

Influence of Video Games on Expressive Skills for English Learners Among College Students

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Abstract: This study investigates the influence of playing video games on the development of English language skills, with a particular focus on expressive abilities among college students. The research explores how video games, as interactive and immersive environments, enhance learners' confidence, motivation, and communication skills in English. Using a quantitative approach, data were gathered through questionnaires distributed to respondents with varying gaming habits and language proficiency levels. The findings reveal that video games positively influence language acquisition. A significant portion of respondents reported improvements in articulating thoughts clearly, understanding idiomatic expressions, and engaging in real-life English conversations. Over 80% agreed that video games make learning English more enjoyable and interactive, while 54% acknowledged increased confidence in using English after playing. Moreover, multiplayer games provided opportunities for real-time communication and quick linguistic responsiveness, further developing expressive and social language skills. Video games could be a powerful language learning tool by addressing societal misconceptions and technical challenges. The research concludes that video games are not only a source of entertainment but also a valuable medium for fostering English language proficiency, particularly in expressive communication. This underscores the need for further exploration of gamified learning to unlock its full educational potential.

Keyword: *Video Games, Expressive Skills, English Learners*

INTRODUCTION

The development of video games has undergone remarkable evolution since their inception, transforming them into a compelling medium for both entertainment and educational purposes. Early video games featured basic graphics and mechanics, but over time, they have become more immersive and sophisticated digital environments. This evolution has expanded their potential applications, including their growing recognition as tools for supporting education. From simple reflex-based designs to complex interactive systems, video games now foster engagement and facilitate skill development beyond mere entertainment (Ivory, 2018). Particularly, games like *Assassin's Creed* and *Total War* illustrate how digital platforms can reconstruct environments and narratives to immerse players in historical contexts, fostering critical engagement with complex scenarios. These games demonstrate how well-researched design elements, including dialogue, mechanics, and aesthetics, can encourage cognitive and linguistic development through interactive storytelling and problem-solving (Spring, 2015). This shift underscores the recognition of video games as valuable resources for learning.

The educational potential of video games is increasingly acknowledged across various disciplines. Unlike traditional educational methods, video games offer unique advantages, such as the ability to engage players in complex problem-solving scenarios and promote critical thinking skills. By simulating real-world situations, video games create interactive environments where learners acquire knowledge through experience. They serve not only as a source of entertainment but also as a platform for cognitive development, encouraging players to think critically and solve problems in simulated settings (Utoyo, 2021). A recent study highlights how video games significantly influence language learning, particularly vocabulary acquisition and pronunciation. Through repeated exposure to in-game text and dialogue, players internalize linguistic patterns in a motivating, low-anxiety environment. This unique combination of

interactivity and engagement positions video games as effective tools for learning and skill development (Rudis & Poštić, 2018). This type of engagement particularly benefits language learners by offering opportunities for natural practice often missing in traditional methods.

Video games are inherently interactive, requiring players to read, interpret, and respond to various in-game cues and scenarios—skills that are directly transferable to real-world literacy and language use (Gee, 2003). This active learning approach supports the development of expressive skills, as players engage with language in meaningful contexts. Through in-game text, dialogues, and social interactions with other players, video games foster the creative and effective use of language. Furthermore, research highlights that MMORPGs provide learners with immersive, authentic environments that naturally facilitate communication and interaction. These settings help learners acquire vocabulary and grammar, enhance their confidence, reduce anxiety, and improve motivation to use the language effectively (Albaqami, 2022). These experiences demonstrate the potential of video games to nurture expressive skills by blending interactivity with meaningful language use.

Research also highlights the growing use of digital media, including video games, as tools for language learning, particularly among non-native English-speaking students. Video games immerse learners in language-rich environments, compelling them to communicate, solve problems, and collaborate with others. This immersion enhances their expressive skills in English, offering a unique advantage over traditional methods (Ancheta, 2022). Universal strategies, such as interactive and immersive approaches, have also been shown to improve expressive language skills by providing opportunities for meaningful communication and interaction within authentic contexts. These approaches align with the interactive nature of video games, where players must engage actively with language, solve problems, and collaborate with others. Such immersion enhances learners' expressive skills in English, offering unique advantages over traditional methods (Dobinson & Dockrell, 2021). By enabling learners to practice language in dynamic and contextually rich environments, video games help refine communication skills while simultaneously fostering cognitive development.

The evolution of video games and their integration into educational contexts underscore their potential as valuable tools for language learning. Unlike conventional approaches, video games offer distinct benefits: interactivity and opportunities for communication. These features encourage learners to actively participate in language-rich settings, enhancing their expressive skills in ways that traditional methods often cannot achieve. This study aims to explore the influence of video games on expressive skills among English learners, focusing on the benefits of interactive and communicative learning experiences.

