Chapter Four

Finding and Discussion

In this chapter, the researcher showed the findings and discussion of the research. The finding described the result of the two research questions. Then, the discussion also described the findings with detailed explanation about students' perception on playing DotA 2 towards their English Learning.

Research Findings

The research finding was based on Senior High School students' perception on playing DotA 2 towards their English learning. In analyzing the data, the researcher used interview to get the result of the perception on learning English through DotA 2. The researcher interviewed three Senior High School students at internet café in Klaten, Central Java. The stdents' perceptions were based on their experiences in learning English through DotA 2. All the participants used pseudonyms such as participant one as Ahjusii, participant two as Noona and participant three as Minaa. T finding divided into the advantages and problems in learning English through DotA 2.

Benefits on playing DotA 2 towards Senior High School students English Learning

After conducting interviews, there were four benefits on playing DotA 2 towards Senior High School students' English learning. These benefits were found in the interview during the research. The benefits on playing DotA 2 towards Senior High School students' English learning were increasing vocabulary size, learning to communicate using English, facilitating direct English practice, and providing safe environment to practice English.

Learning Vocabulary through Game. The first benefit on playing DotA 2 was learning vocabulary through game. Student who played DotA 2 could develop their ability in gaining vocabulary.

Ahjusii stated:

"yup, most of the games used English so I also learnt the vocabulary, especially DotA2. All the words in the DotA2 game use English if you know. I mean the dictionary was from google translate application, but I still needed help to translate some words that I do not understand" (P1.1).

Noona also argued:

"Yes, I learnt from the language in the game. For example, I played DotA2. In the game, there are lots of English words and I may not understand all the words. The easiest way to understand is to look at google translates" (P2.1).

Minaa also added "The point was that I was helped by this game to learn English, many words that I can remember like attacks, enemy and many more" (P3.7). All the participants stated that their vocabulary sizes are increasing by playing DotA 2.

Based on the research that had been done by Prensky (2001), DOTA 2 as an online game itself could be used to improve learning activity. Through DOTA 2 as learning media, learner improved their English vocabulary mastery. By increasing the vocabulary size, English learners could interact with foreigners easily. Learners communicated with foreign players, so they could tell what they need to do in playing DOTA 2 without feeling shy. According to Orlick (2006) game online also helps students to know words through playing it. Kamra (2010) also concluded that using games is an efficient way to teach English is very important at classroom for learners.

Learning to Communicate Using English. The second benefit was about interacting or learning to communicate with others using English.

Ahjusii stated:

"I learnt English from the interaction with other players in the game. Wee could not just keep silent in the game. If we met players from the same country,

fellow players from Indonesia, it might be easier but it is a random system. If we played solo or ourselves, we also could not decide if there will be friends from which country. I sometimes also played on Europe server so they will speak in English as well" (P1.2)

He also added:

"and from that moment, I tried learning to communicate with those foreign players. It all began when I said *"what do you mean"* to those players, I learnt how to communicate with foreign players. Now that is where I slowly learn and reply to their words from what I said "what you mean "that I learn to interact with other player" (P1.3).

Minaa argued "English is being used in this game. It is very common to see English in every massive game like DotA 2. Communication is the first thing that needs to be considered because this game is strategy-based game. We need to communicate frequently." (P3.4). Both of the participants had the same thought.

Through a game online, learners could also interact with others so they can know other world player. According to Costikyan (2002) a good gameplay keeps a player motivated and participated throughout an entire game with their game mate or friends. It makes them have bonds to play again in a group. By interacting with others, they could also have friends from different countries which make them need to understand foreign language especially English.

Facilitating Direct English Practice. The next benefit was facilitating direct English practice. Both of the participants argued that on playing DotA 2 had good benefit. In direct practicing, they could communicate directly with other player. It could be used as direct exercise for them. Noona said "It was better using the game. I enjoyed and got more relax when I understand English through games. We can immediately

practice with other people. It was direct communication" (P2.5). Minaa also added, "I think in simple way. I did not want to make it hard. It was better when players learnt English vocabulary to immediately hit the point. I could practice it immediately. If you enjoyed it, learning English felt like without pressure" (P3.2).

