The influence of Mobile Legends toward students in enhancing English Language skills: A case study

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ABSTRACT

This study aims to examine how playing Mobile Legends influences students' English language skills, understand which specific skills (listening, speaking, reading, or writing) show the most significant improvement, and compare the positive and negative effects of the game on English language learning. This research adopts a qualitative approach using a case study method. Data was collected through online questionnaires, semi-structured interviews with selected students, and Duolingo English Test (practice version) scores to assess language proficiency. The study found that Mobile Legends significantly contributes to English language proficiency, particularly in listening and reading skills, by providing authentic and interactive language contexts. Students show increased confidence and motivation. However, negative impacts include potential game addiction and limited exposure to formal grammar. This study can be useful in education by providing insights into integrating informal learning tools like mobile games into classroom learning for more interactive and engaging experiences. Practically, it offers guidance for educators to leverage students' interest in games to improve English language skills. Academically, it contributes to the field of game-language interaction and serves as a basis for further research. This study provides new perspectives on how digital media, often seen as mere entertainment, can be effectively utilized to support language learning in an immersive manner, especially among vocational high school students. It comprehensively evaluates the impact of Mobile Legends on various language skills beyond vocabulary and writing, filling a gap in existing research.

Keywords: mobile legends, english language skills, second language acquisition, game-based learning, student perception.

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RESEARCH & PUBLISHING

1. INTRODUCTION

In today's digital age, online games have become an integral part of daily life for many students. One game that is very popular among teenagers, including vocational high school students, is Mobile Legends. For some people, this game may be seen as mere entertainment, but in reality, Mobile Legends also provides an interactive experience that involves communication, teamwork, and complex strategic thinking. At SMK N 2 Pekalongan, where I conducted my research, many students spend their free time playing this game. Unbeknownst to them, they are exposed to English through game instructions, direct conversations with teammates, and in-game narratives, all of which are in English. This occurs alongside the increasing ease of access to the internet and mobile devices, making gaming a common and easily accessible activity at any time. Interestingly, various studies have begun to highlight the educational potential of such games. Online games are considered to be an informal yet effective learning medium, particularly in the development of English language skills. While playing, students are exposed to various forms of English input whether in the form of text, voice instructions, or interactions with other players which ultimately enriches their vocabulary and language skills in general. For example, Dananjaya and Kusumastuti (2019) found that Mobile Legends can improve students' vocabulary mastery because interactions within the game indirectly introduce them to new terms. Similar findings were also reported by Kara (2022), Fatmawati and Mas (2023), and Ratnalestari (2023), which showed an increase in vocabulary mastery among students who regularly play the game. This proves that the language learning process can occur naturally through contextual experiences.

Not only that, online games like Mobile Legends can also support the development of receptive skills such as listening and reading. While playing, students must understand instructions given verbally or in text that appear in various game situations. This requires them to understand and respond to English quickly and accurately. Research by Oktaviani & Saputra (2022) shows that students who frequently play games tend to perform better in listening and speaking tasks. This finding is reinforced by Nuriyah (2023), who states that interactive games like this can help students understand spoken and written English more comprehensively through immersive experiences. In addition to cognitive and linguistic aspects, affective factors such as motivation and self-confidence also play a significant role in the language acquisition process. Krashen's Affective Filter Theory states that a learning environment free from pressure can enhance the effectiveness of language acquisition. In this context, games create a fun and relaxed atmosphere, allowing students to be more confident in using English without fear of making mistakes. Research by Sari and Lestari (2021) proves that students feel more comfortable speaking English when playing games than when they are in class. This shows that games are not only fun but also encourage students to actively communicate. Hidayat and Fadhilah (2022) also emphasize the importance of cooperation and communication in Mobile Legends as one of the factors that encourage fluency in speaking.