Expressive communication skills, including speaking and writing, are essential for effectively conveying thoughts, ideas, and emotions in any language. These skills are particularly important in English language learning, as they enable learners to actively participate in both academic and real-life situations. However, many language programs tend to focus predominantly on receptive skills, such as listening and reading, leaving limited opportunities for students to practice productive skills like speaking and writing. This lack of practice in productive skills can hinder learners' ability to express themselves fluently and accurately in English. As a result, it is crucial to create learning environments that encourage the development of expressive communication skills. Traditional methods often emphasize passive learning, but incorporating interactive tools like video games can significantly enhance students' ability to practice and refine these skills (Sheth, 2016). Moreover, creating learning environments that foster expressive communication skills is crucial for language development. By engaging with dynamic and immersive learning experiences, students can improve both their speaking and writing abilities in a way that feels natural and enjoyable (Aljiboury, 2024). Additionally, studies have shown that technologies such as digital game-based learning (DGBL), gamified experiences, and narrative-driven games promote active participation and motivation, which contribute to language development (Martinez, Gimenes, & Lambert, 2022). These tools provide real-time feedback, create opportunities for authentic language practice, and help students overcome the challenges of expressing themselves confidently and accurately in English.

In recent years, several technologies have been explored to support the development of expressive communication skills. Among these, digital game-based learning (DGBL) has emerged as a particularly effective tool for engaging learners. Researchers have found that interactive technologies, such as video games and mobile applications, can significantly improve language learning by providing immersive and motivating environments that promote active participation (Ustaoğlu & Çelik, 2023). These platforms encourage students to interact with the language in meaningful contexts, improving both speaking and writing skills through real-time feedback and authentic language practice. Furthermore, gamified learning experiences incorporating elements like rewards, progress tracking, and competitive challenges have been shown to enhance students' intrinsic motivation and engagement (Murillo-Zamorano, López Sánchez, Godoy-Caballero, & Bueno Muñoz, 2021). These technologies not only offer learners a chance to practice their skills in a low-pressure environment but also align with the growing need for learners to develop the skills necessary for success in a digital society. As more studies support the benefits of integrating game mechanics and technology into language learning, there is a strong push for expanding their use in formal educational settings.

Educational technologies have significantly reshaped how language learners engage with expressive communication skills, offering new pathways for interaction, practice, and feedback. According to (Putu Wulantari et al., 2023), the integration of technology in language learning enhances learner engagement, making the learning process more interactive and enjoyable. This transformation is largely due to the ability of digital tools to provide personalized learning experiences that adapt to the pace and level of each student. For example, mobile applications, interactive platforms, and gamified learning experiences allow students to practice language skills at their own pace while receiving immediate feedback. Such tools are designed to motivate learners by turning learning into a more game-like experience, where students can set goals, track progress, and earn rewards, which in turn increases both engagement and retention. Furthermore, the immersive nature of virtual and augmented reality applications, which simulate real-life interactions, has shown to improve students' speaking and writing skills by providing a context-rich environment where learners can apply their knowledge in real-world scenarios. Similarly, Mario et al., (2023) emphasized that gamified tools not only increase student participation but also help learners develop critical thinking and problem-solving skills as they navigate challenges within digital environments. Akhmadalieva, (2023) also highlighted that these technologies encourage active participation, allowing students to engage in dialogue, problem-solving, and critical thinking in a stress-free, low-pressure environment. As the educational landscape continues to evolve, it is clear that these technological innovations not only facilitate the acquisition of language skills but also foster deeper, more meaningful engagement with the language learning process.

Narrative-driven digital games, such as Role-Playing Games (RPGs), effectively engage students in language practice through immersive story-driven interactions. According to Jackson et al., (2018) these games excel by leveraging compelling narratives that captivate players' interest, creating contexts where learning feels seamless and enjoyable. With narrative at the core, players are encouraged to embody authentic roles, promoting a deeper engagement with the language as they navigate complex storylines and scenarios. These interactions, often involving dialogue with other characters or solving intricate problems within the game environment, enhance students' critical thinking and communication skills. The review underscores the educational versatility of such games, noting that they extend beyond mere entertainment to foster significant educational outcomes, including motivation, skill acquisition, and empathy development. Thus, narrative-driven RPGs not only support language learning but also cultivate a variety of essential skills in a dynamic, context-rich environment.

