

**ENGLISH VOCABULARY DEVELOPMENT IN USING
MOBILE LEGENDS APPLICATION AMONG TEENAGERS'
AT PINTU PADANG JULU VILLAGE**



SKRIPSI

*Submitted to the Department of English Education in a Partial fulfillment of the
Requirement for the Degree of Strata 1 (Bachelor of Education) in English
Language Education*

By :

Nur Azizah Nasution

NIM : 21130020

STAIN MADINA

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
STATE COLLEGE OF ISLAMIC STUDIES
MANDAILING NATAL**

2026

STATEMENT OF AUTHENTICITY

By signing this form, I

Name : Nur Azizah Nasution
Student Registration Number : 21130020
Place and Date of Birth : Hutabaringin, 25th May 2002
Status : Student
Address : Pintu Padang Julu

Certify that this *skripsi* entitled: **“English Vocabulary Development In Using Mobile Legends Application At Teenagers' At Pintu Padang Julu”** is original and representing my own work, except all sources that I have used have been properly and clearly acknowledged.

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Panyabungan, July 2026

The researcher,



Nur Azizah Nasution

NIM. 21130020

ADVISORS' APPROVAL SHEET

This is to certify that the thesis entitled: "**English Vocabulary Development In Using Mobile Legends Application At Teenagers' At Pintu Padang Julu**" was written by Nur Azizah Nasution, student registration number 21130020, has been approved by the advisors of *skripsi* to be examined by the Board of Examiners.

Panyabungan, February 2026

First Advisor



Dr. Syamsiah Depalina Siregar, M.Pd
NIP. 198609192019082001

Second Advisor

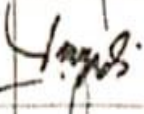


Sartika Dewi Harahap, M.Hum
NIP. 199108122019082001

LEMBAR PENGESAHAN TIM PENGUJI

Skripsi ini berjudul "English Vocabulary Development In Using Mobile Legends Application Among Teenagers' At Pintu Padang Julu Village" a.n Nur Azizah Nasution NIM : 21130020, Program Studi Tadris Bahasa Inggris telah dimunqasyahkan dalam sidang munqasyah program sarjana Sekolah Tinggi Agama Islam Negeri (STAIN) Mandailing Natal, pada tanggal 28 Juli 2026.

Demikianlah persetujuan ini diberikan untuk dapat dipergunakan seperlunya.

No	Nama/NIP Penguji	Jabatan dalam Tim	Tanda Tangan	Tanggal Persetujuan
1.	Akhriif Yahsya, M.Hum NIP. 198412302019031005	Ketua/ Penguji I		15/08/26
2.	Suadi, M.Pd NIP. 198910282019031013	Sekretaris/ Penguji II		14/08/26
3.	Dr. Syamsiah Depalina Siregar, M.Pd NIP. 198609192019082001	Penguji III		21/8'26
4.	Sartika Dewi Haahap, M.Hum NIP. 199108122019082001	Penguji IV		14/08/26

Mandailing Natal, Agustus 2026
Mengetahui
Ketua STAIN Mandailing Natal

Dr. Murni Sarudin Lubis, M.Ed
NIP. 197305012003121004

ABSTRAK

Nur Azizah. (2026). Pengembangan Kosakata Bahasa Inggris dalam Penggunaan Aplikasi Mobile Legends pada Remaja di Desa Pintu Padang Julu. Skripsi. Program Studi Tadris Bahasa Inggris, Sekolah Tinggi Agama Islam Negeri (STAIN) Mandailing Natal.