In addition to listening and reading skills, there is also an improvement in writing and grammar skills. For example, Qothrunnada et al. (2024) found that narrative writing skills can develop when students are accustomed to describing characters, strategies, or events in games. Meanwhile, Pratama and Yulianti (2020) state that interactions through chat in games can help students construct sentences more effectively and understand language structure functionally. Although informal, the writing used while playing still provides space for students to practice conveying messages effectively. However, many of these studies still focus more on general high school students and highlight aspects of vocabulary or writing, while the influence of games on other skills such as listening and speaking has not been discussed in depth, especially from the perspective of vocational high school students. In fact, vocational high school students have different educational backgrounds and learning needs, especially in the context of practical English language use in the workplace. Harris (2019) even mentions that vocational high school students require more practical and relevant communication skills aligned with their fields of expertise, making it important to examine how games can support these needs.

Based on this background, this study aims to explore how the game Mobile Legends, which has become part of students' daily lives, can contribute to the development of their English language skills,

including listening, speaking, reading, and writing abilities. By exploring students' experiences and perceptions directly, I hope this research can provide new insights into how digital media often considered mere entertainment can actually be an effective and enjoyable source of English language learning. The findings of this research are expected to provide input for educators and researchers on the potential application of game-based learning, while also expanding the discussion on second language learning in informal settings. The main question in this study is: How does Mobile Legends contribute to the English language skills of students at SMK N 2 Pekalongan?

2. METHODS

2.1. Research Design

This research adopted a qualitative approach utilizing a case study method. This approach was chosen to gain a deeper understanding of students' experiences, perceptions, and the meanings they ascribe to English language use within the context of playing Mobile Legends. The study is not experimental, nor is it a review or simulation-based study; it is a descriptive qualitative case study focused on in-depth exploration. Data collection techniques included in-depth interviews, online questionnaires, and English proficiency test scores. The case study method was particularly suitable for this research due to its focus on a specific group—students at SMK N 2 Pekalongan who are actively engaged in playing Mobile Legends. This allowed for a richer understanding of how digital gaming contributes to English language skill development among adolescents.

2.2. Setting of the Study

This research was conducted at SMK N 2 Pekalongan, located in Pekalongan, Central Java, Indonesia. The selection of this location was based on the high interest of students in Mobile Legends, as well as the relevance of this game in the context of English language usage. SMK N 2 Pekalongan is a vocational high school with students actively engaged in online gaming. Adequate internet access within the school facilitated students' ability to play Mobile Legends without obstacles. Social interaction in the school environment also plays an important role. Many students have friends who play Mobile Legends, so they often exchange strategies and experiences regarding the use of English in the game. This kind of social environment is a key factor that encourages students to interact more frequently in English while playing.

2.3. Data and Data Sources

The data for this research was primarily qualitative, consisting of information gathered through interviews, online questionnaires, and Duolingo English Test scores. The data provided insights into students' gaming habits, English usage during gameplay, perceived effects on language abilities, and current English proficiency levels.

2.4. Data Collection

Data collection techniques employed in this study included:
- **Online Questionnaire:** An online questionnaire was distributed to students to collect data on their gaming habits, including gameplay frequency, English usage during gaming, and the perceived effects on their language abilities. The questionnaire utilized a combination of open-ended and closed-ended questions. Specific question categories were designed to align with Krashen's Input Hypothesis (assessing exposure and frequency), the Affective Filter Hypothesis (evaluating relaxed environment and motivation), and Game-Based Learning principles (examining interaction and problem-solving). Additional questions explored which English skills students perceived as most

improved. The questionnaire was administered via a digital platform (e.g., Google Forms) to 25 students of SMK N 2 Pekalongan who are active or casual players of Mobile Legends.

- **Semi-Structured Interviews:** Semi-structured interviews were conducted with selected students. Participants were chosen based on preliminary questionnaire results, specifically focusing on students who actively play Mobile Legends. This method allowed for flexibility in questioning to delve deeper into individual experiences and perceptions. Interview topics included how students understand in-game instructions, communicate with other players in English, and their perceived improvements in English proficiency after extended gameplay. These interviews were conducted verbally and recorded for later transcription and analysis.

- **Duolingo English Test Documentation:** Students completed a practice version of the Duolingo English Test. This test assessed the four key language skills: reading, listening, speaking, and writing. The scores provided measurable evidence of current English proficiency levels, allowing for cross-analysis with the qualitative data from interviews and questionnaires. The Duolingo English Test is a standardized English proficiency assessment tool, accessed online via a computer or mobile device.