Massively Multiplayer Online Role-Playing Games (MMORPGs) offer an effective platform for second language learning by facilitating real-time interactions in a social setting, enhancing students' speaking and

writing skills. Digital environments provide safe, engaging spaces where learners can practice language skills without fear of judgment. Through virtual ethnography methods, students participated in language tasks directly derived from gameplay, promoting real-world application of language skills. The dynamic nature of MMORPGs encourages students to actively use English, fostering patience in reading and motivation in writing and dialogue production. As they interact with a diverse community of global players, students gain confidence and ownership over their learning process, driving motivation. This student-centered approach aids in language acquisition, as demonstrated by improvements in standard language tests and increased participation within the games. The benefits also extend to educators, who can offer feedback in a supportive, interactive way. Thus, MMORPGs serve as powerful tools in second language education, aligning with both personal and academic goals (Isara, Montgomery, Alison, & Alison, 2011).

Educational games and apps that incorporate game mechanics play a pivotal role in enhancing the engagement and motivation of students learning languages. These tools introduce a dynamic and immersive learning experience by blending traditional language education with innovative gamification techniques. By incorporating elements such as rewards, progress tracking, and interactive, game-based activities, these digital platforms transform language learning into an enjoyable, student-centered endeavor. The integration of technology and gamification not only caters to individual learning needs and paces but also significantly increases access to English language education, especially in remote and distance learning contexts. Furthermore, these educational games facilitate personalized learning environments that maintain high levels of motivation and engagement. They offer students the opportunity to engage in kinesthetic learning, encouraging practical language skill development through play. This gamified approach surpasses the limitations of conventional teaching methods by creating low-pressure environments conducive to better learning outcomes and critical thinking. Therefore, the shift towards using educational games and apps marks a progressive step in language instruction, paving the way for a more efficient and effective educational system (Huseinović, 2023).

Despite their many benefits, video games as tools for language learning come with a set of challenges and limitations. One significant issue is the limited focus on written expression. While video games excel in enhancing verbal communication skills through interactive dialogues and gaming narratives, they often fall short in promoting formal written communication. Essential skills like essay writing, report drafting, and formal correspondence do not naturally integrate into the gaming experience, leaving a gap for learners who need proficiency in these areas. Furthermore, cultural bias and language limitations present another challenge. Many games do not provide a diverse linguistic or cultural spectrum, which can limit learning opportunities for ESL students from varied backgrounds. These limitations highlight the need for carefully selecting games that offer culturally inclusive content and opportunities for developing comprehensive language skills.

However, video games present a dynamic and engaging method for enhancing expressive skills among language learners. Their ability to provide immersive, interactive experiences helps students improve speaking and writing abilities by promoting real-time communication and fostering confidence. However, the benefits are counterbalanced by certain limitations, such as the need for improved focus on formal writing skills and cultural inclusivity. Future research should address these gaps, exploring specific genres of games that might support written language development or measuring the long-term impacts of video gaming on language fluency. By broadening our understanding of how various types of games affect language learning, educators can make informed decisions when integrating these tools into their teaching strategies. Expanding research into culturally diverse and linguistically rich games could further enhance the educational efficacy of gaming in language learning contexts.

METHOD

This study employed a quantitative research design to investigate the influence of video games on English language learning among college students. The primary aim was to examine how gaming impacts expressive skills, including confidence, articulation, and motivation in using English.

A total of 135 respondents participated in the study. The participants were first-semester college students learning English as a second language, specifically mechanical engineering students from Universitas Muhammadiyah Kalimantan Timur (UMKT). The participants, aged 17-25, had varying levels of English proficiency and gaming habits. They were selected through random sampling to ensure a diverse representation.

The primary data collection tool used in the study was a structured questionnaire designed to capture participants' perceptions and experiences. The questionnaire included both closed-ended and Likert-scale questions, focusing on four main categories: the time spent playing video games daily, perceived improvement in English language skills due to gaming, motivation and confidence in using English, and the use of English in social and real-time gaming contexts.

Data collection was conducted over a one-week period. Respondents received a link to an online survey, and before participating, they were informed about the purpose of the study and assured of their anonymity. Once the questionnaires were completed, the researchers analyzed the data using the SPSS application. Visual representations, such as graphs, were used to simplify and enhance the analysis process. The findings were then synthesized to draw conclusions.

Ethical approval was obtained before the study commenced. Participants provided informed consent, and their responses were kept confidential. Additionally, no personally identifiable information was collected during the survey, ensuring participants' privacy throughout the research process.

