

## Effect of Playing Mobile Legends Bang Bang on English Education Students' Vocabulary Knowledge

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### Abstract

In today's digital era, video games have become a prevalent form of entertainment among children, teenagers, and young adults. With the widespread accessibility of the internet, online multiplayer games such as Mobile Legends: Bang Bang have gained significant popularity. While previous research has explored both the positive and negative effects of video gaming, this study specifically investigates the impact of playing Mobile Legends: Bang Bang on the vocabulary knowledge of English Education students. The primary objective is determining whether exposure to in-game English vocabulary contributes to language learning. This study employed a descriptive qualitative research design, utilizing surveys and interviews as data collection instruments. A total of 27 English Education students participated in the study. All participants completed a questionnaire to assess their perceptions of vocabulary development through gaming. Five students were randomly selected for follow-up interviews to gain deeper insights into their experiences. The results reveal that most students believe playing Mobile Legends: Bang Bang positively affects their vocabulary acquisition. Many reported encountering new English words and phrases during gameplay, which they could understand through context and repeated exposure. The study concludes that online games can be supplementary tools for language learners' vocabulary development.

**Keywords:** *Vocabulary; Video Games; English Language*

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### INTRODUCTION

Learning English can be done in many ways; it can be either learning from the usual way, which is reading English books, or the more entertaining ways, such as watching English movies, listening to English songs, and playing video games. According to Wolf (2007), video game is an electronic game that is played in an electronic device specifically on a screen, not in an audio speaker or other similar devices. In the present time, almost every child, teenager, and young adult has at least played video games once in their lives. For example, even children aged 2-5 years old, according to Yalçın et al., (2022) a study in Turkey, a quarter of 1245 preschoolers are playing video games.

In learning English, some components are always taught, from the first one is spelling, the second one is pronunciation, the third one is vocabulary, and the fourth one is grammar. Indriarti (2014) stated that vocabulary is a fundamental and key element to learning any language. Vocabulary is every word someone or somebody knows or uses when discussing a topic in a specific language.

Video game genres seem to benefit players by enhancing their cognitive functions (Granic et al., 2014). For example, according to the study, (Adachi & Willoughby, 2013) it was found that teenagers who played strategic video games such as Role-Playing Games or RPG showed improved problem-solving skills, which in turn provided better grades in school. Another example is a study of (Green & Bavelier, 2012) gamers who played shooter-genre video games (Call of Duty, Counter Strike, etc) in a period of time, which shows faster and accurate attention allocation, higher spatial resolution in visual processing, and enhanced mental rotation abilities.

Playing video games, especially video games that have incorporated the English language as the primary language of the game, surely will improve the players' vocabulary knowledge, incidentally or not, even though the primary purpose of those video games is to provide entertainment. For example, according to experiment that were done in a high school by (Ebrahimzadeh & Alavi, 2016), the results are the high school students who were playing video games are having enhanced vocabulary knowledge, on the side note, the high school students who are not playing the video games but only watching the video games are also having enhanced vocabulary knowledge too. And at the same time, learning English through playing video games provides enjoyment and entertainment that could help those students to be more motivated and engaged in the study. There is another study by (deHaan et al., 2010) on the impact of video games on learning English vocabulary, this study was done by pairing the EFL students to play a video game which is entitled Parappa the Rapper 2, it is a musical-video games, in each pair, one subject played the video game while the other subject doesn't play the game, they just observed the game on another monitor. The

result of the study is that the game has considerably affected both the players and the observers' vocabulary knowledge; it has even given a more remarkable effect for the observers.

In this study, however, the writer will use another genre of video games, which is online video games. According to Adams & Rollings (2006), online video games is a video game that utilize internet connection to play. In online video games alone, there are many sub-genres, and a few of them are FPS or First-Person Shooters game, RTS or Real-Time Strategy game, MOBA or Multiplayer Online Battle Arena game, and Battle Royale game. And the researcher will pick the MOBA sub-genre. A Multiplayer Online Battle Arena game, or MOBA, is an online video game where two teams of players compete against each other in a closed arena. The general goals of these MOBA games are either destroying the opponents' main building or structure, which is placed in both teams' home bases, and the other goal is to gain as many points as possible by defeating every player in the enemy team. The game that the researcher will use is Mobile Legends Bang Bang, developed and published by Moonton. It was released globally in 2016. It must be played on a smartphone device with an Android operating system or IOS (dotesports.com, 2019). Just like any other MOBA game, two teams are battling against each other, the players are fighting in the arena, which consists of three lanes, and the main goal is to defend their turrets and nexus, or main building, and destroy their opponents' turrets and nexus. Each player controls a character, which is called a hero; these heroes have their unique abilities. These heroes are grouped into six roles: Assassin, Fighter, Mage, Marksman, Tank, and Support (teknolalat, 2024).

