Solving Skills	3.2	High / Positive
	3. Multitasking and Spatial Awareness	3.21	High / Positive
Motivational Benefits of Gaming	4. Resilience and Goal Setting	3.16	High / Positive
	5. Intrinsic Motivation	3.2	High / Positive
Emotional Benefits of Gaming	6. Stress Reduction and Mood Enhancement	3.18	High / Positive
	7. Emotional Regulation	3.16	High / Positive
	8. Sense of Accomplishment	3.21	High / Positive
Social Benefits of Gaming	9. Fostering Relationships	3.19	High / Positive
	10. Collaboration and Teamwork	3.17	High / Positive
	11. Pro-Social Behavior	3.19	High / Positive

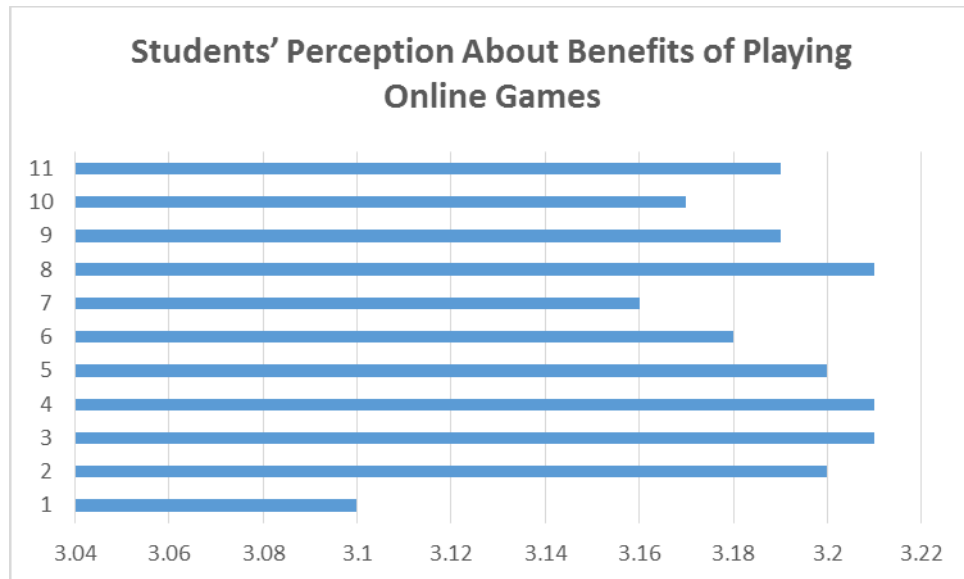


Figure 1 Students' Perception About Benefits of Playing Online Games

Based on the data presented in Table 4.1 and figure 1, it is evident that all indicators and sub-indicators of gaming benefits received mean scores ranging from 3.10 to 3.21, which all fall into the "High/Positive" category. This indicates that students at TBI IAIN Curup generally perceive that playing English online games provides significant benefits across cognitive, motivational, emotional, and social dimensions.

The first dimension, Cognitive Benefits of Gaming, encompasses three sub-indicators: Enhanced Attention and Visual Processing, Problem-Solving Skills, and Multitasking and Spatial Awareness. The sub-indicator of Enhanced Attention and Visual Processing obtained a mean score of 3.10, categorized as High/Positive. This result indicates that students feel online games help them improve their focus and attention while processing visual and language information in English. Through game instructions, maps, symbols, and visual interactions, students become more attentive and responsive to English language input during gameplay. The second sub-

indicator, Problem-Solving Skills, achieved a mean score of 3.20, also categorized as High/Positive. This finding suggests that online games train students to think critically and solve problems while using English. Many games require players to understand missions, strategies, and instructions in English, encouraging them to analyze situations carefully and make decisions effectively. Meanwhile, the third sub-indicator, Multitasking and Spatial Awareness, obtained the highest mean score within this dimension at 3.21, categorized as High/Positive. This shows that students believe online games improve their ability to manage multiple tasks simultaneously while maintaining awareness of their gaming environment. During gameplay, students often have to listen, read, communicate, and respond quickly at the same time, which enhances their cognitive flexibility and supports their ability to process English information more efficiently.

The second dimension, Motivational Benefits of Gaming, includes two sub-indicators: Resilience and Goal Setting, and Intrinsic Motivation. The sub-indicator of Resilience and Goal Setting obtained a mean score of 3.16, categorized as High/Positive. This result indicates that students feel online games help them become more persistent and motivated in achieving certain goals. In many online games, players are required to complete missions, overcome challenges, and improve their performance step by step. These experiences encourage students to develop patience, determination, and a stronger willingness to continue learning and improving their English skills. The second sub-indicator, Intrinsic Motivation, achieved a mean score of 3.20, also categorized as High/Positive. This finding suggests that online

games increase students' internal motivation to learn English naturally and enjoyably. Students are motivated to understand English vocabulary, instructions, and communication in games because they want to succeed and interact effectively during gameplay. As a result, learning English becomes more engaging and less stressful, encouraging students to practice the language voluntarily without feeling forced.