FINDINGS

The aim of this study was to examine the impact of video games on the expressive skills of English learners. Prior to conducting the research, the researchers sought approval from lecturers for their proposed title. Once approved, the researchers developed a questionnaire consisting of 21 multiple-choice questionnaire and distributed it to the students. From the questionnaire 82.2% of the respondents are male and the remaining of 17.8% were female. Moreover, from the age of the respondents arrange from less than 17 years old, only 0.7% and 17-20 years old are the majority age of the respondents which consist of 58.5% followed by 21-24 years old which have 29.6%, and the last 11.1% with age more than 24 years old. A remarkable 87.4% of the students who participated in the study reported playing video games and the other 12.6% are not playing video games.

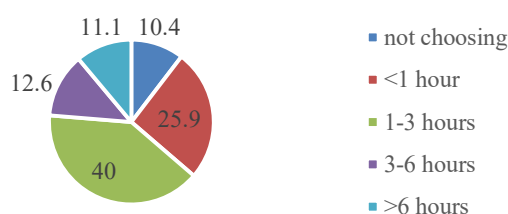


Figure 1. How many hours do you spend playing games a day?

Based on the chart, 40% of respondents reported spending approximately 1-3 hours per day playing video games, while 26% indicated playing for less than an hour daily. Additionally, 13% of respondents play for 3-6 hours each day, and 11% reported playing for more than 6 hours daily. The remaining 10% of respondents did not provide a response to this question.

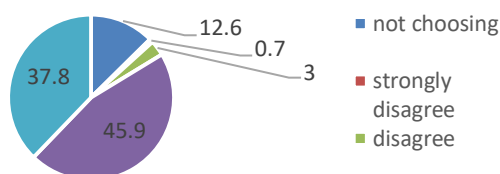


Figure 2. I believe playing video games in English has improved my language skills.

The data from Figure 2 indicates that 46% of respondents agreed that video games have improved their language skills, while 38% strongly agreed with this statement. In contrast, 3% disagreed, 1% strongly disagreed, and 13% did not provide a response. Overall, the majority of respondents acknowledged that video games positively contribute to the improvement of language skills.

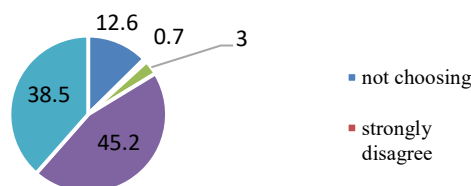


Figure 3. Playing video games makes learning English more fun.

The results from the chart indicate that 45% of respondents agreed that video games make learning English more enjoyable, while 38% strongly agreed. In contrast, 3% disagreed, 1% strongly disagreed, and 13% did not respond to the questionnaire. These findings suggest that the majority of respondents believe video games enhance the enjoyment of learning English.

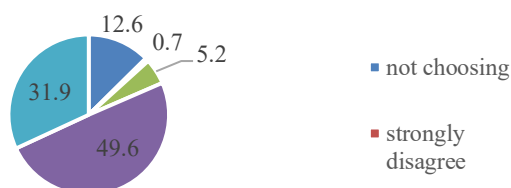


Figure 4. I find it easier to understand English when playing video games.

The chart illustrates that 50% of respondents agreed that video games make it easier for them to understand English, while 32% strongly agreed. In contrast, 5% disagreed, 1% strongly disagreed, and 13% did not provide a response. These findings demonstrate that the majority of respondents believe video games facilitate their understanding of English.



Figure 5. Playing video games has increased my motivation to improve my English skills.

Figure 5 reveals that 54% of respondents agreed that video games increased their motivation to improve their language skills, while 27% strongly agreed. On the other hand, 5% disagreed, 1% strongly disagreed, and 13% did not provide a response. These results indicate that the majority of respondents believe video games enhance their motivation to develop language skills.

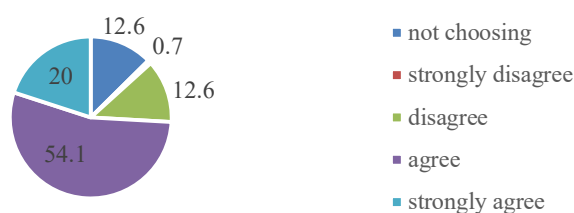


Figure 6. I feel more confident in using English after playing video games.

The chart reveals that 54% of respondents agreed that video games increased their confidence in using English, while 20% strongly agreed. In contrast, 13% disagreed, 1% strongly disagreed, and 13% did not respond. These findings suggest that the majority of respondents feel more confident using English after playing video games.