Penguasaan dan pengembangan kosakata merupakan fondasi utama dalam pemerolehan bahasa Inggris. Pemanfaatan media digital yang interaktif di luar lingkungan formal dapat mendukung remaja dalam mempelajari bahasa Inggris secara mandiri. Salah satu media yang populer di kalangan remaja saat ini adalah aplikasi permainan Mobile Legends, yang memuat berbagai instruksi dan fitur berbahasa Inggris. Penelitian ini bertujuan untuk menganalisis proses pengembangan kosakata bahasa Inggris melalui aplikasi Mobile Legends pada remaja di Desa Pintu Padang Julu serta mengidentifikasi kesulitan-kesulitan yang mereka hadapi dalam memahami kosakata tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui teknik observasi, wawancara, dan dokumentasi, sedangkan keabsahan data diuji menggunakan triangulasi metode. Hasil penelitian menunjukkan bahwa pengembangan kosakata terjadi secara insidental melalui pemaparan berulang saat bermain game, khususnya pada menu item/peralatan, pemberitahuan kill, dan peringatan sistem. Untuk memahami kata-kata baru, para remaja menerapkan beberapa strategi, antara lain menggunakan alat penerjemah digital, mengamati aksi visual di dalam game, pembiasaan, serta berdiskusi dengan teman sebaya. Meskipun demikian, kosakata yang diperoleh sebagian besar masih terbatas pada konteks permainan dan sulit diterapkan dalam komunikasi sehari-hari. Selain itu, para peserta mengalami kesulitan terkait pengucapan, ejaan, tata bahasa, dan makna kontekstual karena aplikasi ini tidak menyediakan penjelasan bahasa secara eksplisit. Kesimpulannya, Mobile Legends berkontribusi terhadap pengembangan kosakata bahasa Inggris secara insidental pada remaja, namun efektivitasnya masih terbatas pada kosakata berbasis permainan dan belum sepenuhnya mendukung penguasaan bahasa secara komprehensif.

Kata Kunci: Remaja, Pengembangan Kosakata, Aplikasi Mobile Legends

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Reseacher



Nur Azizah Nasution

RPM.21130020

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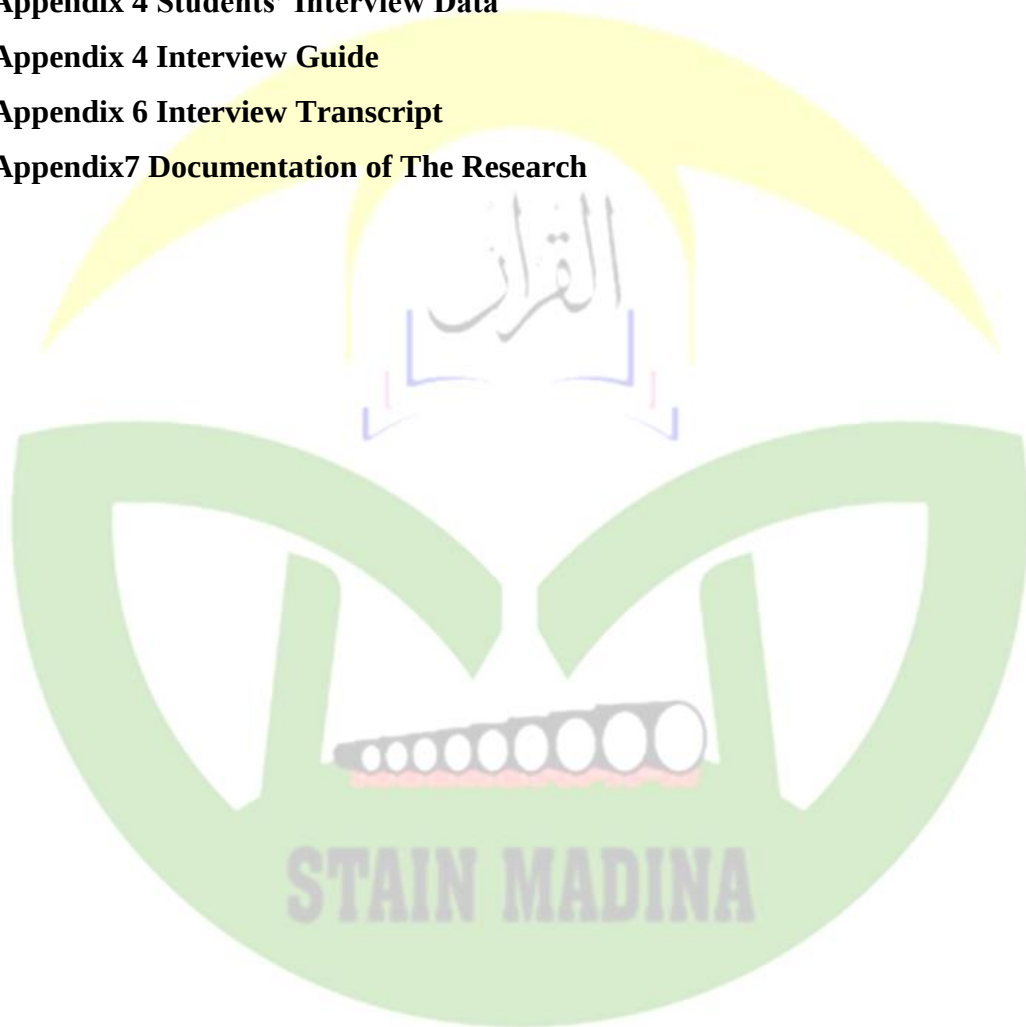
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CHAPTER I