The third dimension, Emotional Benefits of Gaming, consists of three sub-indicators: Stress Reduction and Mood Enhancement, Emotional Regulation, and Sense of Accomplishment. The sub-indicator of Stress Reduction and Mood Enhancement obtained a mean score of 3.18, categorized as High/Positive. This result indicates that students feel online games help them reduce stress and improve their mood. The enjoyable and entertaining nature of online games creates a more relaxed learning atmosphere, allowing students to engage with English language content more comfortably and confidently. The second sub-indicator, Emotional Regulation, achieved a mean score of 3.16, also categorized as High/Positive. This finding suggests that online games help students manage and control their emotions better during communication and interaction. In challenging game situations, students learn to stay calm, patient, and focused while cooperating with other players, which indirectly supports their confidence in using English during gameplay. Meanwhile, the third sub-indicator, Sense of Accomplishment, obtained a mean score of 3.21, categorized as High/Positive. This shows that students experience feelings of satisfaction and achievement after completing missions, winning

matches, or successfully communicating in English while playing online games. These positive experiences increase their self-confidence and encourage them to continue improving their English skills.

The fourth dimension, Social Benefits of Gaming, includes three sub-indicators: Fostering Relationships, Collaboration and Teamwork, and Pro-Social Behavior. The sub-indicator of Fostering Relationships obtained a mean score of 3.19, categorized as High/Positive. This result indicates that students feel online games help them build and maintain relationships with other players. Through communication and interaction during gameplay, students have opportunities to practice English with friends and international players, which improves their confidence and social communication skills in English. The second sub-indicator, Collaboration and Teamwork, achieved a mean score of 3.17, also categorized as High/Positive. This finding suggests that online games encourage students to work together and communicate effectively with teammates in order to achieve shared goals. During gameplay, students often discuss strategies, give instructions, and respond to team communication in English, which indirectly enhances their speaking and comprehension skills. Meanwhile, the third sub-indicator, Pro-Social Behavior, obtained a mean score of 3.19, categorized as High/Positive. This shows that online games promote positive social attitudes such as helping others, cooperating, and showing respect toward fellow players. Through these interactions, students become more open and confident in communicating in English within social environments.

Based on the findings presented above, it can be concluded that playing English online games provides significant benefits toward students' English language mastery among TBI IAIN Curup students. All four dimensions of gaming benefits cognitive, motivational, emotional, and social received positive interpretations with mean scores ranging from 3.10 to 3.21. These findings indicate that students perceive online games as beneficial in improving their focus, critical thinking, motivation, emotional regulation, teamwork, and communication skills, which indirectly support their English language development.

The cognitive benefits help students process English information more effectively, the motivational benefits encourage voluntary engagement with English, the emotional benefits create a positive learning environment that reduces anxiety, and the social benefits provide authentic opportunities for English communication. Overall, the benefits of playing English online games create a comprehensive and supportive environment for English language acquisition beyond formal classroom settings.

2. The Most Influenced Aspect of English Language Mastery by Playing English Online Games

To answer the second research question regarding which aspect of English language mastery is most influenced by playing English online games, the researcher analyzed the data obtained from the Dimension of English Language Mastery Questionnaire. The questionnaire was designed based on Rod Ellis's theory, which identifies four main dimensions of English language mastery: Oral Language Mastery, Written Language

Mastery, Reading Comprehension, and Listening Comprehension. Each dimension consists of several sub-indicators that were measured using the same four-point Likert scale. The following table presents the students' perceptions regarding the influence of English online games on various dimensions of English language mastery.

Tabel 4.2
Students' Perception of the Dimension of English Language Mastery

Indicator	Sub-indicator	Mean Score	Interpretation
Oral Language Mastery	1. Vocabulary Awareness	3.26	Very High / Very Positive
	2. Fluency	3.07	High / Positive
	3. Oral Expression	3.10	High / Positive
Written Language Mastery	4. Written Expression	3.27	Very High / Very Positive
	5. Coherence and Cohesive	3.11	High / Positive
	6. Grammatical Accuracy	3.29	Very High / Very Positive
Reading Comprehension	7. pseudo-word	3.11	High / Positive
	8. Reading Fluency	3.13	High / Positive
	9. Inferencing Skill	3.19	High / Positive
Listenting Comprehension	10. Idea Recognition	3.13	High / Positive
	11. Vocabulary Comprehension	3.27	Very High / High Positive
	12. Working Memory Proses	3.12	High / Positive

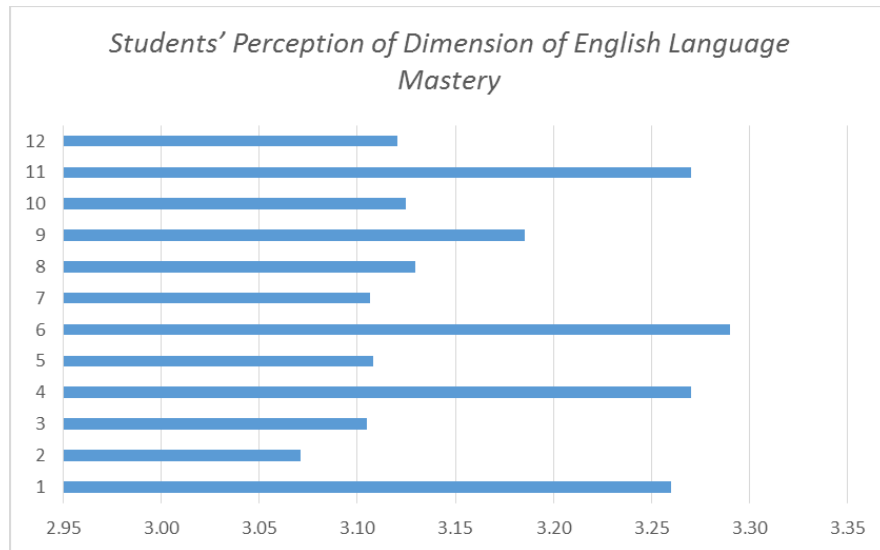


Figure 2 Students' Perception of Dimension of English Language Mastery

Based on the data presented in Table 4.2 and figure II, it is evident that all dimensions and sub-indicators of English language mastery received mean scores ranging from 3.07 to 3.29. Most sub-indicators fall into the "High/Positive" category, while several sub-indicators achieve the "Very High/Very Positive" category. This indicates that students perceive online games as having a positive influence on all aspects of their English language mastery, with varying degrees of impact across different dimensions.