2.5. Data Analysis

The collected data was analyzed using descriptive analysis techniques. Data from the questionnaires and interviews were descriptively analyzed to identify patterns of English usage within Mobile Legends and specific trends in students' experiences. Qualitative data obtained from the interviews were presented in the form of direct quotes to clearly illustrate students' experiences and perceptions. The analysis was structured around three main theoretical perspectives: Second Language Acquisition (SLA) by Krashen, Game-Based Learning (GBL), and a descriptive qualitative method. This systematic analysis aimed to provide a deeper understanding of how Mobile Legends contributes to improving students' English language skills. This study, therefore, aimed to offer new insights into the role of games in language education within a digital learning environment.

3. RESULTS AND DISCUSSION

3.1. Questionnaire Data Analysis

The participants in this study were selected using a purposive sampling technique. A total of 25 students from SMK N 2 Pekalongan were chosen based on their known engagement with the online game Mobile Legends. The selection was guided by teacher recommendations and voluntary participation. Students who actively or casually played Mobile Legends were prioritized to ensure the data collected would be relevant to the research objectives. Furthermore, two students were selected for semi-structured interviews based on their questionnaire responses, representing different levels of gameplay frequency and English usage in the game environment. This purposive sampling ensured that the participants could provide rich, detailed insights aligned with the study's focus on Second Language Acquisition (SLA) and Game-Based Learning (GBL).

3.1.1. Frequency of Play

The majority of Mobile Legends players reported playing 3–5 times per week. While the overall respondent pool showed varying frequencies, with 32% playing rarely (1-2 times/week) and 24% almost daily, this frequent engagement among Mobile Legends players is significant from Krashen's Input Hypothesis perspective, as consistent exposure to comprehensible input is crucial for natural language

acquisition. According to the GBL perspective, frequent interaction enhances involvement and experiential learning since repeated play reinforces long-term memory in language acquisition.

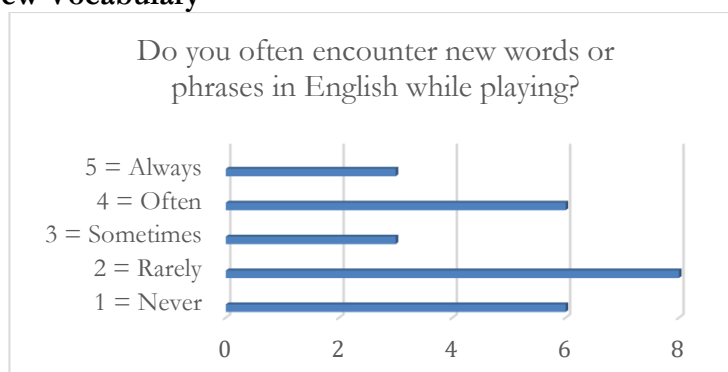### 3.1.2. Exposure to New Vocabulary

Figure 1. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

An overwhelming 88% of Mobile Legends players reported experiencing new English words when playing. This finding decisively supports the concept of incidental learning in SLA, where learners acquire new words incidentally in context by actual use and not through being taught (see Figure 1). The gaming platform effectively offers apt contexts for word acquisition, influencing reading as well as listening competence as learners become actively involved with the language.

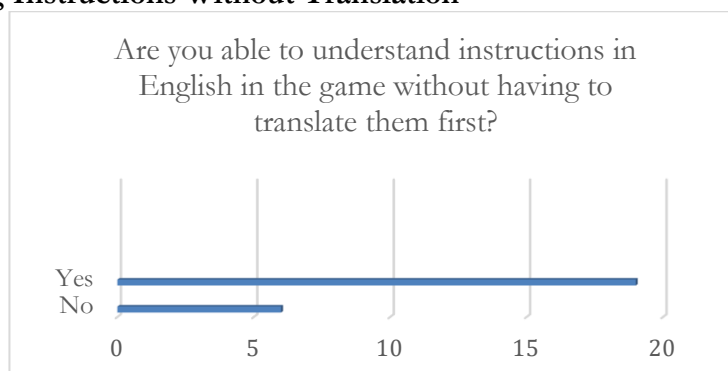### 3.1.3. Understanding Instructions Without Translation