INTRODUCTION

A. Background Of Study

Language serves as a means for us to verbally communicate with others, whether they are nearby or far away. Therefore, language plays a crucial role in human life (Sumalu, 2022). Beyond communication, language functions as a reflection of cultural identity and character. The proper use of language influences individual behavior and societal values, contributing to the development of national character. It also acts as a medium for preserving and transmitting knowledge, culture, and technological advancements, thereby supporting societal progress and education.

English language learning has permeated many segments of society, notably among adolescents who are students in the eighth and ninth grades in Probolinggo. The researcher has chosen to focus on students at these grade levels because, according to the current Indonesian curriculum, English is introduced as a compulsory subject starting from junior secondary education. This makes them an ideal population for examining how external factors, such as digital applications or media, may influence their vocabulary development and overall language proficiency (Nuriyah, 2023).

English has seen substantial growth in Indonesia, largely driven by globalization and technological advancements. As a global language, it plays a crucial role in the educational landscape, especially in junior high schools where it is a required subject. The curriculum is designed to encompass essential skills, including vocabulary, grammar, and sentence structure, all aimed at improving students' abilities in listening, speaking, reading, and writing (Sinaga et al., 2025). This comprehensive approach ensures that students are well-equipped to navigate the demands of a globalized world.

In the process of learning English, there are several key skills that learners must master, including speaking, writing, reading, and listening. Each of these

components plays a vital role in achieving overall proficiency in the language. Speaking allows individuals to communicate effectively and express their thoughts, while writing enables them to convey ideas in a structured manner (Sani et al., 2024). Mastering vocabulary involves more than just knowing word definitions; it also requires an understanding of the broader meanings and nuances that words can convey, both in general and within specific contexts.

According to (Baskarani, 2016), there are several key aspects of vocabulary that students need to master: word meaning, which includes not only basic definitions but also contextual and connotative meanings; word use, which involves understanding collocations, language style, and levels of formality; word formation, which refers to knowledge of prefixes, suffixes, and word derivation processes; and word grammar, which includes the grammatical functions of words, possible word combinations, and how they fit into sentence structures. A comprehensive understanding of these elements is essential for students to use vocabulary accurately and effectively in various communicative situations..

Fatmawati et al (2022) emphasizes that a comprehensive understanding of vocabulary requires broad vocabulary knowledge of several key aspects to ensure students can use words accurately and effectively in communication. However, various factors hinder students from mastering vocabulary, which can generally be categorized into internal and external factors. Internally, students often face challenges in understanding and remembering new words, which limits their ability to speak fluently and express themselves clearly.

Vocabulary knowledge goes beyond merely memorizing words; it involves understanding their meanings within specific contexts. This skill is especially crucial for second language learners. Vocabulary is a fundamental element of language acquisition because without an adequate vocabulary, individuals cannot effectively communicate, either orally or in writing. Vocabulary development enhances one's ability to speak, write, read, and listen with confidence and fluency (Fatmawati et al. (2022) in (Zanuar et al., 2024) .

Significant changes in both learning outcomes and student behavior, as students simultaneously learn to receive information and express themselves. It

encourages students to be more active because it involves simple, engaging activities that have positively impacted many learners since their introduction (Rahayu, 2016). This method increases students' enthusiasm for learning and boosts their confidence in expressing their opinions because it incorporates movement and interactive challenges. Students are also motivated by the problem-solving aspects presented during the activities.

Mobile Legends features a variety of communication tools, both verbal and non-verbal, specifically designed for Android and iOS devices, including Discord, voice chat, microphone, emojis, and stickers, which facilitate interaction between players or teams-even with those from different countries. This comprehensive communication system has given rise to many popular terms among gamers, such as AFK, noob, surrender, recall, push, turret, roaming, farming, mid lane, gold lane, lord, buff, HP, and damage, which are now commonly used in everyday conversations by players. Additionally, many players often imitate the in-game character dialogues, unconsciously expanding their vocabulary. These communication features not only strengthen teamwork but also enrich the overall gaming experience and social interaction within the game (Alyana et al., 2024).