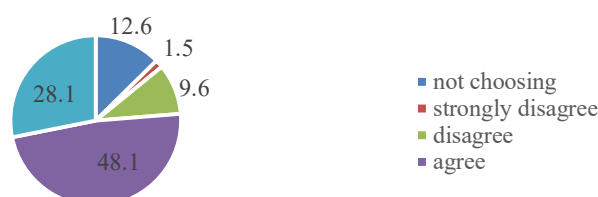


Figure 7. I enjoy learning English more through video games than through traditional classroom methods.

According to the data, 48% of respondents reported enjoying learning English through video games, with an additional 28% expressing similar preferences. In contrast, only 10% of respondents enjoyed learning English in traditional classroom settings, with an additional 1% indicating a stronger preference for this method. Notably, 13% of respondents did not express a preference. These findings suggest that video games are a more favorable medium for learning English compared to traditional classroom methods.

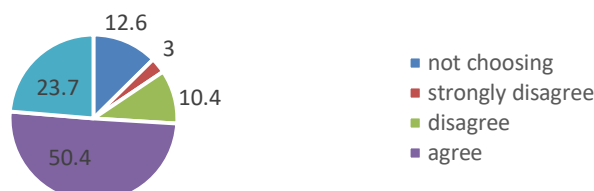


Figure 8. Video games have helped me become more comfortable using English in social situations.

Figure 8 shows that 50% of respondents agreed that video games helped them become more comfortable using English in social situations, while 24% strongly agreed with this perspective. In contrast, 10% of respondents disagreed, and 3% strongly disagreed. Additionally, 13% of respondents did not provide a response. These results indicate that the majority of respondents believe video games can enhance their comfort in using English in social settings.

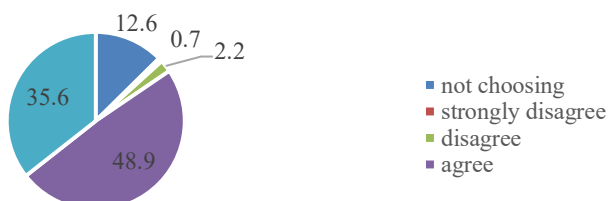


Figure 9. Overall, I believe video games have had a positive impact on my English learning.

Video games positively impacted the English learning of 49% of respondents, with an additional 36% reporting similar benefits. Conversely, 2% of respondents indicated that video games had no impact, as did another 1%. Notably, 13% of respondents did not provide a response. These findings highlight the significant positive impact video games can have on the English learning experience for the majority of respondents.

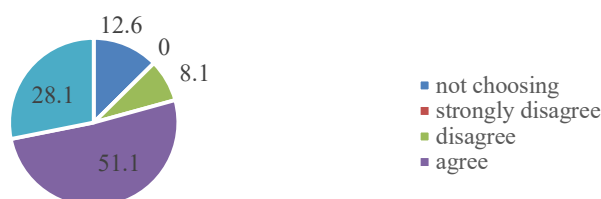


Figure 10. I believe that playing video games in English should be incorporated into formal language learning environments (e.g., classrooms, language programs)

A total of 51% of respondents agreed that video games should be incorporated into formal language learning environments, with an additional 28% strongly agreeing. In contrast, 8% of respondents disagreed, while 13% did not provide a response. These results suggest that the majority of respondents support the integration of English-language video games into formal language learning settings.

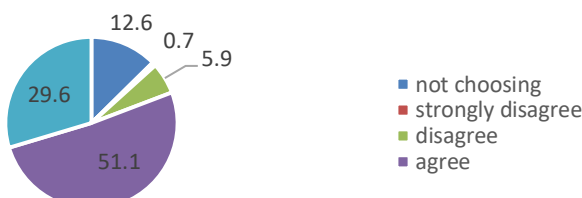


Figure 11. I feel video games make English learning more interactive and immersive

For 51% of respondents, video games make English learning more interactive and immersive, with an additional 30% strongly agreeing. Conversely, 6% disagreed, and 1% strongly disagreed, while 13% did not provide a response. These findings indicate that more than 80% of respondents believe video games enhance the interactivity and immersion of English learning.

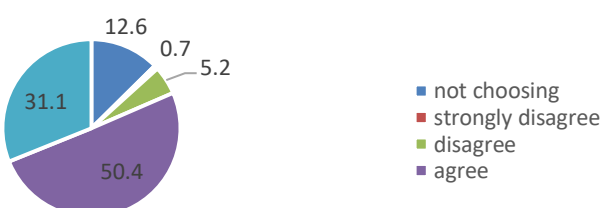


Figure 12. Playing video games in English has helped me improve my ability to articulate my thoughts clearly in English

Figure 12 reveals that 50% of respondents agreed that video games have helped them improve their ability to articulate their thoughts clearly in English, while 31% strongly agreed. In contrast, 5% disagreed, 1% strongly disagreed, and 13% did not provide a response. These results suggest that English-language video games can contribute to improving respondents' ability to express their thoughts clearly in English.