Figure 2. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

In Figure 2, 76% of the participants reported that they were able to understand normal in-game English commands (e.g., "Attack the Lord," "Retreat") without prior translation. This is a demonstration of Krashen's Natural Order Hypothesis, in which language structure understanding would happen automatically before productive use. GBL-wise, this means that understanding comes through iterative experience processes where students begin to think directly in English, a good sign of second language acquisition.
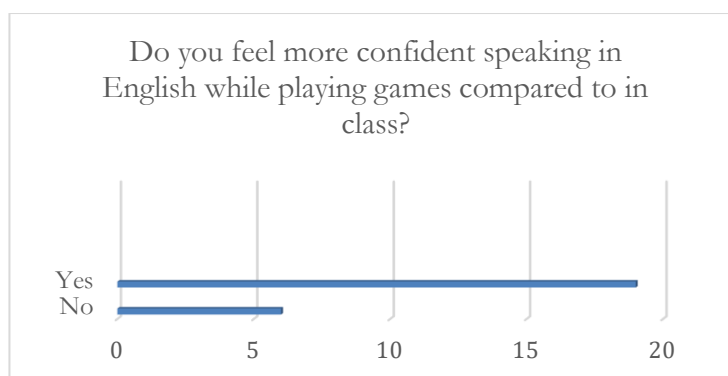
3.1.4. Speaking Confidence

Figure 3. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

In Figure 3, approximately 64% of Mobile Legends players felt more confident speaking English in the game environment compared to a classroom setting. This finding aligns with Krashen's Affective Filter Hypothesis, which posits that a relaxed and informal environment, such as that provided by gaming, can significantly reduce anxiety and boost students' self-confidence in language use, thereby accelerating language acquisition.
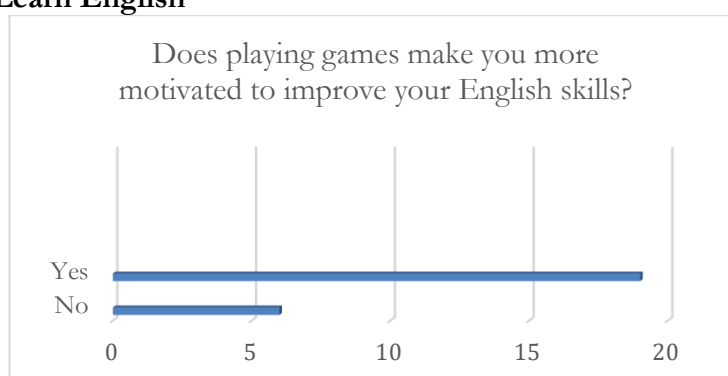
3.1.5. Motivation to Learn English

Figure 4. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

In Figure 4, a significant 76% of players reported that playing Mobile Legends motivated them to improve their English skills. This is consistent with GBL theory, which emphasizes that interactive and enjoyable tasks inherent in games increase intrinsic motivation for learning. Within SLA, motivation is a key affective factor influencing successful language acquisition, where the challenges and achievements in games create a real communication necessity, encouraging active English usage.

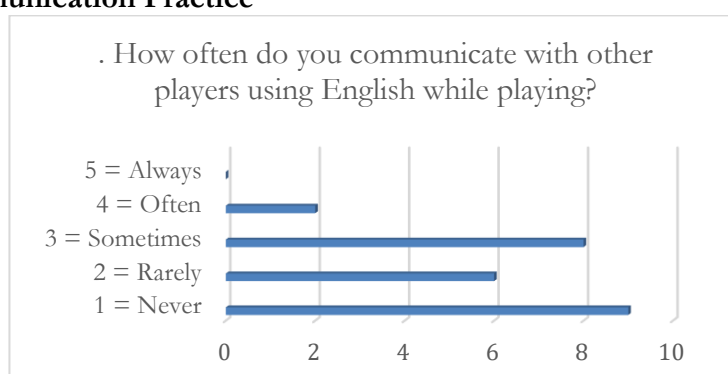### 3.1.6. English Communication Practice

Figure 5. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

While 60% of students reported rarely or never communicating in English while playing, around 40% still had some experience with active communication (see Figure 5). This highlights the potential for authentic speaking practice, supporting Krashen's Output Hypothesis, which emphasizes the importance of producing language for development. In a GBL context, interaction with other players is a crucial form of social learning, where speaking in real contexts, such as giving commands or negotiating, helps develop functional speaking skills.