The gap in this research lies in the fact that previous studies mainly focus on quantitative measurement of vocabulary mastery without exploring the actual process of vocabulary development specifically how players move from merely recognizing gaming jargon to understanding and applying these terms contextually during. This understanding is often gained unconsciously, as players are exposed to the same words repeatedly while playing the game, most of the users play Mobile Legends with varying frequencies. While about one-third of them have never played the game, 25.7% play it once or twice a week, 14.3% play three to five times weekly, and some play daily. This data indicates that Mobile Legends is quite popular among teenager (Pardede, 2024).

In the game Mobile Legends, there are several important terms frequently used by players to describe various aspects of gameplay. Terms such as Double Kill, Triple Kill, Maniac, and Savage refer to a player's achievement of consecutively killing two to five enemies within a short period, reflecting their skill and impact

in the match. Additionally, hero denotes the character chosen by the player, while skin refers to the visual customization of the hero. The map is the battlefield where the game takes place, consisting of different areas or lands that serve as strategic focal points for teams. A player is an individual participant, and teams are groups of players cooperating to win. The term features encompasses various game elements such as modes and ranking systems, whereas continue is commonly used as an option to resume the game after a pause (Sinaga et al., 2025).

In this study, the researcher aimed to explore teenagers' perceptions of the Mobile Legends game in relation to their vocabulary development. Vocabulary development, as defined in this research, refers to the acquisition of new words that students recognize in terms of meaning, spelling, correct pronunciation, and appropriate usage. Based on the explanation above the researcher is interested in researching "English Vocabulary Development In Using Mobile Legends Application Among Teenagers At Pintu Padang Julu Village".

Qualitative researchers select participants who can best help them understand the research problem and the research question. This is typically done through purposive sampling (Creswell, 2009). The researcher select Pintu Padang Julu Village, although a rural area, shows a high level of engagement among teenagers in playing Mobile Legends. Based on initial observation, the researcher found that many of them play the game regularly and show strong interest, especially during their free time after school. Most of the teenagers use the English language setting in the game, influenced by peers or a desire to understand terms used by global players. This leads to frequent exposure to English vocabulary in various game features, such as hero names, items, and commands. Most of the teenagers use the English language setting in the game, influenced by peers or a desire to understand terms used by global players. This leads to frequent exposure to English vocabulary in various game features, such as hero names, items, and commands.

Considering their strong interest, consistent gameplay, and exposure to English, Pintu Padang Julu Village is consider a relevant location to explore how Mobile Legends can support English vocabulary development in an informal learning context. In this research, the researcher aims to examine the extent to which

online games-specifically Mobile Legends-affect teenagers' English vocabulary acquisition during the playing game Mobile Legend process. Most teenagers who play Mobile Legends in Pintu Padang Julu are between the ages of 13 until 18. Based on initial observations, the game is more frequently played by male teenagers, although several female teenagers are also actively involved in playing it.

The focus of this study is to determine how much playing Mobile Legends contributes to improving teenagers English vocabulary skills. By investigating this, the researcher hopes to understand whether engaging with the game can support teenagers' in expanding their vocabulary and enhancing their language proficiency. This topic is considered relevant since many teenagers' are actively involved in online gaming, and previous studies have shown that such games can have a positive impact on vocabulary development and language learning. While previous studies have widely explored online games and vocabulary learning, the novelty of this study lies in investigating English vocabulary acquisition through Mobile Legends specifically among teenagers in a rural context (Pintu Padang Julu Village) within an informal, self-directed learning environment.

B. Formulation of The Study

The research seeks to address the following questions:

1. How is the English vocabulary development in using Mobile Legends application among teenagers at Pintu Padang Julu village?
2. What are the teenagers difficulties in English Vocabulary development in using Mobile Legends application at Pintu Padang Julu village?

C. Objectives of The Study

The objectives of this research are as follows:

1. To analyze the impact of the Mobile Legends application on the development of English vocabulary among teenagers' at Pintu Padang Julu village.
2. To identify specific vocabulary terms that teenagers' frequently acquire from interacting within the Mobile Legends game.
3. To examine the factors that influence the effectiveness of vocabulary acquisition through this gaming application among teenagers.

D. Identification of The Study

The study identifies several issues related to the influence of the Mobile Legends application on teenagers' English vocabulary development among teenagers at Pintu Padang Julu village. These issues include the extent to which teenagers acquire new English vocabulary through the game, the effectiveness of the application in fostering language learning outside the classroom, and the potential factors influencing vocabulary acquisition, such as teenagers' motivation, exposure, and frequency of use.

