

THE INFLUENCE OF ONLINE GAMES ON HIGH SCHOOL STUDENTS' MOTIVATION IN LEARNING SECOND LANGUAGE

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ABSTRAK

Penelitian ini mencakup peningkatan motivasi dari bermain gim daring sebagai media pembelajaran bahasa kedua secara informal. Penelitian ini bertujuan untuk mencari tahu apakah ada peningkatan motivasi dan pengalaman belajar secara informal bahasa kedua melalui gim daring. Penelitian ini menggunakan metode kualitatif dengan teknik wawancara pada partisipan secara daring. Hasil temuannya pada penelitian ini adalah bahwa partisipan menemukan banyak kosakata baru, kemampuan mendengarkan mengalami peningkatan dari pembelajaran bahasa lewat gim daring secara tanpa sadar, juga peningkatan motivasi untuk belajar bahasa kedua. Berdasarkan penelitian ini, dapat disimpulkan bahwa gim daring memiliki potensi untuk mendukung pembelajaran bahasa kedua dan juga meningkatkan motivasi di luar kelas bahasa formal di sekolah.

Kata kunci: *Gim Daring, Motivasi, Pembelajaran Bahasa Informal.*

ABSTRACT

This study covers the increase in motivation from playing online games as a medium for informal second language learning. This study aims to find out whether there is an increase in motivation and informal learning experiences of a second language through online games. This study uses a qualitative method with online interview techniques. The findings of this study are that participants discovered many new vocabulary words, their listening skills improved from learning languages through online games unconsciously, and their motivation to learn a second language increased. Based on this study, it can be concluded that online games have the potential to support second language learning and also increase motivation outside of formal language classes at school.

Keywords: Online Games, Motivation, Informal Language Learning.

INTRODUCTION

In today's era, online games have become an integral part of almost everyone's daily life, especially young people who are still in school. Playing online games is often done as entertainment in the midst of exhausting school activities, but now online game can also consider as a new learning tool for language learning, especially second language. According to (Hadi et al., 2015), with the advancement of technology, online games are no longer seen only as entertainment but also as a possible learning medium. According to (Mahmoud, 2014), using games in language learning can help sustain students' interest and increase their motivation, games are not merely for fun but serve various educational purposes in language learning. This still in line with what (Eliyani & Sari, 2021) says that, students' motivation can be affected by how frequently

and how long they engage in online game activities. Based on (Rohmah, 2024) article, that informal learning environment, such as online games, can support second language acquisition by offering natural and engaging contexts for language use.

Scope of the Study

This study investigates the effect of online games on students' motivation to second language learning. The participants are senior high school students', and the study will explore how online games affect students' motivation to second language learning.

Research Questions

To narrow the focus of the study, this research examines how the use of online game can help students' motivation in second language

learning. Accordingly, the research is guided by the following questions:

1. How do online games influence high school students' motivation in learning a second language?
2. What are students' experiences in learning a second language through online games?

Purposes of the Study

This study aims to achieve the following research purposes:

1. To investigate the influence of online games on high school students' motivation in learning a second language.
2. To explore high school students' experiences in learning a second language through online games.

Significance of the Study

This study can be used for researcher to explore nor learning about using online games for further research that related about enjoyable environment using games for second language learning motivation.

LITERATURE REVIEW

Second Language Acquisition

According to (Biaggi et al., 2016), Second Language Acquisition (SLA) is both the process of learning an additional language and the field where issues pertaining to the teaching and learning of a second language are discussed. In SLA, there is also the difference between language acquisition and language learning. According to (Pauzan, 2024), language acquisition is described as a natural subconscious process in which individuals internalize language abilities through meaningful use, while language learning is a conscious process that occurs in formal instructional settings and emphasizes rule learning. Based on (Luo, 2024), Krashen's Input Hypothesis proposes that comprehensible input plays a fundamental role in second language acquisition and that learners acquire language by understanding input.

Motivation in Second Language Learning

Based on (Zareian & Jodaei, 2015), motivation is a fundamental individual difference factor in second language acquisition, often used to explain why some learners succeed and others struggle in learning another language. According to

(Nurhidayah, 2020), motivation is one of the most important factors in second language acquisition, as it provides the primary impetus to initiate learning and sustain the often long and demanding process of language learning. And based on (Ai et al., 2021), there are four types of motivation related to language learning, namely:

- a. Intrinsic motivation, driven by internal desire and pleasure;
- b. Extrinsic motivation, driven by external reward or outcomes;
- c. Integrative motivation, interest in integrating with the target language community; and
- d. Instrumental motivation, practical reasons like jobs or exams.