The first dimension, Oral Language Mastery, encompasses three sub-indicators: Vocabulary Awareness, Fluency, and Oral Expression. The sub-indicator of Vocabulary Awareness obtained a mean score of 3.26, categorized as Very High/Very Positive. This result indicates that students strongly feel that online games help them expand their English vocabulary. Through in-game conversations, instructions, and interactions with other players, students become more familiar with new words, phrases, and expressions that can also be applied in everyday communication. The second sub-indicator, Fluency, achieved a mean score of 3.07, categorized

as High/Positive. This finding suggests that online games help students improve their fluency in speaking English. Frequent communication during gameplay encourages students to respond more naturally and confidently, reducing hesitation when expressing ideas in English. Meanwhile, the third sub-indicator, Oral Expression, obtained a mean score of 3.10, categorized as High/Positive. This shows that students believe online games help them express their thoughts and ideas more clearly in spoken English. By participating in voice chats and team discussions, students practice pronunciation, intonation, and conversational skills in a more interactive and enjoyable environment.

The second dimension, Written Language Mastery, includes three sub-indicators: Written Expression, Coherence and Cohesion, and Grammatical Accuracy. The sub-indicator of Written Expression obtained a mean score of 3.27, categorized as Very High/Very Positive. This result indicates that students strongly believe online games help them express their ideas more effectively in written English. Through text chats, in-game communication, and exposure to written instructions, students become more confident in constructing sentences and conveying messages clearly. The second sub-indicator, Coherence and Cohesion, achieved a mean score of 3.11, categorized as High/Positive. This finding suggests that online games help students organize their ideas more logically and connect sentences more effectively in writing. Frequent exposure to dialogues, narratives, and communication within games encourages students to understand how ideas can be linked smoothly and meaningfully. Meanwhile, the third sub-

indicator, Grammatical Accuracy, obtained the highest mean score in this dimension at 3.29, categorized as Very High/Very Positive. This shows that students feel online games help them improve their understanding and use of correct grammar in writing. By repeatedly reading and interacting with English sentence structures in games, students become more aware of grammar patterns, sentence formation, and appropriate language use.

The third dimension, Reading Comprehension, consists of three sub-indicators: Pseudo-word, Reading Fluency, and Inferencing Skill. The sub-indicator of pseudo-word obtained a mean score of 3.11, categorized as High/Positive. This result indicates that students feel online games help them recognize and understand unfamiliar words or terms that appeared during gameplay. Through repeated exposure to English vocabulary, instructions, and game-related terminology, students become more capable of identifying and interpreting new language forms. The second sub-indicator, Reading Fluency, achieved a mean score of 3.13, also categorized as High/Positive. This finding suggests that online games help students read English texts more smoothly and confidently. Frequent interaction with dialogues, missions, and instructions in games trains students to process written information more quickly and efficiently, which improves their reading speed and comprehension. Meanwhile, the third sub-indicator, Inferencing Skill, obtained the highest mean score within this dimension at 3.19, categorized as High/Positive. This shows that students believe online games help them develop the ability to understand implied meanings and make conclusions based on context. During gameplay, students often need

to predict meanings, interpret clues, and understand situations from limited information, which strengthens their inferencing skills in reading English texts.

The fourth dimension, Listening Comprehension, includes three sub-indicators: Idea Recognition, Vocabulary Comprehension, and Working Memory Process. The sub-indicator of Idea Recognition obtained a mean score of 3.13, categorized as High/Positive. This result indicates that students feel online games help them understand the main ideas and important information in spoken English. Through voice chats, game instructions, and conversations with other players, students become more accustomed to identifying key points in English communication. The second sub-indicator, Vocabulary Comprehension, achieved a mean score of 3.27, categorized as Very High/Very Positive. This finding suggests that online games strongly help students improve their understanding of English vocabulary in listening activities. Frequent exposure to spoken English during gameplay allows students to recognize new words, understand expressions, and become more familiar with the meaning of vocabulary used in different contexts. Meanwhile, the third sub-indicator, Working Memory Process, obtained a mean score of 3.12, categorized as High/Positive. This shows that online games help students process and remember spoken information more effectively. During gameplay, students often need to listen carefully, remember instructions, and respond quickly to communication from teammates, which trains their ability to process spoken English in real time.

Based on the findings presented above, it can be concluded that all four dimensions of English language mastery Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension are positively influenced by playing English online games. However, Written Language Mastery and Oral Language Mastery emerge as the most influenced aspects, particularly in the sub-indicators of Grammatical Accuracy (3.29), Written Expression (3.27), Vocabulary Comprehension (3.27), and Vocabulary Awareness (3.26). These four sub-indicators achieved the highest mean scores and were categorized as Very High/Very Positive. The strong influence on Written Language Mastery can be attributed to the frequent use of text-based communication in online gaming environments, where players are exposed to various vocabulary items, sentence structures, and grammatical patterns through text chats, in-game instructions, and written narratives. Similarly, the strong influence on Oral Language Mastery reflects the communicative nature of online games, which often require players to exchange information, discuss strategies, and collaborate with others in real time through voice chats and team discussions. These findings suggest that online gaming provides particularly rich opportunities for the development of productive language skills, both in spoken and written forms, as students actively use English for meaningful communication rather than merely studying its formal structures.