According to the previous studies about the relation between Mobile Legends Bang-Bang and vocabulary, most students positively perceive that playing Mobile Legends could increase their vocabulary knowledge. According to Kobis & Tomatala (2020), Mobile Legends Bang Bang is effective enough to be a medium to learn English, especially in learning vocabulary. It is also supported with the study of Putri (2022), which is Mobile Legends: Bang-Bang can be a medium to enrich vocabulary outside the classroom. According to a study (Shabry & Faiq, 2022), students experienced a slight increase in their vocabulary knowledge after playing Mobile Legends for some time. This study will focus on the effects that the students have experienced on their vocabulary knowledge from playing Mobile Legends Bang-Bang through the lens of a qualitative method.

## METHODS

This study uses a descriptive qualitative method, with a survey approach. According to Hennink et al. (2020, p. 10), qualitative research is an approach that examines the people's experiences in specific by using research methods like interviews, observations, content analysis and so on. Research that applies a descriptive approach doesn't use hypotheses and variables, but only analyzes and observes the event or occurrence that became the research topic (Wiksana, 2017).

The subjects that were involved in this study were 27 English Education students. The instruments that were applied were a questionnaire and an interview. The questionnaire is a statement of an arrangement of questions on a specific topic, which a group of respondents answers under study to obtain empirical information (Karimova & Karimova, 2022). In another definition, the questionnaire is a research instrument that contains a set of questions to collect information from respondents (McLeod, 2023). In this study, the researcher uses the questionnaire as one of the instruments to collect the data that will be given to the English Education students. The format of this questionnaire will be in closed-ended questions so that the data collected will be easier and less time-consuming to analyze. The questionnaire consists of 14 questions. Every question has four choices or degrees of agreement for the participant to use. The questions will be related to how playing Mobile Legends Bang Bang has affected English Education students' vocabulary knowledge. And the questionnaire will later be distributed to the respondents through a Google Form link. This questionnaire is designed to discover the effect of playing Mobile Legends Bang Bang on English Education students' vocabulary knowledge.

The interview is a special form of qualitative data gathering, and data collection is conducted through oral communication (Misoch, 2019). It is done with the researcher in the role of questioner and listener, or simply interviewer, and the student or the respondent in the role of speaker and answerer, or simply interviewee. Before the researcher begins to interview the respondents, the researcher gives consent forms to each respondent chosen to ask for their consent for the interview. In this study, the researcher uses interviews to get data about how playing Mobile Legends Bang Bang has affected their vocabulary knowledge. The questions that were provided amounted to 6 open-ended questions. The interview was conducted in a Zoom meeting session, and the questions presented were open-ended and related to the topic. Below are the questions that are used in the interview,

## FINDINGS AND DISCUSSION

To determine the effect of playing Mobile Legends: Bang Bang on the vocabulary knowledge of English Education students, the researcher employed two primary methods of data collection: questionnaires and interviews. The questionnaires were distributed online to 27 English Education students using Google Forms, a web-based survey platform that enabled convenient and efficient data gathering. After the initial questionnaire phase, the researcher selected five participants from the same group for follow-up interviews to gain deeper insights into their experiences and perceptions. The questionnaire consisted of 14 structured, closed-ended questions, each offering four response options based on a Likert scale ranging from “strongly disagree” to “strongly agree.” These questions were designed to assess the students’ frequency of gameplay, exposure to English vocabulary, and their perceptions of vocabulary development through gaming.

Conversely, the interview was composed of six open-ended questions that allowed respondents to elaborate on their experiences, providing richer, qualitative data. The overall findings from the questionnaire and interviews indicated a positive impact of playing Mobile Legends: Bang Bang on students’ vocabulary knowledge. Interview responses reinforced this conclusion, with several students affirming that frequent exposure to in-game English content contributed to learning new words. One example is, “I play Mobile Legends: Bang Bang daily.” Based on the chart, two students (7.4%) selected “strongly disagree,” nine students (33.3%) chose “disagree,” 14 students (51.9%) chose “agree,” and two students (7.4%) selected “strongly agree.” From this data, the researcher concluded that approximately 59.3% of the students acknowledged playing the game daily, suggesting regular exposure to in-game English, which may contribute to vocabulary acquisition over time.