3.1.7. Type of Communication

Figure 6. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

Most students (56%) prefer using text chat for in-game communication, with only 4% utilizing voice chat. This suggests that written output often serves as an initial medium for language practice (see Figure 6). In SLA, writing skills can act as a bridge to speaking skills. GBL allows students to choose the communication form they are most comfortable with, enabling them to gradually build vocabulary and sentence structures through text, which can later boost confidence and speaking fluency via voice chat.

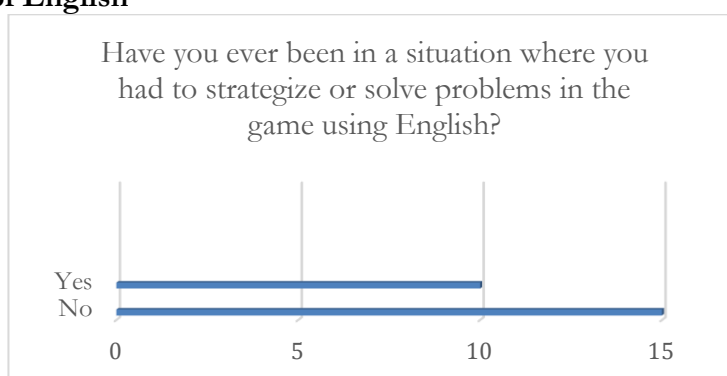### 3.1.8. Strategic Use of English

Figure 7. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

About 40% of Mobile Legends players reported using English for problem-solving or strategizing within the game. This represents a direct application of experiential learning (Kolb, 1984) (see Figure 7), where students practice language in authentic, goal-oriented situations. In SLA, meaningful language use accelerates acquisition because the input serves a real purpose. Furthermore, in GBL, solving problems in games enhances both language skills and critical thinking and collaboration.

3.1.9. Most Improved Skill

In your opinion, which English skill has improved the most after playing Mobile Legends or Free Fire?
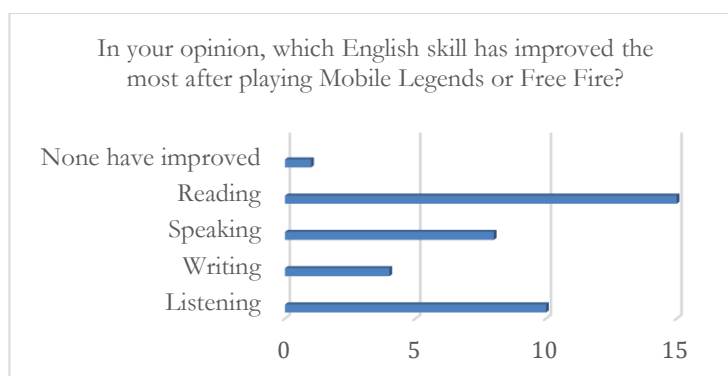
Figure 8. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

The most improved skills were listening (40%) and reading (36%)—receptive skills that develop through exposure (see Figure 8). This supports Krashen's emphasis on input-driven acquisition, where receptive skills often develop before productive ones. In GBL, these skills are supported by active involvement in game narratives and communication, building a strong foundation for future speaking and writing development.

3.1.10. Conversation Comprehension

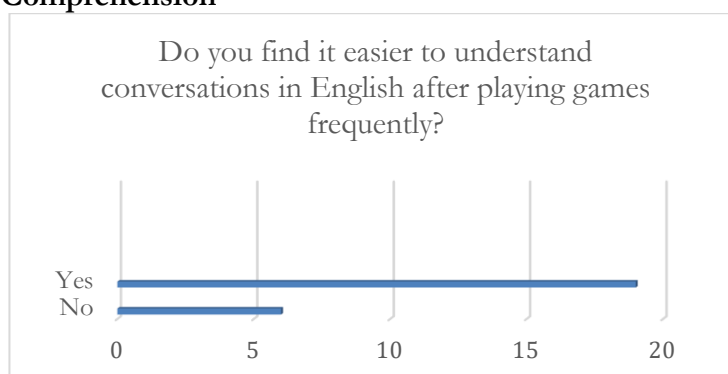Do you find it easier to understand conversations in English after playing games frequently?