B. Discussions

This section presents a comprehensive discussion of the research findings in relation to the three research questions proposed in Chapter I. The discussion

integrates the empirical findings with relevant theoretical frameworks and previous studies to provide a deeper understanding of the perceived benefits of playing English online games toward students' English language mastery among TBI IAIN Curup students.

1. The benefits of English online games among TBI IAIN Curup students toward English Language Mastery

The first research question aimed to explore the benefits of playing English online games among TBI IAIN Curup students toward English language mastery. Based on the findings presented in Table 4.1, it was revealed that students perceived significant benefits across four dimensions proposed by Isabela Granic, namely cognitive, motivational, emotional, and social benefits. All indicators received mean scores ranging from 3.10 to 3.21, which were categorized as High/Positive, indicating that students consistently recognized the positive contributions of English online games to their language development.

From a cognitive perspective, the findings demonstrated that online games enhanced students' attention and visual processing ($M = 3.10$), problem-solving skills ($M = 3.20$), and multitasking abilities ($M = 3.21$). These results align with Granic, Lobel, and Engels's assertion that online games stimulate brain functions such as problem-solving, decision-making, memory, and spatial navigation. The interactive nature of online games requires players to process multiple sources of information simultaneously, which indirectly strengthens their cognitive flexibility in handling English language input. This finding is further supported by Green and Bavelier,

who argued that action video games can improve selective and sustained attention, enabling players to focus on relevant stimuli while ignoring distractions. In the context of language learning, this cognitive enhancement facilitates students' ability to process English vocabulary, instructions, and dialogues more efficiently during gameplay.

The motivational dimension also emerged as a significant benefit, as reflected in the sub-indicators of resilience and goal setting ($M = 3.16$) and intrinsic motivation ($M = 3.20$). Students reported that online games encouraged them to persist in achieving goals and develop internal motivation to learn English naturally and enjoyably. This finding is consistent with Granic's argument that games foster a "growth mindset" by providing players with challenges, rewards, and opportunities for progression that cultivate intrinsic motivation. Furthermore, this result resonates with the study conducted by Wanyu He, who found that online games such as "Flytrap Vocab" promoted learners' motivation through playfulness, accessibility, and engagement. He emphasized that the motivational affordances of online games encourage learners to interact with English voluntarily, which is a crucial condition for successful language acquisition. Similarly, Krapp argued that intrinsic motivation is closely related to self-determination theory, where learners are driven by personal satisfaction and a sense of autonomy, competence, and relatedness.

The emotional benefits of online games were also positively perceived by students, particularly in terms of stress reduction and mood enhancement ($M = 3.18$), emotional regulation ($M = 3.16$), and sense of accomplishment

($M = 3.21$). These findings support Granic's (2014) claim that games can serve as effective tools for coping with stress, increasing emotional resilience, and strengthening social relationships. The enjoyable and entertaining nature of online games creates a relaxed learning atmosphere, which lowers affective barriers that often hinder language learning. This finding is in line with Al-amri's study, which highlighted the role of emotional engagement in English as a Foreign Language learning, suggesting that positive emotional states facilitate greater participation and risk-taking in communication. Additionally, Goleman emphasized that emotional intelligence, including the ability to regulate emotions, plays a vital role in learning processes, including language acquisition.

The social dimension of online games also contributed positively to students' English language mastery, as reflected in the sub-indicators of fostering relationships ($M = 3.19$), collaboration and teamwork ($M = 3.17$), and pro-social behavior ($M = 3.19$). These findings align with Granic's assertion that modern games function as social platforms that promote communication, collaboration, and interpersonal interaction. Through multiplayer experiences, students were exposed to authentic language use in real communicative contexts, which provided meaningful opportunities to practice English for genuine communicative purposes. This result is supported by the study of Kowert, Domahidi, and Quandt, who found that online video game involvement was positively related to gaming-related friendships and social connections, particularly among emotionally sensitive individuals. Furthermore, De Grove, Cauberghe, and Van Looy

argued that the social elements embedded in online games, such as chat functions, voice communication, and friendship systems, foster a sense of community and shared purpose that extends beyond the gaming environment.

The findings of this study are also consistent with the previous study conducted by Vnucko, Kralova, and Tirpakova (2024), who investigated the relationship between digital gaming, language attitudes, and academic success in EFL university students. Their findings revealed that multiplayer online role-playing games (MMORPGs) enhanced English language learning through extensive in-game communication, particularly in vocabulary mastery and positive attitudes toward language learning. Similarly, Klimova and Kacet found that digital games were effective in facilitating second language learning across various age groups, particularly when games involved direct interaction with other players. These previous studies collectively reinforce the notion that online games serve as valuable informal learning environments that support English language acquisition beyond formal classroom instruction.

Moreover, the findings of this study resonate with the work of Ta, Poai, and Universitas Sintuwu Maroso, who examined the impact of online games on students' English vocabulary learning. Their study confirmed that online games provided significant benefits in vocabulary acquisition, as players were repeatedly exposed to new words and expressions through game instructions, dialogues, and interactions. Winaldo and Oktaviani also supported this notion by arguing that video games facilitated the acquisition

of the English language through subconscious learning, where players developed language comprehension skills and became familiar with English usage in various contexts.

Based on the discussion above, it can be concluded that the benefits of playing English online games among TBI IAIN Curup students toward English language mastery are multidimensional and significant. The cognitive, motivational, emotional, and social benefits identified through Isabela Granic's framework were consistently perceived positively by students, as evidenced by the high mean scores across all indicators. The integration of these benefits creates a comprehensive and supportive ecosystem for English language development that complements formal classroom instruction.