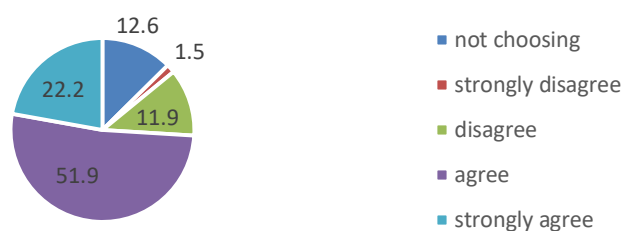


Figure 13. Playing video games has encouraged me to use English more often in my daily life outside of gaming.

The chart indicates that 52% of respondents agreed that they use English more frequently in daily life after playing video games, with an additional 22% strongly agreeing. Conversely, 12% disagreed, 1% strongly disagreed, and 13% did not provide a response. These findings suggest that video games can encourage individuals to use English more often in their daily lives beyond the context of gaming.

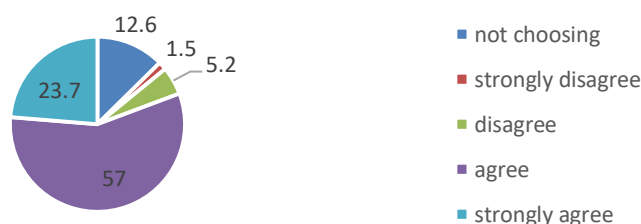


Figure 14. Through video games, I developed the ability to think and respond quickly in English in real-life situations.

Figure 14 illustrates that 57% of respondents agreed that video games helped them develop the ability to think and respond quickly in English during real-life situations, while 24% strongly agreed. Only a small percentage of respondents disagreed (5%) or strongly disagreed (1%), and 13% did not provide a response. These findings suggest that video games can enhance the ability to think and respond rapidly in English in real-life scenarios.



Figure 15. I have improved my overall communication skills (e.g., expressing myself clearly) since I started playing video games in English.

The chart reveals that 52% of respondents agreed that they experienced improvements in their overall communication skills since they started playing video games, while 24% strongly agreed. Conversely, 11% disagreed, 1% strongly disagreed, and 13% did not provide a response. These results indicate that playing video games has positively impacted the overall communication skills of the majority of respondents.



Figure 16. I am more likely to engage in English conversations with friends and classmates because of the confidence I have gained through playing video games.

The chart shows that 50% of respondents agreed that video games make them more likely to engage in English conversations with friends and classmates due to the confidence gained from playing video games, while 15% strongly agreed. In contrast, 19% disagreed, 3% strongly disagreed, and 13% did not provide a response. These findings suggest that video games can help respondents build the confidence needed to actively participate in English conversations with peers.

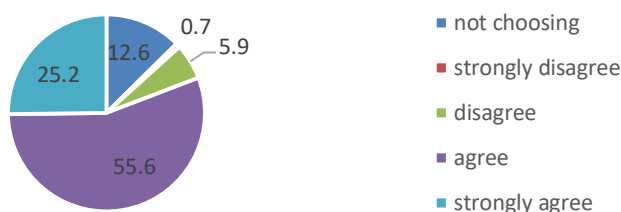


Figure 17. I find that video games improve my English skills when interacting with other players in real-time (for example, multiplayer chat/voice chat).

The chart reveals that 56% of respondents agreed that interacting with other players in video games improves their English skills, with 25% strongly agreeing. Only 6% disagreed, 1% strongly disagreed, and 13% did not provide a response. These findings suggest that interacting with other players in video games has the potential to enhance respondents' English skills.

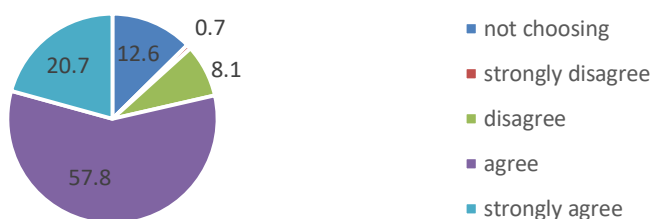


Figure 18. video games have helped me develop a stronger understanding of English idiomatic expressions and colloquial language.