Figure 9. Data from Questionnaire Interviews on the Impact of Mobile Legends on Students' Perceptions

A high percentage (80%) of Mobile Legends players reported improved ability to understand English conversations after regular gameplay (see Figure 9). This indicates enhanced listening skills due to constant exposure to audio instructions and peer interaction. Within SLA, repeated exposure to meaningful input in real-time contexts facilitates natural language understanding. In GBL, direct engagement in real-time communication also enhances response ability and quick language processing.

3.2. Interview Findings and Descriptive Analysis

Semi-structured interviews were conducted with active Mobile Legends players and non-players to gain in-depth insights into the game's influence on students' English language skills.

3.2.1. Dzaky Nabil Abdullah (Duolingo Score: 130 – CEFR C1)

Dzaky, an active Mobile Legends player, reported a high level of understanding of in-game English instructions without the need for translation, citing phrases like "Attack the Lord" or "Retreat" as familiar due to frequent exposure. He initially found terms such as "split push" or "gank" confusing but learned them after constant exposure and learning from foreign streamers' live streams. Dzaky chats often with foreign teammates in English, taking advantage of text and voice chats, preferring voice for faster

exchange. He personally mentioned improvement in the aspect of speaking and writing due to this constant chat within the game, that the gaming platform provides a more exciting and practical learning platform than in the classroom. His experience directly relates to Krashen's Input Hypothesis, where comprehensible input through regular game-playing facilitates natural acquisition of language. Furthermore, his improved confidence in speaking English in a game context supports the Affective Filter Hypothesis, as the relaxing environment of gaming reduces fear. Dzaky's case also displays Game-Based Learning (GBL), where immediate interaction and real tasks enhance speaking and writing skills.

3.2.2. M. Hidayat Saputra (Duolingo Score: 125 – CEFR B2)

M. Hidayat, who also plays Mobile Legends, mentioned extremely strong acquaintance with English commands. According to him, he was initially lost with the application of words like "flank" or "respawn," but made it clear that constant exposure and contextual education enabled him to understand their meanings. He frequently applies English in ranked modes for global players and acquired new vocabulary like "cover me," "rush," and "retreat.". Hidayat noted significant improvements in his listening, speaking, and reading abilities. While he prefers text chat for safety, he occasionally uses voice chat for efficiency. He firmly believes that gaming is more effective for language learning than traditional classroom settings due to its real-time application of the language. Hidayat's experience clearly showcases experiential learning, a core tenet of GBL (Kolb, 1984), where active participation directly leads to learning. His improvements across various skills affirm Krashen's theory that language acquisition is more effective when input is meaningful and contextual. His growth in motivation and confidence also indicates a low affective filter, which is conducive to language development.

3.3. Scoring Data Analysis

Table 1. Score

Score	CEFR Level	English Proficiency Description
10–20	A1	Beginner: Understands basic words and phrases
25–55	A2	Elementary: Understands simple and routine information
60–85	B1	Intermediate: Understands main points in general contexts
90–115	B2	Upper-Intermediate: Understands main ideas in complex texts
120–140	C1	Advanced: Understands long and demanding texts
145–160	C2	Proficient: Easily understands almost all forms of language

Source: https://englishproficiency.com/duolingo/scoring/ (2025)

Table 2. Duolingo English Test Score Classification

Name	Duolingo Score	CEFR Level	Game	Improved Skills
Dzaky Nabil Abdullah	130	C1	Mobile Legends	Speaking, writing, listening, vocabulary
M. Hidayat Saputra	125	B2	Mobile Legends	Listening, reading, strategic communication

Source: Processed from primary data (2025)