Learners tended to use spoken chat English directly to other foreign player rather than written chat in playing DOTA 2. According to Prensky (2001), using game and technology as a tool in language learning process is a good approach in introducing the language itself by doing it directly. This meant that game could help learners learning something by doing it. Van Eck (2006) stated that game can also be defined as interactive play that teaches goals, rules, problem solving, interaction, adaptations, and all represented as a story. It meant that game provides activities in developing students' vocabulary mastery too. Another argument about games came from Kamra (2010) argued that using games is an efficient way for learners to improve their English by communicating with foreigner directly. This makes learners will get the best results in mastering vocabulary. It arouses students' motivation.

Providing Safe Environment to Practice English. The last benefit was providing a safe environment to practice English. Students who enjoyed on playing DotA 2 would not be ashamed to speak to communicate. Students might consider on their most enjoyable way to practice English. Minaa argued "You did not have to directly follow the formulas given by the teacher at school. You did not have to be ashamed if you spoke loudly and you did not have to be shy if you mistype the vocabulary" (P3.3).

In this sense, according to Noviani (2009) learners also need a game or other activities that help them feel comfortable and innocent children into new languages without fear made a mistake. It means that game can help people feel relax by doing it.

Using game and technology as medium in language learning process is a way to make learners feel enjoy in learning the language itself. Game can also be an alternative as interactive play for learners to solve problem, do interaction, and adaptations (Van Eck, 2006). It arouses students' motivation to study English vocabulary because they feel comfort and enjoy. From those statements, it was true that game can increase students' motivation in the language learning process. It was because the characteristic of game. It gave students excitement and pleasure so that the students were imperceptible when they were learning.

Difficulties on Practicing English Using DotA 2

After conducting interviews, there were two problems faced by students when practicing English using DotA 2. The first was inadequate number of vocabulary, and the other was hard to understand English accents. The difficulties are described below.

Inadequate Number of Vocabulary. Although there were many benefits for enhancing vocabulary through playing DotA 2, the number of fancy words that needed to be responded by students still became a difficulty for English learners. All the participants stated that limitation of English words is serious a problem when they tried to communicate with other player. Ahjusii stated "I often faced a problem that is the limitation of my English words. If we wanted to have a chat, we sometimes still confused. I sometime wanted to reply but I did not know how to say it (P1.5)." Noona also stated "I had a limited vocabulary to communicate with them (P2.3)." Noona added "The difficulty was to communicate fluently because you have to speak English. When I had to communicate with English, there are some words that I might not understand (P2.4)." Minaa stated "the obstacles were my limited vocabulary constraints and my listening skills are bad, so I still had to open google translate or ask for friends near me to know the word meaning (P3.6)."

According to Kamra (2010) one of the difficulties which is often faced by L2 learner while playing game online is the number vocabulary they have learned. People often found many new words and they did not how to put the words in responding other foreign player. Moreover, vocabulary was the most important thing to be used to communicate. The reason of this importance was because English words could be defined into more than one meaning. Without knowing a lot of words, people were hard to make a purposeful meaning. According to Costikyan (2002) Students who have much vocabulary, good grammar and understanding in language will have no problem in communicating. It means that learners need to increase their vocabulary size and learn more grammatical knowledge.

Hard to understand English accent. Students sometimes found it hard to understand English accent. In playing DotA 2, player could not choose who will be their game friends, so they will get friends randomly. It would be good if they meet friends with the same language, but it sometimes cannot be arranged with whom you will play. With different accent, students can be confused in interpreting the words. It can be a problem if the communication does not go well because of someone' accent. Noona stated "Now, the problem that makes it difficult for me is when I must interact with players from Singapore or other nation abroad because the English I heard was strange in my ears (P2.2)."

She also added "When it comes to voice chat, it is also unclear what to say in speaking English vocabulary and I do not understand the meaning. It is because the English I have heard is different from American (P2.5)." Sukrina (2013) stated that language accent will give negative or positive effects to the non-native speaker. He also added that sometime it could make a misunderstanding in communication.