The second statement presented to participants was, “I have played Mobile Legends: Bang Bang for more than one year.” This statement aimed to gauge the duration of students’ engagement with the game, which is a relevant factor in understanding the extent of their exposure to English vocabulary within the gaming context. Based on the result, only one student (3.7%) selected “strongly disagree,” and another student (3.7%) chose “disagree,” indicating that a very small portion of respondents had limited experience with the game. In contrast, eight students (29.6%) selected “agree,” and a significant majority—17 students (63%)—chose “strongly agree.” This shows that approximately 92.6% of the participants reported playing Mobile Legends: Bang Bang for more than one year. This finding suggests that most students are not casual players but have sustained long-term engagement with the game. Such extended gameplay likely results in repeated exposure to various English terms, in-game dialogues, instructions, character abilities, and chat interactions with other players. The cumulative effect of this continuous exposure may contribute to the reinforcement and acquisition of new vocabulary over time. Furthermore, it supports the notion that video games like Mobile Legends can function as informal learning environments where players naturally encounter and internalize English vocabulary. This long-term interaction with English in a dynamic, game-based setting may be especially beneficial for language learners, combining contextual learning with sustained motivation and enjoyment.

The third statement given to participants was, “I play Mobile Legends: Bang Bang for more than one hour every session.” This item was designed to assess not only the frequency of gameplay but also the average duration of each session, which is an essential factor in evaluating the intensity of exposure to English vocabulary within the game environment. Based on the result, no students (0%) selected “strongly disagree,” indicating that all participants spend at least some considerable time per session. A small portion—5 students (18.5%)—chose “disagree,” suggesting they typically play for less than one hour per session. However, most respondents showed higher engagement levels, with 14 students (51.9%) selecting “agree” and eight students (29.6%) selecting “strongly agree.” This results in approximately 81.5% of students affirming that they play Mobile Legends: Bang Bang for more than one hour during each gaming session. This result highlights the significant time investment students dedicate to gameplay per session. Longer sessions likely lead to more frequent and sustained interaction with English elements, including in-game text, character dialogues, strategic communication with teammates, and real-time instructions. The immersive nature of extended gameplay may enhance vocabulary acquisition, as students are continually exposed to English in an engaging, context-driven environment. This prolonged exposure increases familiarity with standard gaming terms and may facilitate learning more complex vocabulary through repeated use and contextual inference. The data support the idea that both the quantity (duration) and quality (contextual usage) of exposure to English within gaming sessions play a crucial role in language development.

The fourth statement posed to participants was, “I play Mobile Legends: Bang Bang in English or have set the game to the English language.” This statement aimed to assess the extent to which students are exposed to the English language during gameplay, as the language setting of the game plays a crucial role in vocabulary acquisition. Playing in English increases exposure to in-game terminology, instructions,

dialogues, and interactions, which can contribute significantly to developing vocabulary in context. The result shows only one student (3.7%) chose “strongly disagree,” and four students (14.8%) selected “disagree,” indicating that a minority of students do not use the English language setting in the game. In contrast, 10 students (37%) selected “agree,” and 12 students (44.4%) selected “strongly agree.” This means that a substantial majority—approximately 81.5%—play Mobile Legends: Bang Bang using the English language setting. This finding suggests a strong preference among English Education students to engage with the game in English rather than in their native language. Such a preference may stem from a desire to immerse themselves in English in a practical and entertaining way. During interviews, this trend was further supported. For instance, Interviewee 5 explained, “I’d rather play Mobile Legends in English because it is more interesting and you know, we already use the Indonesian language for our everyday life.” This response highlights how students view gaming as an opportunity to break away from routine and interact with English in a dynamic, real-world context. By opting to play the game in English, students are consistently exposed to functional vocabulary such as commands, character skills, gameplay terminology, and communication with teammates. This repetitive and contextual exposure may help them internalize vocabulary more effectively than through traditional classroom instruction. It also supports the idea that students can use digital platforms like Mobile Legends for entertainment and as informal tools for language learning. The data reinforce the potential of online gaming as a supplementary aid in vocabulary development, especially when learners make intentional choices, such as setting the language to English, that maximize their linguistic exposure.