E. Significance of The Study

This research holds significance in several aspects:

1. **Theoretical Significance:** This study will contribute to the literature on digital gaming and language learning by exploring how mobile applications like Mobile Legends facilitate vocabulary acquisition in informal learning environments.
2. **Practical Significance:** The findings of this study can provide insights for educators, parents, and policy makers on how popular gaming applications can serve as tools for vocabulary development. It may encourage educational stakeholders to consider integrating technology and gaming applications into language learning approaches.
3. **Social Significance:** This research will offer an understanding of the ways students interact with English through gaming, potentially broadening perspectives on the educational potential of digital media in rural areas.

F. Key Terms

The definition of key terms includes the explanation of important concepts that are central to the research topic. This aims to prevent any misunderstanding or misinterpretation of the terms as intended by the researcher .

a) Vocabulary Knowledge

Vocabulary knowledge is basically the ability to understand the meaning of words, which is really important when it comes to learning. This skill helps someone to make sense of complicated sentences and ideas, as well as to pronounce words correctly. Having a good

vocabulary is a key factor in making the learning process easier and more effective because it allows us to communicate and understand information better.

b) Mobile Legends Game

Mobile Legends is an online multiplayer game where two teams compete against each other. The goal is to destroy the enemy's base while protecting your own. Players control heroes, which are characters that can be leveled up to become stronger and survive longer in battles. Each team has five players, and they can talk to each other using voice chat, which helps them work together and plan their strategies during the game.

c) Vocabulary in Mobile Legends

The vocabulary in Mobile Legends includes special words and phrases used in the game. These appear as notifications from heroes during matches or as voice lines when players use skills, win, or lose. Knowing this vocabulary is useful for players because it helps them understand what's happening in the game and communicate better with their teammates. English is the study obtained through the learning process. In order of the status of English as English Foreign Language (EFL) in Indonesia, nonnative speaker students have difficulties in learning English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary Vocabulary forms the cornerstone of language proficiency, profoundly influencing students' abilities to speak, listen, read, and write. It comprises the words individuals know and deploy in communication, allowing them to interpret and express ideas across diverse contexts (Nashruddin, 2024). (Hajis, 2014) defines it more precisely as the full range of syllables and terms a person comprehends and employs within a given language, each carrying nuanced significance especially in foreign language acquisition.

In English learning, vocabulary underpins comprehension and interaction (Zanuar et al., 2024). Learners lacking depth here falter in absorbing concepts, articulating thoughts, or sustaining dialogue. Robust word knowledge empowers them to tackle texts, heed directions, and thrive in academic or casual settings. It splits into expressive forms (words voiced in speech) and receptive ones (terms grasped through listening) (Mofareh, 2015).

Baskarani (2016) frames vocabulary acquisition as a teacher's guided walkthrough of word meanings, vital for navigating textbooks and beyond. This equips students to sidestep dictionary pitfalls, map equivalents between target and native tongues, and apply terms contextually. Effective instruction transcends rote lists, embracing multifaceted strategies that embed words in real use and bolster holistic proficiency. Teachers must thus strategize thoughtfully, wielding fresh techniques to captivate learners and foster retention (Nashruddin, 2024).

Such pedagogical insights often emerge from qualitative research, where analysis unfolds inductively: gather data via interviews, observations, or artifacts; condense it to essentials; display patterns thematically; then infer and verify conclusions. Tools like thematic analysis uncover recurring motifs, narrative approaches unpack lived experiences, and content scrutiny dissects textual layers (Yulianty & Jufri, 2020, as cited in (Malahati et al., 2023)). Ultimately, vocabulary

denotes the lexicon individuals wield or recognize for exchange, encompassing a language's full spectrum tailored to any discourse.

b. Types of Vocabulary

Vocabulary acquisition hinges on distinguishing its core types, a framework (Dakhi & Fitria, 2019) outline by separating receptive from productive dimensions. Receptive vocabulary covers words grasped during language intake: those encountered in listening, where auditory input demands immediate recognition, or in reading, which relies on visual decoding for comprehension. Productive vocabulary shifts to output-oriented use speaking for spontaneous verbalization and writing for structured expression. Among these, active vocabulary stands out as the subset fully internalized by users, allowing seamless retrieval in dialogue or text without pause; it forms the bedrock of fluid, intuitive communication.