2. The Most Influenced Aspect of English Language Mastery by benefits English Online Games

The second research question sought to determine which aspect of English Language Mastery Oral Language Mastery, Written Language Mastery, Reading Comprehension, or Listening Comprehension was most influenced by playing English online games. Based on the findings presented in Table 4.2, all four dimensions of English language mastery were positively influenced by online gaming activities, with mean scores ranging from 3.07 to 3.29. However, Written Language Mastery and Oral Language Mastery emerged as the most influenced aspects, particularly in the sub-indicators of Grammatical Accuracy ($M = 3.29$), Written Expression ($M = 3.27$), Vocabulary Comprehension ($M = 3.27$), and

Vocabulary Awareness ($M = 3.26$), all of which were categorized as Very High/Very Positive.

The strong influence of online games on Written Language Mastery can be attributed to the frequent use of text-based communication in online gaming environments. Through in-game chats, forums, and written instructions, players are continuously exposed to various vocabulary items, sentence structures, and grammatical patterns. This finding is consistent with Rod Ellis's theory of second language acquisition, which emphasizes that language development occurs through continuous exposure to linguistic input, meaningful interaction, and opportunities to use language in authentic communicative contexts. Ellis argued that written language mastery requires careful planning and adherence to formal structures that ensure clarity and effectiveness in communication, which aligns with the demands of text-based interactions in online games.

This result is further supported by the study of Wanyu He, who found that online games contributed to the development of writing skills through repeated engagement with written English. He emphasized that the interactive nature of online games required players to construct sentences, convey messages, and communicate effectively through text-based platforms, which indirectly enhanced their written expression and grammatical accuracy. Similarly, Hidayah et al. (2024) argued that ICT online tools, including digital games, played a significant role in improving students' academic writing quality by providing opportunities for structured writing practice and exposure to diverse language forms.

Nurhidayat, Apriani, and Edy also supported this notion by highlighting the importance of cohesive devices and coherent structures in written communication, which are naturally developed through repeated engagement with written English in gaming contexts.

The strong influence on Oral Language Mastery, particularly in Vocabulary Awareness ($M = 3.26$), reflects the communicative nature of online games, which often require players to exchange information, discuss strategies, and collaborate with others in real time. This finding aligns with Ellis's argument that oral language proficiency develops through exposure, interaction, and practice, especially in naturalistic and communicative environments. The interactive nature of online games provides a dynamic environment for language mastery, where players are constantly engaged with native or proficient speakers, fostering vocabulary awareness, fluency, and oral expression through continuous interaction.

This result is strongly supported by the previous study of Wirawati, Jabu, and Aeni, who examined the effect of online games as a medium for students' speaking skills. Their findings revealed that online games significantly improved students' speaking abilities by providing opportunities for real-time communication, vocabulary expansion, and pronunciation practice. Similarly, Gusmuliana, Apriani, and Syafryadin found that interactive techniques, including game-based activities, enhanced students' speaking motivation by creating engaging and communicative learning environments. Bartra-rivero et al. also emphasized the importance of communicative approaches in improving oral expression,

which is naturally facilitated through the collaborative and interactive nature of online games.

The findings regarding Reading Comprehension also demonstrated positive influences, particularly in Inferencing Skill ($M = 3.19$), Reading Fluency ($M = 3.13$), and pseudo-word ($M = 3.11$). These results align with Hashemi's study, which found that games had a positive effect on teaching vocabulary in reading comprehension among gifted students. Hashemi argued that the interactive nature of games enhanced aspects of reading comprehension, such as word recognition, reading fluency, and inferencing skills, as players were required to read and interpret in-game text, instructions, dialogues, and narratives. This finding is further supported by Ellis's theory, which emphasizes that reading comprehension involves multiple cognitive processes, including word recognition, fluency, inferencing, and critical thinking, all of which are actively engaged during gameplay.

The Listening Comprehension dimension was also positively influenced by online gaming activities, particularly in Vocabulary Comprehension ($M = 3.27$), Idea Recognition ($M = 3.13$), and Working Memory Process ($M = 3.12$). These findings are consistent with Geroda and Perdana's study, which examined the impact of Multiplayer Online Battle Arena (MOBA) games on listening comprehension. Their research revealed that MOBA games significantly improved students' listening abilities by requiring them to process spoken English information in real time, recognize key ideas, and comprehend vocabulary in various contexts. This

result is further supported by Ellis's assertion that listening comprehension is an active process that requires learners to decode phonological, syntactic, and semantic cues while using background knowledge and contextual understanding to grasp the intended meaning.

The findings of this study also resonate with the work of Peterson, who argued that Massively Multiplayer Online Role-Playing Games (MMORPGs) served as arenas for second language learning by providing immersive environments where learners were exposed to authentic language use. Peterson emphasized that the collaborative and communicative nature of MMORPGs fostered opportunities for learners to practice speaking, listening, reading, and writing in meaningful contexts, which contributed to the development of multiple language skills simultaneously. Similarly, Cornillie, Thorne, and Desmet highlighted those digital games offered significant opportunities for language learning by facilitating communication, collaboration, and social interaction among players from different linguistic and cultural backgrounds.

Furthermore, the findings of this study are supported by Pauzan's discussion of Krashen's Second Language Acquisition Theory, which emphasizes the importance of comprehensible input in language learning. Pauzan argued that repeated exposure to English through online games created a large amount of input, which was crucial for second language acquisition. Over time, players developed language comprehension skills and became familiar with English usage in various contexts, which indirectly supported their overall English language mastery.