Figure 18 shows that 58% of respondents agreed that video games have helped them develop a stronger understanding of English idiomatic expressions and colloquial language, with 21% strongly agreeing. In contrast, 8% disagreed, 1% strongly disagreed, and 13% did not provide a response. These results indicate that the majority of respondents believe video games can enhance their understanding of English idioms and colloquial language.

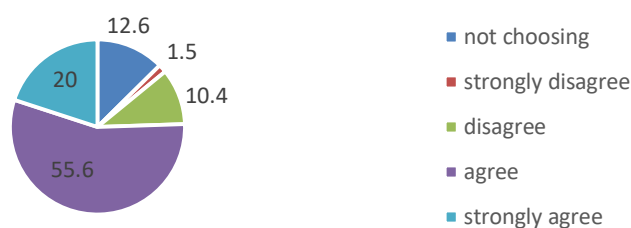


Figure 19. Playing video games has helped me become more expressive and confident in my ability to explain things in English

The data shows that 56% of respondents agreed that playing video games helped them become more expressive and confident in their ability to explain things in English, with 20% strongly agreeing. In contrast, 10% disagreed, 1% strongly disagreed, and 13% did not provide a response. These findings suggest that the majority of respondents believe video games can enhance their expressiveness and confidence in explaining things in English.

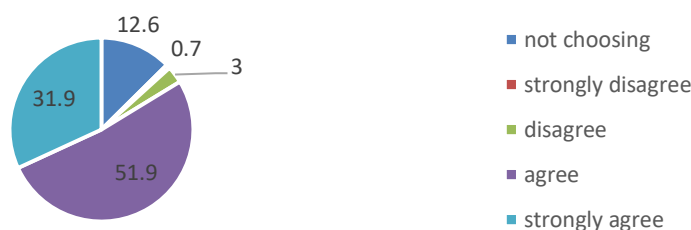


Figure 20. I noticed that video games encouraged me to actively listen and respond to other players in English.

Figure 20 shows that 52% of respondents agreed that video games encouraged them to actively listen and respond to other players in English, with 32% strongly agreeing. In contrast, 3% disagreed, 1% strongly disagreed, and 13% did not provide a response. These findings suggest that the majority of respondents believe video games motivate them to actively engage in listening and responding in English during interactions with other players.



Figure 21. I use English to communicate while playing video games (e.g., in-game chat, following instructions, etc.)

The chart shows that 18% of respondents always use English to communicate while playing video games, 21% often use English, and 33% sometimes use English. Additionally, 11% rarely use English, 4% never use English, and 13% did not answer the question. Based on this data, it can be concluded that the majority of respondents use English to communicate while playing video games.

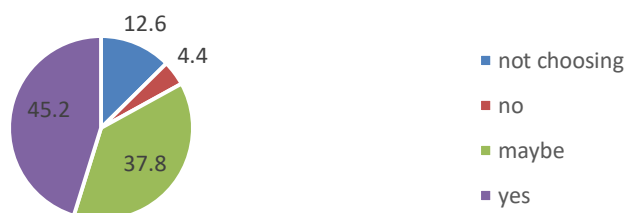


Figure 21. I would recommend using video games as a tool to improve English language skills.

The last chart reveals that 45% of respondents recommended video games as a tool to improve language skills, while 38% indicated they would possibly recommend it. Only 4% would not recommend it, and 13% did not provide a response. These findings suggest that the majority of respondents support the use of video games as a tool for improving English language skills.

DISCUSSION

The findings from this study provide valuable insights into how video games influence the development of expressive skills in English learners among college students. A substantial portion of respondents indicated positive experiences with video games as tools for improving various aspects of English communication. The data suggests that video games not only enhance language acquisition but also foster confidence and motivation among learners.

A significant proportion of respondents (40%) reported spending 1-3 hours daily on gaming, providing consistent exposure to English in an engaging and immersive environment. This exposure aligns with language acquisition theories that emphasize the importance of regular interaction with the target language. (Mursidin, Ilmiah Mursidin, & Asrang, 2022) further elaborates that technological advancements and online games have significantly influenced students' learning patterns, particularly during the pandemic. Students have faced challenges in managing independent study time but have also experienced improved thinking and writing patterns in English due to their exposure to gaming environments.

Participants overwhelmingly agreed that video games positively impacted their ability to articulate thoughts in English (50% agreed, 31% strongly agreed). This indicates that video games serve as a practical platform for learners to develop expressive language skills by requiring real-time communication and problem-solving. Multiplayer and interactive games, in particular, seem to create opportunities for learners to practice and refine their language use in dynamic contexts. (Rudis & Poštić, 2018) highlights that video games, through their interactive and multimedia features, align with models of second-language acquisition such as Plass and Jones' integrated model, making them highly effective tools for fostering active and passive language learning.