The fifth statement in the questionnaire was, “When I communicate with other online players in Mobile Legends: Bang Bang, I communicate in English.” This statement was intended to assess the students’ active use of English during real-time interaction with other players, which could further contribute to their vocabulary development through authentic communication. Unlike passive exposure to in-game text, communicating with others requires the player to recall, construct, and use vocabulary actively and appropriately, making it a more complex linguistic task. The result shows six students (22.2%) selected “strongly disagree,” and 15 students (55.6%) chose “disagree,” indicating that a large majority of participants do not typically communicate in English when interacting with other players during gameplay. In contrast, only five students (18.5%) selected “agree,” and just one student (3.7%) chose “strongly agree.” This means that approximately 77.8% of the students tend to communicate in a language other than English, most likely their native language, when chatting with other players.

This finding highlights an important distinction between passive and active use of English in gaming. While many students may set the game language to English and are therefore exposed to English vocabulary, they may not feel confident or motivated to use English in player-to-player communication. Several factors could contribute to this behavior, such as the presence of fellow local players, perceived difficulty in using English spontaneously, or the fast-paced nature of the game that favors quicker, more familiar forms of communication. Interestingly, this behavior is partially mediated by a built-in feature of Mobile Legends. As noted by Interviewee 5, “The chat is auto-translated into English.” This suggests that players may not actively type in English, but their messages can still appear in English to others, depending on the settings. This auto-translation function allows users to communicate in their preferred language while indirectly contributing to an English-language gaming environment. While this may reduce the incentive to type in English directly, it still offers students exposure to translated English text and phrasing. The sixth statement stated, “I often use quick messages when communicating with other players in Mobile Legends Bang Bang.”

The sixth statement investigated in the study focused on the students’ use of “quick messages” while playing Mobile Legends: Bang Bang. Quick messages are pre-set, in-game communication options that allow players to send common phrases or commands such as “Attack instantly!”, “Retreat!” or “Well played!” with a single tap, facilitating fast-paced communication during matches. These messages are beneficial in real-time gameplay, where players need to coordinate quickly without the delay of typing complete sentences. None of the respondents (0%) selected “strongly disagree,” and only two students (7.4%) chose “disagree,” suggesting that very few participants avoid using quick messages during gameplay.

In contrast, a majority of the students indicated frequent use of these features: 14 students (51.9%) selected “agree,” and 11 students (40.7%) selected “strongly agree.” This results in 92.6% of respondents confirming that they regularly use quick messages to communicate with teammates during matches. This high percentage underscores the significance of quick messages as a primary mode of communication in the game. The consistent use of these pre-set English messages offers players repeated exposure to specific vocabulary and phrases that are highly contextual and functional. Over time, this repetitive exposure may help students internalize common expressions used in strategic communication, enhancing both their



vocabulary and comprehension skills, even if only in a passive manner. Moreover, because quick messages are fixed and cannot be customized, they often serve as standardized English input, ensuring that players encounter accurate and grammatically correct language. This type of exposure can be beneficial for English Education students, as it allows them to associate particular English terms with in-game actions, reinforcing their understanding through meaningful use. While quick messages do not encourage creative or spontaneous language production, they still contribute to vocabulary development by familiarizing players with high-frequency English terms in an engaging and interactive context.

The seventh statement posed to participants was, “When I want to use a hero that I never or seldom use, I always read its abilities and description in English.” This statement was designed to measure how often students engage with English-language texts in the game when learning about new characters. The responses to this statement show a strong tendency among students to read hero descriptions in English, which can be a rich source of vocabulary, primarily technical and descriptive terms related to character abilities, strategies, and gameplay mechanics. Based on Chart 3.7, 2 students (7.4%) selected “strongly disagree,” and five students (18.5%) chose “disagree.” Meanwhile, 11 students (40.7%) selected “agree,” and nine students (33.3%) chose “strongly agree.” Altogether, 74.1% of the students indicated reading the abilities and descriptions of heroes in English when using unfamiliar characters. This finding suggests that many students actively engage with English reading materials within the game environment. Reading hero descriptions requires players to comprehend specific vocabulary, often related to fantasy combat, strategy, and technical abilities. These types of texts expose students to context-based vocabulary not commonly found in academic textbooks, thus expanding their language learning in an informal setting. Supporting this, Interviewee 1 shared, “I learned a lot about the vocabulary usually from the skill tree, map descriptions, and hero's description. Sometimes from the hero's voice.” This statement further emphasizes that students are reading and listening to English-language content within the game. Students may internalize complex vocabulary, idiomatic expressions, and specialized terms through repeated engagement with these elements, demonstrating that video games like *Mobile Legends: Bang Bang* can serve as supplemental tools for immersive vocabulary acquisition.