Based on the discussion above, it can be concluded that all four dimensions of English language mastery Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension were positively influenced by playing English online games. However, Written Language Mastery and Oral Language Mastery emerged as the most influenced aspects, particularly in the sub-indicators of Grammatical Accuracy, Written Expression, Vocabulary Comprehension, and Vocabulary Awareness. The communicative and interactive nature of online games creates authentic contexts for language use, where learners actively engage with English for meaningful communication rather than merely studying its formal structures.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The benefits of playing English online games toward the students' English language mastery showed the relationship for students' English language mastery among English students at IAIN Curup. The findings showed that the benefits of online games were reflected through four major aspects proposed by Isabela Granic, namely cognitive, motivational, emotional, and social benefits. All indicators obtained positive interpretations, indicating that students perceived online games as beneficial in improving focus, critical thinking, motivation, emotional regulation, teamwork, and communication skills, which indirectly supported their English language development.

Furthermore, based on the theory proposed by Rod Ellis, the findings also revealed that online games positively influenced the four dimensions of English language mastery, there are Oral Language Mastery, Written Language Mastery, Reading Comprehension, and Listening Comprehension. Among these aspects, Written Language Mastery and Oral Language Mastery appeared to be the most influenced by online gaming activities, particularly in grammatical accuracy, written expression, vocabulary comprehension, and vocabulary awareness.

B. Suggestion

Based on the conclusions above, the following suggestions are:

1. For Students

Based on the findings of this study, students are encouraged to use English online games as one of the supporting media for improving their English language mastery. Students should take advantage of the opportunities provided by online games to practice vocabulary, speaking, listening, reading, and writing skills through communication and interaction with other players. However, students are also expected to manage their gaming wisely in order to maintain a balance between academic responsibilities and entertainment activities. By using online games in a positive and controlled way, students can develop their English abilities more naturally and confidently outside the classroom environment.

2. For Next Researcher

For future researchers, it is suggested to conduct deeper investigations regarding the significant impact of playing online games on English language mastery by involving larger populations and different educational levels in order to obtain broader and more representative findings. Future studies may also focus on specific types or genres of online games, such as MMORPGs, battle royale games, or educational games, to identify which games provide the most significant contribution to language acquisition. In addition, future researchers are recommended to use mixed methods or qualitative approaches, such as interviews and observations, to gain more detailed insights into students' experiences and learning processes through online gaming activities.