Online Games and Language Learning

According to (Chowdhury, 2022), digital or online games are defined as games played on digital devices such as computers, tablets, or mobile devices, characterizes by goal orientation, challenges, interaction, and feedback. Based on (Hayo, 2016), digital or online games have been conceptualized as environments that can mediate second language learning in both formal and informal contexts, offering opportunities for meaningful interaction outside the classroom. This still in line with what (Chowdhury, 2022) said that, digital or online games-based language learning helps the language learning process by exposing learners to the target language through multimedia (audio, visuals) and promoting interaction and engagement in vocabulary and other skills.

Online Games and Learners' Motivation

In a previous study conducted by (Mafulah et al., 2025), it was mentioned that online games can indeed increase a person's motivation to learn a second language. The study explained that online games can indeed increase motivation to learn a second language or English in the study, increase motivation to speak English, and make learning fun and less stressful for the individual. In addition, motivation also arises from using a foreign language as the language of instruction, making players want to understand the game in order to continue playing, and online games provide a challenging but enjoyable context.

The study confirms that motivation arises from gaming experiences that are not

part of formal learning. In addition, online games can be used as an informal medium that encourages intrinsic motivation in students.

Research Gap

In a study conducted by (Mafulah et al., 2025), it has been proven that online games can indeed be used as a source of informal and unconscious language learning for students. This study will also examine this, but with a slight change. In the previous article, the study was conducted on two elementary school children and their parents. However, this study will use three high school students as respondents, because their age is an age where they like to explore new things, including second languages more actively. Some use online games as a source of informal learning as well as a way to practice their second language, so the author wants to find out if this is true, and whether online games can be used as a source of informal second language learning for high school students.

METHODOLOGY

This study uses qualitative method that collect data from interview to find out are they motivation are increased after playing online games or not. The participant are a high school students' who is active in playing online games using second language, to see is there any motivation for them to learn more about second language after playing online games with using second language. Data were collected through semi-structured interview to find out their background, language exposure in online games, learning experience, and motivation.

FINDINGS AND DISCUSSION

FINDINGS

This section presents the findings of the research based on the data collected from semi-structured interviews with high school students. The findings are organized based on the theme to address the research questions, namely background, language exposure, learning experiences, motivation, and reflection.

Background

From the background, participant have experiences on playing online games. The

language used when playing the game. The participant said that they playing online game such as *Honkai: Star Rail* and *Genshin Impact* two until three hours every day, the other online games is *Honkai Impact 3* and *Wuthering Waves* that they play almost every day with one until two hours gameplay.

Language Exposure

In the question about language exposure, participant have language exposure when they are playing online games, the participant found something new from their second language in the games. The participant said that they found some new vocabulary while playing online games and immediately search for the meaning of the vocabulary.

Learning Experience

At the question about learning experiences, the participant confirms that they learning language a bit from playing online games. The participant said that their listening skill increases without they realize it, that happen when they playing online games in English dubbing.

Motivation

In the question about motivation, also confirm that their motivation to learning second language is increase because of playing online games. The participant states that their motivation to learn English are increase, but not just for formal learning, but also to understand the English language in the online games more than before.

Reflection

The last question is about reflection about the differences learning English language from the online games and from the formal classroom. The participant said that online games help them a bit about learning new vocabulary but just as an incidental learning outside the formal classroom because they still need to search the meaning by themselves, meanwhile formal classroom is better for formal learning because there is a teacher who guide and give them a meaning of a word.

DISCUSSION

From the findings, the research find that participant have their motivation increased from playing online games. This because

online games that participant played give them language exposure and input such as new vocabulary and increase their listening skill. This show that online games can give student an informal language exposure, and language learning experiences can be referred as incidental learning because student didn't realize that they have a language exposure. Because of their second language skill increase, they have motivation to learn more about the language for more understanding on playing online games with their second language.

Online games provide exposure such as vocabulary and listening, this is in line with Krashen comprehensible input theory, that the participant receive an input one level above them from their current language skill. From online games, participant also said that they learning without realize it, mean that language learning from online games occurred through acquisition, not from formal learning. Online game also increases their motivation to learning second language, same as affective filter theory that said language learning environment must be fun and enjoyable. This research still in line with previous research that also have the same topic, and the

findings that writer found also similar with the previous research by (Mafulah et al., 2025), that online games also can used for informal learning, and that motivation about learning second language from online game increase because the fun and enjoyable context in online games.

CONCLUSION

As the conclusion, this research found that online games can give informal second language exposure because online games are for entertainment but have high language exposure for who playing it. The language exposure on online games include vocabulary and listening. The experience from playing online games also have a role to increases motivation in second language learning. Learning language from online games is occurred as incidental learning and informal, still in line with acquisition concept in second language acquisition. From the research, online games have a potential to become a support for language learning outside the formal classroom, can be used for language exposure outside the classroom. As for the next research, the writer suggests to research with more participant and focused on specific language skills.

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