The Duolingo English Test scores of Dzaky Nabil Abdullah (130, CEFR C1) and M. Hidayat Saputra (125, CEFR B2) reinforce the findings from the questionnaire and interviews, indicating high English proficiency among active Mobile Legends players (see Table 1 & 2). Dzaky's C1 level signifies an advanced ability to understand complex texts and express himself fluently. This high score aligns with Krashen's Affective Filter Hypothesis, where low anxiety and high motivation, often found in engaging gaming environments, promote successful language acquisition. His experience also fits Kolb's Experiential Learning Theory, where gaming provides a cycle of concrete experience, reflective

observation, abstract conceptualization, and active experimentation in language use. M. Hidayat's B2 level demonstrates an upper-intermediate proficiency, allowing him to understand main ideas in complex texts and interact spontaneously. This proficiency suggests that continuous exposure to comprehensible input, slightly above his current level (i+1), as provided by Mobile Legends, contributes significantly to language acquisition. From a Game-Based Learning perspective, Hidayat represents a digital native who actively acquires language through interactive media, utilizing real-time interactions with international players to enhance his listening, reading, and speaking skills.

These scores collectively validate the idea that Mobile Legends creates a rich, language-intensive environment that supports both receptive (listening, reading) and productive (speaking, writing) language development. While Hidayat mentioned a tendency towards game addiction disrupting his study and rest schedules, and Dzaky noted frustration with communication failures due to accents, the overall impact on their English proficiency appears to be substantially positive.

3.4. Discussion

This section provides a comprehensive discussion of the findings to address the research question: "How do Mobile Legends contribute to the development of English language skills among students at SMK N 2 Pekalongan?" The analysis and interpretation are based on the theoretical frameworks of Second Language Acquisition (SLA) and Game-Based Learning (GBL), explaining how the findings reflect the real experiences of the students. Mobile Legends contributes significantly and positively to students' English language development through its immersive and interactive design. The game consistently exposes students to English vocabulary, commands, dialogues, and textual information within its environment. Players frequently encounter strategic and role-specific vocabulary such as "gank," "split push," "tank," "jungler," and "retreat." These terms are repeatedly used and reinforced through direct communication with other players via both voice and text chat. Standard commands like "Attack the Lord," "Defend the base," and "Push mid" require quick understanding and real-time application. This repetitive exposure leads to natural internalization of vocabulary and language structures, often without formal instruction.

The dynamic player interactions in Mobile Legends, especially in ranked modes with international players, demand strategic communication in English. This not only makes communication functional but also helps students develop confidence in speaking and writing through live chats and voice messages. The questionnaire data further support this, with 88% of students reporting encountering new English vocabulary, aligning with Krashen's Input Hypothesis that language acquisition occurs with comprehensible input in meaningful contexts. Furthermore, the 76% of students who could understand English instructions without translation indicate an internalization of language structures, supporting Krashen's Natural Order Hypothesis, where comprehension precedes production. Interviews with players like Dzaky and Hidayat further confirmed this, as they described overcoming initial difficulties with terms through repetition and real-world application within the game.

From the Game-Based Learning perspective, Mobile Legends offers an experiential learning platform where students are active participants. The game demands real-time responses, strategic thinking, and cooperation—often in English. This mirrors authentic communication scenarios that enhance both linguistic and cognitive skills, requiring players to understand and respond to teammates effectively, thus supporting practical and functional language use. Therefore, Mobile Legends acts as an informal classroom where language is learned through doing, problem-solving, and peer interaction. Among the four core language skills, significant improvements were primarily observed in listening and reading. These receptive skills are naturally strengthened through continuous exposure to game instructions, dialogues, and texts in English. The questionnaire indicated that 40% of students perceived their listening skills improved the most, followed by 36% for reading. These findings align with SLA theory, especially the Input Hypothesis, which emphasizes the importance of meaningful exposure to the target language. Listening skills are enhanced by the need to understand voice prompts, sound effects, and spoken communication for effective gameplay, with students noting a gradual understanding of English instructions through

repetition and context. Reading skills improve as students engage with on-screen texts, such as game narratives, mission objectives, and chat messages, requiring real-time comprehension and direct application.