The eighth statement, which stated, “When a hero that I use was speaking, I often imitate it,” captures the tendency of students to mimic the voices and speech patterns of their favorite heroes in the game *Mobile Legends: Bang Bang*. The result shows that two students, or 7.4% of the total respondents, selected “strongly disagree,” indicating that they do not imitate the speech of the heroes they use in the game. In contrast, five students, making up 18.5% of the participants, chose “disagree,” meaning that while they may occasionally be aware of the heroes’ speech, they do not actively imitate it. On the other hand, 10 students, or 37%, selected “agree,” suggesting that they sometimes imitate the speech of the heroes they use. Interestingly, an equal number of 10 students, representing 37% of the total responses, selected “strongly agree,” demonstrating that they frequently or almost always mimic the speech of the *Mobile Legends* heroes during gameplay. From these findings, the researcher concludes that approximately 74.1% of students regularly imitate the speech of the *Mobile Legends* heroes. This could indicate a strong engagement with the game’s characters, as players tend to mirror the speech patterns, potentially out of enjoyment, immersion, or even as a form of connection to the game. Such behavior highlights how deeply players may connect with their in-game characters, blurring the line between virtual worlds and personal expression.

The ninth statement, “I have learned new vocabulary through *Mobile Legends Bang Bang*,” addresses the game's impact on language acquisition. No students (0%) chose “strongly disagree,” which suggests that all respondents acknowledge some level of learning through the game. Five students, or 18.5%, selected “disagree,” indicating that they do not feel the game has contributed significantly to their vocabulary. In contrast, 11 students (40.7%) chose “agree,” and an equal number of 11 students (40.7%) selected “strongly agree,” implying that a majority of the students believe they have learned new vocabulary while playing *Mobile Legends: Bang Bang*. Based on these results, the researcher concludes that approximately 81.5% of students have learned new vocabulary through the game. This is further supported by insights from the interviewees, with one participant sharing, “Usually I read about some description about the heroes in the game, so I know a bit about the vocabulary in their lore or their story about the heroes in the game. From there, I learn some vocabulary knowledge from the game.” This statement underscores how the game’s narrative and character backstories allow players to encounter new words, suggesting that *Mobile Legends: Bang Bang* can be a valuable source of language learning for players, even outside a formal educational setting.

The tenth statement, “When I found new vocabulary in the game, I immediately searched its meaning and its translation in Indonesian,” explores the students' habits of learning new words encountered in the game. The result shows that no students (0%) selected “strongly disagree,” suggesting that none of the participants disregard entirely searching for the meaning or translation of unfamiliar vocabulary. Eleven

students (40.7%) chose “disagree,” indicating that they do not regularly search for the meaning and translation of new words. Another 11 students (40.7%) selected “agree,” showing that they occasionally look up the meaning and translation. Additionally, five students (18.5%) chose “strongly agree,” suggesting that they frequently or constantly search for the meaning and translation of new vocabulary in the game. Based on these results, the researcher concludes that students are somewhat divided in their approach to learning new vocabulary. However, the results show a slight leaning toward students who immediately search for the meaning and translation of new words they encounter in the game. Specifically, about 59.3% of students engage in this behavior, actively seeking to understand the vocabulary they come across by searching for its meaning and translation into Indonesian. This suggests that many students view the game as an opportunity to expand their vocabulary and gain a deeper understanding of language through a more immediate and proactive approach to learning.