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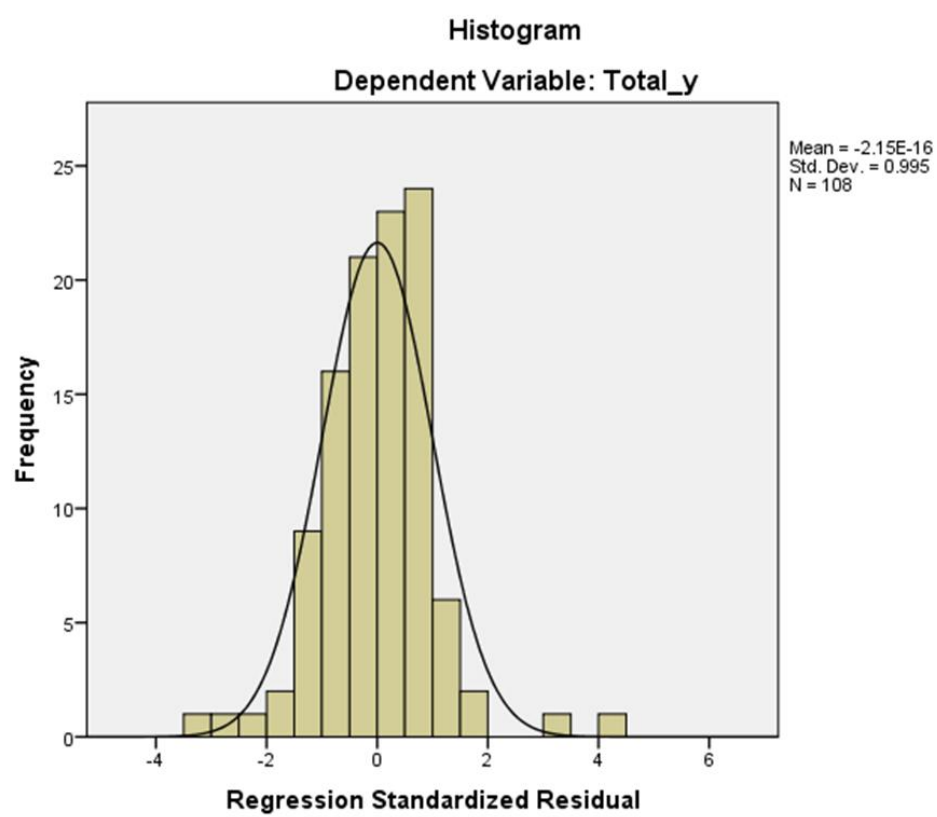
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x1	Pearson Correlation	1	.438 ^{**}	.432 ^{**}	.000	.145	.219	.251	-.145	.062	.050	.057	-.071	.195	.024	.248	.230	-.113	.100	.067	.079	.222	.039	.040	.170	.162	.457 ^{**}
	Sig. (2-tailed)		.000	.000	1.000	.135	.023	.009	.134	.526	.354	.488	.467	.042	.865	.010	.017	.243	.302	.494	.416	.021	.689	.578	.079	.095	.000
N		109	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x2	Pearson Correlation	.438 ^{**}	1	.261 ^{**}	-.114	.165	.136	.226	.096	.038	.230	.046	.064	.019	.087	.107	.201 [*]	.018	.179	-.097	.222	.150	.039	.076	.067	.063	.395 ^{**}
	Sig. (2-tailed)	.000		.005	.242	.085	.160	.019	.325	.698	.017	.634	.513	.843	.371	.272	.037	.853	.064	.320	.021	.121	.685	.434	.491	.517	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x3	Pearson Correlation	.432 ^{**}	.261 ^{**}	1	.017	.221	.122	.196	-.120	-.013	.038	.120	-.118	.086	-.045	.165	.140	-.017	.191	.048	.051	.078	.013	.093	-.087	.048	.317 ^{**}
	Sig. (2-tailed)	.000	.006		.859	.021	.209	.042	.216	.897	.697	.215	.226	.378	.647	.097	.148	.863	.047	.623	.603	.423	.895	.335	.371	.621	.001
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x4	Pearson Correlation	.000	-.114	.017	1	.135	.135	-.021	.125	.084	.087	.163	.226	.058	.061	.150	.112	.334 ^{**}	-.179	.076	-.106	.111	.108	.016	-.015	.236	.313 ^{**}
	Sig. (2-tailed)	1.000	.242	.859		.162	.165	.827	.196	.385	.369	.092	.018	.549	.597	.121	.248	.000	.065	.434	.277	.254	.266	.870	.877	.014	.001
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x5	Pearson Correlation	.145	.166	.221 [*]	.135	1	.319 ^{**}	.111	-.024	-.036	.236 [*]	-.031	.081	-.004	-.069	-.014	.031	.072	.221 [*]	.047	-.068	.116	.040	.010	-.032	.000	.304 ^{**}
	Sig. (2-tailed)	.135	.086	.021	.162		.001	.251	.808	.715	.014	.749	.404	.970	.929	.889	.753	.450	.022	.631	.486	.231	.678	.914	.743	1.000	.001
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x5	Pearson Correlation	.219	.136	.122	.135	.319 ^{**}	1	.051	-.030	-.042	.149	-.037	.072	.024	.124	.057	.000	.185	.193	.143	.067	-.048	.037	-.027	-.190	-.085	.296 ^{**}
	Sig. (2-tailed)	.023	.160	.209	.165	.001		.560	.757	.668	.125	.795	.458	.807	.199	.557	.998	.055	.045	.139	.491	.625	.704	.779	.395	.380	.003
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x7	Pearson Correlation	.251 [*]	.226 [*]	.196 [*]	-.021	.111	.051	1	.372 ^{**}	.122	.180	.238	.105	-.009	-.063	.116	.197 [*]	.115	.117	.183	.036	.244 ^{**}	.079	.049	.295 ^{**}	.322 ^{**}	.484 ^{**}
	Sig. (2-tailed)	.009	.019	.042	.827	.251	.600		.000	.210	.063	.013	.279	.930	.587	.233	.041	.238	.228	.058	.710	.011	.414	.612	.032	.001	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x8	Pearson Correlation	.145	.096	.120	.125	-.024	-.030	.372 ^{**}	1	.056	.230 [*]	.190	-.019	-.025	-.069	-.073	.047	.125	-.190 [*]	.165	-.057	.140	-.006	-.074	.373 ^{**}	.226 [*]	.303 ^{**}
	Sig. (2-tailed)	.134	.325	.216	.196	.808	.757	.000		.568	.017	.395	.845	.799	.481	.454	.631	.199	.049	.089	.557	.149	.655	.446	.090	.019	.001
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x9	Pearson Correlation	.062	.038	-.013	.084	-.036	-.042	.122	.056	1	.316 ^{**}	.013	.132	.134	.174	.180	.082	.100	.087	-.042	.147	.083	.252 ^{**}	.143	.192 [*]	.141	.346 ^{**}
	Sig. (2-tailed)	.526	.698	.897	.385	.715	.668	.210	.568		.001	.892	.173	.168	.072	.052	.399	.305	.372	.665	.130	.352	.059	.138	.047	.146	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x10	Pearson Correlation	.090	.230 [*]	.038	.087	.236 [*]	.149	.180	.230 [*]	.316 ^{**}	1	-.087	.208	-.008	.234	.089	.150	.184	.166	.136	.077	.083	.185	.124	.123	.054	.457 ^{**}
	Sig. (2-tailed)	.354	.017	.697	.369	.014	.125	.063	.017	.001		.490	.031	.936	.015	.357	.122	.057	.085	.160	.428	.353	.056	.202	.295	.579	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x11	Pearson Correlation	.067	.046	.120	.163	-.031	-.037	.238 [*]	-.100	.013	-.067	1	.110	.061	.160	.237 [*]	.220 [*]	.072	-.108	.180	.245 [*]	.053	.147	.073	.200 [*]	.310 ^{**}	.356 ^{**}
	Sig. (2-tailed)	.488	.634	.215	.092	.749	.705	.013	.305	.892	.450		.265	.531	.362	.014	.022	.460	.264	.063	.011	.584	.129	.453	.038	.001	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x12	Pearson Correlation	-.071	.064	-.118	.228 [*]	.081	.072	.105	-.019	.132	.208 [*]	.110	1	-.241 ^{**}	.205 [*]	.133	.147	.016	.141	.162	.189 [*]	.170	.140	.153	.067	.340 ^{**}	
	Sig. (2-tailed)	.467	.513	.226	.018	.404	.458	.279	.865	.173	.031	.255		.012	.034	.012	.169	.129	.871	.145	.094	.050	.079	.149	.115	.940	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x13	Pearson Correlation	.196 [*]	.019	.068	.058	-.004	.024	-.009	-.025	.134	-.008	.061	-.241 ^{**}	1	.190 [*]	.311 ^{**}	.137	.164	.128	-.042	.132	.104	.130	.019	.156	.361 ^{**}	.305 ^{**}
	Sig. (2-tailed)	.042	.843	.378	.549	.970	.807	.930	.799	.168	.936	.531	.012		.043	.001	.157	.090	.186	.666	.173	.284	.179	.843	.197	.062	.001
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x14	Pearson Correlation	.024	.087	-.045	.051	-.009	.124	-.053	-.069	.174	.234	.100	.205 [*]	.195 [*]	1	.314 ^{**}	.004	.164	.248 [*]	.197 [*]	.215	.020	.204 [*]	.172	-.070	.111	.355 ^{**}
	Sig. (2-tailed)	.805	.371	.647	.597	.929	.199	.587	.481	.072	.015	.302	.034	.043		.001	.965	.090	.010	.041	.025	.834	.034	.075	.475	.263	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x15	Pearson Correlation	.248 ^{**}	.107	.165	.150	-.014	.057	.116	-.073	.180	.069	.237 [*]	.241 [*]	.311 ^{**}	.314 ^{**}	1	.150	-.014	-.047	.203 [*]	.241 [*]	.118	.182	.188	.120	.174	.434 ^{**}
	Sig. (2-tailed)	.010	.272	.067	.121	.889	.557	.233	.454	.062	.367	.014	.012	.001	.001		.121	.886	.626	.035	.012	.224	.060	.051	.215	.072	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x16	Pearson Correlation	.230 [*]	.201 [*]	.140	.112	.031	.000	.197 [*]	.047	.082	.150	.220 [*]	.133	.137	.064	.150	1	.271 ^{**}	.234 ^{**}	.018	.218	.125	-.005	.055	.131	.202 [*]	.440 ^{**}
	Sig. (2-tailed)	.017	.037	.148	.246	.753	.998	.041	.631	.399	.122	.022	.169	.157	.965	.121		.005	.015	.856	.023	.167	.560	.565	.176	.036	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x17	Pearson Correlation	.113	.018	-.017	.334 ^{**}	.072	.185	.115	.125	.100	.184	.072	.147	.164	.164	-.014	.271 ^{**}	1	.096	.150	.179	.183	.041	.107	.211	.129	.449 ^{**}
	Sig. (2-tailed)	.243	.853	.963	.000	.460	.055	.238	.199	.305	.067	.480	.129	.090	.050	.896	.005		.324	.120	.064	.058	.670	.268	.028	.184	.000
N		108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108	108
x18	Pearson Correlation	.100	.179	.191 [*]	-.179	.221 [*]	.193 [*]	.117	-.190 [*]	.087	.166	-.108	.016	.128	.248 ^{**}	-.047	.234 ^{**}	.096	1	.079	.058	.080	.133	.251 ^{**}	-.029	-.015	.399 ^{**}
	Sig. (2-tailed)	.302	.084	.047	.065																						