Confidence emerged as a recurring theme, with 54% agreeing and 20% strongly agreeing that playing video games made them more confident in using English. This increase in confidence likely stems from the low-stakes, enjoyable nature of gaming environments, which encourage learners to take risks and engage in conversations without fear of judgment. As (Ustaoğlu & Çelik, 2023) highlights, while self-report-based quantitative surveys present limitations, they still shed light on critical factors like integrative motivation, which is boosted by engaging gaming environments. Further research incorporating qualitative measures could provide a deeper understanding of how video games foster confidence and encourage learners to dedicate more time to language learning.

The data also highlights the motivational benefits of video games. More than 81% of respondents agreed or strongly agreed that gaming increased their motivation to improve their English skills. The interactive and immersive aspects of gaming make learning enjoyable, as evidenced by 45% agreeing and 38% strongly agreeing that video games make learning English more fun. (Azizah & Warni, 2023) further supports this finding by highlighting the motivational aspects of the online-based game *Genshin Impact*.

The game's Co-Op mode, which includes a chat function, enables players to engage with each other, providing an engaging environment that motivates players to improve their English communication skills while playing. Students agree that the chat feature boosts their communication skills and makes learning enjoyable. Azizah emphasizes that learning is not confined to traditional schools and books; games like *Genshin Impact* demonstrate that learning can occur anytime and anywhere, countering the perception that games only have negative impacts. Instead, they serve as powerful tools to positively motivate students to learn.

Video games also appear to enhance social interaction and the application of English in real-world settings. More than half of the respondents (52%) agreed that gaming encouraged them to engage in English conversations outside of gaming. Furthermore, 57% of participants agreed that video games helped them develop the ability to think and respond quickly in English in real-life situations, demonstrating the practical utility of gaming in fostering real-time linguistic responsiveness. (Persson & Richtoff, 2022) supports this view, highlighting how authentic and autonomous settings in video games contribute significantly to English language learning. These settings create environments that are difficult to replicate in the classroom, offering learners opportunities to engage with English in a meaningful and motivational way.

The study reveals that video games are a valuable tool for understanding idiomatic expressions and colloquial language, with 58% agreeing and 21% strongly agreeing on this point. (Martinez et al., 2022) supports this finding by emphasizing the versatility and effectiveness of entertainment video games in diverse academic disciplines, highlighting their potential as effective tools for enhancing comprehension and usage of everyday English. The natural language used in games exposes learners to authentic expressions, enhancing their practical language skills.

Interestingly, 51% of respondents agreed that video games should be incorporated into formal language learning environments, with an additional 28% strongly agreeing. This indicates a growing recognition of video games as a legitimate and effective tool for language education. However, as noted by (Wibowo, Pee, & Ahmad, 2024), adopting video games in Indonesia faces challenges, including technical limitations such as insufficient infrastructure and expertise, as well as societal barriers like negative perceptions among teachers, parents, and even students who often view video games solely as entertainment. Overcoming these challenges requires collaboration between local game developers and educators to design educational games that balance gameplay mechanics with meaningful learning content. Successful case studies and government support, could further validate the use of video games in education and pave the way for broader acceptance and adoption.

CONCLUSION

This study underscores the significant role video games play in enhancing English language learning, particularly among college students. The findings demonstrate that video games provide an engaging and interactive platform that fosters not only language acquisition but also confidence, motivation, and social interaction. The immersive nature of video games exposes players to authentic language use, enabling them to develop skills such as articulation, comprehension, and real-time responsiveness in English.

The majority of respondents agreed that video games improved their ability to articulate thoughts, understand idiomatic expressions, and use English in social and real-world contexts. Additionally, video games were shown to boost learners' confidence and motivation, as their low-pressure environments encourage risk-taking and active participation. These findings align with existing research, which highlights the effectiveness of video games as tools for both active and passive language learning.

The data also revealed that video games make English learning enjoyable, with many respondents preferring gaming over traditional classroom methods. This suggests that integrating video games into formal education settings could be a promising strategy for enhancing language learning outcomes.

However, societal and technical barriers, such as infrastructure limitations and negative perceptions of gaming, need to be addressed to fully realize this potential.

Overall, this study highlights the transformative potential of video games in language education. Beyond mere entertainment, video games serve as powerful tools for cultivating language skills, encouraging social interaction, and motivating learners to engage more deeply with the English language. Further research and collaborative efforts between educators and game developers are essential to overcome challenges and unlock the full potential of video games in formal and informal language learning environments.

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