The eleventh statement, “Mobile Legends Bang Bang improves my vocabulary knowledge,” explores how the game might impact students' language skills. No students (0%) selected “strongly disagree,” indicating that none of the participants dismissed entirely the idea that the game can enhance vocabulary. Seven students (25.9%) chose “disagree,” suggesting they don't believe the game improves their vocabulary knowledge. On the other hand, 11 students (40.7%) selected “agree,” and nine students (33.3%) chose “strongly agree,” indicating that a significant majority feel that playing Mobile Legends Bang Bang has a positive impact on their vocabulary knowledge. The researcher concludes that approximately 74.1% of students agree that the game contributes to improving their vocabulary knowledge. This is further supported by the interviewees, who also decided that the game enhances vocabulary, directly or indirectly. Interviewee 3, for example, felt that while the game may not directly improve vocabulary, it still offers indirect benefits. They explained, “I think playing Mobile Legends Bang Bang might not directly enhance your vocabulary knowledge. However, games focus on strategy and teamwork in a multiplayer online battle arena. However, any form of gaming can indirectly benefit your vocabulary. The first is communication with teammates, and the second is reading the game updates, like gameplay updates. Overall, Mobile Legends may not be focused on vocabulary, but it can still provide opportunities for language communication and engagement in English skills.” While the game may not be explicitly designed for language learning, it can offer valuable language exposure, particularly in communication and comprehension.

The twelfth statement, “I often use vocabulary that I learned from Mobile Legends Bang Bang in daily conversations,” examines whether students incorporate vocabulary learned from the game into their everyday speech. The result shows that three students (11.1%) selected “strongly disagree,” indicating that they never use the vocabulary they encounter in the game in their daily conversations. Sixteen students (59.3%) chose “disagree,” suggesting they rarely or never use these new words. On the other hand, four students (14.8%) selected “agree,” and another four students (14.8%) chose “strongly agree,” showing that a small group of students do sometimes or frequently incorporate these words into their daily conversations. Based on these results, the researcher concludes that approximately 70.4% of students rarely or seldom use the vocabulary they learn from Mobile Legends Bang Bang in their daily conversations. This suggests that while students may acquire new words through the game, they do not often apply them outside of the gaming context, possibly due to the specialized nature of the vocabulary or the difference between gaming language and everyday communication.

The thirteenth statement, “Mobile Legends Bang Bang helps me in my English study,” explores whether the game contributes to students' English language learning. One student (3.7%) selected “strongly disagree,” indicating that they do not feel the game impacts their English studies. Eleven students (40.7%) chose “disagree,” suggesting they do not believe the game aids their English learning. However, 11 students (40.7%) selected “agree,” and four students (14.8%) chose “strongly agree,” indicating that a significant portion of students do find the game helpful in their language studies. Based on these results, the researcher concludes that students are somewhat divided in their views, though a majority lean toward agreeing that Mobile Legends Bang Bang contributes to their English learning, with about 55.6% of students affirming that the game helps their English studies. This sentiment is echoed by Interviewee 1, who shared, “In my English studies? Yes. Of course. Because when we want to expand our vocabulary, we must find new vocabulary. I have expanded my vocabulary through video games like Mobile Legends. When I find a new vocabulary, I can use it in my English studies, and I can use it too for maybe chatting with teammates. And then, it'll greatly help me improve my vocabulary.” This statement highlights how playing the game not only aids in vocabulary acquisition but also offers practical opportunities to use and reinforce new language skills.

The fourteenth statement, “Mobile Legends Bang Bang could be an alternative in studying the English language,” examines whether students believe the game can be a tool for learning English. No students (0%) selected “strongly disagree,” suggesting that none of the respondents outright reject the idea. However, eight students (29.6%) chose “disagree,” indicating that they do not see the game as an effective alternative for studying English. On the other hand, 13 students (48.1%) selected “agree,” and six students (22.2%) chose “strongly agree,” signalling that a majority of students believe Mobile Legends Bang Bang can serve as a valuable tool for learning English. The researcher concludes that approximately 70.4% of students agree that Mobile Legends Bang Bang could be an alternative for learning English. The interviewees primarily support this view, though some expressed differing opinions. Interviewee 5, for instance, noted, “I think Mobile Legends can help a bit if you set the game in English. But I recommend playing other games that are 'story-based.' Yeah. If you are playing Mobile Legends to learn English, I think it is not that recommended, but if you want to hopefully play Mobile Legends to learn English, try and set the audio and the settings to English.” Similarly, Interviewee 3 was not entirely convinced, stating, “I think maybe yes and maybe no, because players focus on the gameplay and video game, but not on the English language, for example, vocabulary, pronunciation, and other aspects.” These differing opinions suggest that while some see potential in the game as a language learning tool, others feel its primary focus on gameplay may limit its effectiveness for English language acquisition.