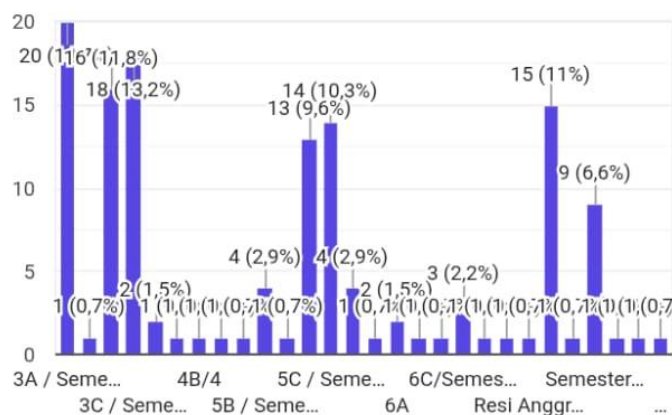




Benefits of Playing Online Games Questionnai

Class / Semester (ex. 2A / Semester 2)

Salin diagram



Indicator
(Cognitive Benefits of Gaming)

Sub-Indicator
(Enhanced Attention and Visual Processing)

The english online games
help me to improve

Salin diagram

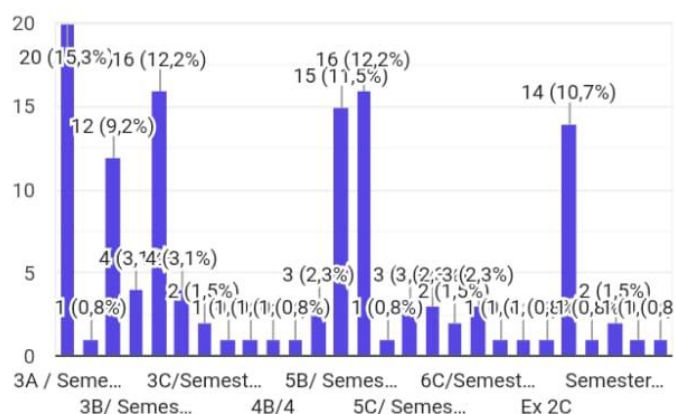


The Dimension of English Language Mastery G

REZI CAHYA DIPA

Class / Semester (ex. 2A / Semester 2)

[Salin diagram](#)



Indicator
(Oral Language Mastery)

Sub-Indicator
(Vocabullary Awareness)