While speaking and writing skills showed slightly less development than receptive skills, progress was evident, especially among students who actively communicated with other players. Interviewed students reported increased confidence in speaking, particularly when interacting with foreign players in the game. Writing skills improved through text-based communication, allowing students to practice composing short, functional sentences during gameplay. Although informal, these productive outputs contribute significantly to language development. Duolingo test results further supported these findings, with active Mobile Legends players achieving higher CEFR levels (B2 to C1), confirming the effectiveness of game-based environments in developing receptive skills and fostering growth in productive language abilities. Thus, Mobile Legends facilitates both passive learning and active communication development.

However, it is critical to understand the negative impacts concerning Mobile Legends. One of the central concerns is the prospect of addiction and disruption of learning behaviors. Excessive playing leads to addiction, depriving students of time spent on academic activities, sleep, and productivity. This unreliability impacts students' performances in school. Challenges in cross-cultural and accent communication are also concerns. Students may struggle to listen to players who talk with unfamiliar accents or inconsistent speech patterns, leading to communication failure and frustration in the game. Furthermore, though games offer speaking practice, some students are apprehensive when engaging in spontaneous spoken interaction, especially in stressful in-game moments, which can bring them down momentarily. Finally, Mobile Legends is most often used in informal and functional language, which often consists of slang and abbreviations. This can lead to inadequate exposure to formalized forms of grammar, which may interfere with the ability of students to use proper grammar in formal communication or writing if not balanced with formalized learning.

In summary, Mobile Legends has a high potential as an informal learning tool for improving students' English language skills, particularly vocabulary development, confidence, quick thinking, and receptive skills such as listening and reading. Its interactive and immersive nature provides actual-life language situations consistent with SLA and GBL principles to allow for spontaneous language acquisition. However, the access should be used optimally in moderation and prudently to accelerate learning without compromising students' school responsibilities and overall well-being.

4. CONCLUSION

Based on the research conducted at SMKN 2 Pekalongan, it can be concluded that the online game Mobile Legends has a significant influence on students' English language proficiency, particularly in receptive skills, namely listening and reading. This game serves as an effective form of informal learning media as it presents authentic and interactive language contexts, allowing students to acquire English naturally through digital environments. Through exposure to English commands, real-time communication with teammates from different countries, and various system instructions and in-game narratives, students receive rich and meaningful language input. This aligns with Krashen's Second Language Acquisition (SLA) theory, especially the concept of comprehensible input, which suggests that learners acquire language effectively when they are exposed to language input slightly above their current proficiency level. Moreover, the relaxed and enjoyable atmosphere provided by the game lowers learners' anxiety levels, in accordance with the Affective Filter Hypothesis, thereby increasing their confidence in listening and speaking.

The greatest improvement is in the capacity to understand both spoken and written instructions, reflected in the growth of listening and reading skills. While others also mentioned improvements in speaking and writing, these productive skills improved at a rate slower than the listening and reading skills because there was less need for the construction of complex sentences in game play. Conversely, consideration should be given to the negative consequences that can emerge. There were students who confessed to being game addicted, which influenced their sleep patterns, worsened their attention to

academic activities, and worsened study habits. The very informal language that is used in games, ranging from slang to abbreviations, can also prevent students from learning proper grammar or formal English use if they are not complemented with instructional lessons. The game itself does not offer wide latitude for the development of advanced speaking and writing proficiency unless the students themselves imbibe these habits. In conclusion, Mobile Legends holds great potential as a contextual, authentic, and experience-based learning tool for English language acquisition. However, this potential must be used wisely and in moderation to ensure that the benefits are maximized without sacrificing students' academic responsibilities and well-being.

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Ethical approval

Furthermore, the author wishes to acknowledge the use of tools such as the Duolingo English Test (practice version) and other digital platforms that facilitated the data collection and analysis. All technical and logistical support during the study was carried out independently.

Informed consent statement

Not Applicable.

Authors' contributions

S.N.W.: Conceptualization, methodology, investigation, data curation, writing original draft preparation. Sariani: Formal analysis, validation, writing review and editing, supervision. D.A.F.: Literature review, theoretical framework development, project administration, final manuscript approval.

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Statement of Disclosure

The authors declare no conflicts of interest.

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Siti Nur Waqidah is a final-year undergraduate student in the English Language Education Program at Universitas Pekalongan. Her academic interests include English language learning, digital media in education, and the impact of gaming on language acquisition. She has been actively involved in research

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