To answer this study's research question, “What is the effect of playing Mobile Legends Bang Bang on English Education students in their vocabulary knowledge?” Based on the research findings, it can be answered that it positively affects English education students, as 74.1% of students agree that playing Mobile Legends Bang Bang improves their vocabulary knowledge. Next is to discuss the fourth questionnaire question's statement, “I played Mobile Legends Bang Bang in English or set the game to be in English”. About 81.5% of students played Mobile Legends Bang Bang in English. Interviewee 5 expressed his opinion in this matter, “I'd rather play Mobile Legends in English because it is more interesting and you know, we already use Indonesian language for our everyday life.” And interviewee one also stated, “In my opinion, if we want to learn more about English vocabulary, we can use English settings in our game because it has a lot of things to improve my vocabulary, expand my vocabulary things. When we open the settings, we can change it to English; after that, we can see the in-game text in English. And then it has so much vocabulary. When we read the skill description, the item is named demon sword hunter...” If the players or the students played Mobile Legends Bang Bang in English, then they surely already understand the English language, this is like a study by Kobis and Tomatala (2020), one of the statements in their questionnaire is “I understand all English vocabularies which are used in MLBB instructions, panel, and all avatars' characteristics.” And out of 31 respondents, 17 respondents agreed that they understand all English vocabularies which are used in MLBB instructions, panel, and all avatars' characteristics. This statement implicitly states, “I play Mobile Legends Bang Bang in English, and I understand all of the vocabulary present in the game.”

In the following discussion, the students agreed that they have obtained new vocabulary knowledge from Mobile Legends Bang Bang, which amounts to about 81.5% of students agreeing that they have learned new vocabulary through playing Mobile Legends Bang Bang. This finding is parallel to almost all of the previous related studies, one of them are by Ananda and Hasibuan (2023), the study that they conducted are focused on finding out if there is any significant effect on using Mobile Legends Bang Bang as game media in students' achievement on vocabulary mastery. The result is a significant effect of using Mobile Legends Bang Bang on students' vocabulary mastery; the vocabulary mastery of students taught using the mobile legend game media in learning vocabulary is higher than that of students taught without the game. Even though participants or students in this questionnaire are not taught using Mobile Legends Bang Bang as a game media, they still obtained new vocabulary knowledge from the game. Some interviewees have some ways to get that new vocabulary, for example, interviewee 2 stated, “For me, I do not take notes from it, I just somehow remember some of it because the vocabulary constantly comes out in the game and I subconsciously repeatedly speak it too.” Interviewee 4 also stated, “Usually I read about some description of the heroes in the game, so I know a bit about the vocabulary, some new vocabulary in their lore, or their story about the heroes in the game. From there, I learn some vocabulary knowledge from the game.”

Following discussion is to discuss the tenth questionnaire statement, the respondents of this study exhibits similar manner when encountering new vocabularies, according to study by (Shabry & Faiq, 2022), some of the students who come across new vocabularies also tries to find them in the dictionary immediately after the game is over, according to study by (Hanif, 2022, one of the interviewee learns the vocabularies by reading the game instructions first and then he would find the meaning on the dictionary so that he could finish the game easily.

## CONCLUSION

This study aims to show the effect of playing Mobile Legends Bang Bang on English Education students' vocabulary knowledge. Mobile Legends Bang Bang is a MOBA or Mobile Online Battle Arena game; it is a mobile-based and multiplayer game. Based on the research findings and discussions in the previous chapter, it could be concluded that most participants agreed that playing Mobile Legends Bang Bang positively impacts their vocabulary knowledge.

By playing Mobile Legends Bang Bang in English, the students can absorb many vocabulary from the in-game information, such as heroes' skills tree, spells description, items description, heroes' speeches, and commands. Because Mobile Legends Bang Bang is a multiplayer game, surely the players will play the game with another human player, not AI-controlled players. The players might need to communicate in English to avoid miscommunication and to understand each other. However, the chance to get paired with players from different countries on the Indonesian server is very low. So, the players do not use English when communicating with each other in-game. The participants in this study also do not use the English language when communicating with other teammates while playing the game.

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