This distinction aligns with Hajis (2014) more granular classification, which organizes vocabulary into four modality specific categories rooted in practical language functions.

- a. Writing vocabulary denotes terms routinely embedded in textual production. As learners refine their compositional abilities, they amass a broader repertoire, transforming rudimentary phrases into nuanced arguments a process central to advancing lexical command.
- b. Oral vocabulary, by contrast, captures the lexicon mobilized in spoken discourse, from casual exchanges to strategic verbal planning. It prioritizes phonetic fluency and contextual relevance, enabling effective interpersonal navigation.
- c. Reading vocabulary involves the words decoded and interpreted amid textual encounters, underpinning the ability to extract meaning from diverse sources like narratives or expository works.
- d. Listening vocabulary addresses aural comprehension, where terms must be discerned from spoken streams despite variables like intonation or background noise.

In essence, language vocabulary partitions along these axes writing, oral, reading, and listening each tailored to distinct communicative channels (Hajis, 2014). Writing growth through practice enriches expressive range; oral honing fosters dialogic agility; reading sharpens analytical intake; listening bolsters perceptual acuity. Targeted development across all four not only mitigates proficiency gaps but also cultivates integrated language competence, vital for EFL contexts where multimodal exposure, such as digital gaming interfaces, accelerates holistic mastery.

Linking vocabulary practice to personal hobbies offers a pathway to more effective retention. Consider learners who immerse themselves in music: repeated exposure to lyrics or movie scripts naturally introduces and reinforces new terms. Gamers, too, build lexicon through in-game contexts, such as strategy calls in Mobile Legends. When instruction taps into these enjoyed pursuits, acquisition gains traction engagement rises, and learning feels less imposed (Amanda, 2023). Basri (2020) catalogs strategies that EFL students adopt for vocabulary upkeep and application, each building on the last.

- a. Learners sustain words by leaning on aids like peers for clarification, physical items for association, or apps for instant lookup. These resources speed up meaning capture and aid in unpacking texts.
- b. Cognitive approaches demand direct handling of the language itself through dissection, jotting notes, contextual drills, or structured pronunciation work. In practice, this means looping back to words at bedtime, copying them out, firing off texts with them, or weaving them into online posts.
- c. Compensation fills the gaps when full command falters. It equips users to convey or grasp ideas via whatever grammar and words they hold, bridging toward fuller fluency.

Collectively, these strategies constitute a comprehensive toolkit: aids provide an initial foothold, cognitive methods offer depth, and compensation strategies extend reach, thereby fostering robust mastery in the face of everyday language demands (Basri, 2020).

2. Game Online

Online games are interactive digital experiences that enable multiple players to engage simultaneously via internet connections, facilitating real-time interaction and collaboration irrespective of geographical locations (Novrialdy, 2019). These games are accessible through computer networks, including the internet or local area networks (LAN), allowing users to connect devices for multiplayer participation. They often incorporate electronic visuals to create immersive environments and necessitate ongoing internet access for gameplay and communication (Adams & Rollings, 2007) in (Rompas et al., 2023).

a. Positive Effects of Online Gaming

The positive effects of online gaming encompass enhanced English language acquisition, improved academic focus, development of patience, and cultivation of teamwork abilities. Such games stimulate cognitive growth in children by promoting cooperative behaviors and perseverance in goal-oriented tasks, where participants learn accountability within groups and collaborative dynamics. Patience emerges from navigating complex or unpredictable scenarios, while sustained attention to gameplay tasks bolsters concentration. Furthermore, linguistic exposure within games aids English proficiency. When approached responsibly, these benefits contribute to holistic cognitive, emotional, and social advancement (Mertika & Mariana, 2020).

b. Classification of Video Game Genres

Petter et al. (2018) delineate video game genres based on distinct gameplay mechanics, interaction modes, and thematic elements. The Action genre emphasizes hand-eye coordination and physical dexterity for in-game activities. Adventure games center on puzzle-solving and challenge completion within narrative-driven, non-confrontational settings. Action Adventure blends these, integrating short- and long-term objectives without necessitating player collaboration or rivalry.

Board/Card genres replicate traditional tabletop and card games in digital form. Casual games feature minimal progression demands, with incremental advancements and accessible pricing or free availability. Massively Multiplayer

Online (MMO) games offer intricate graphics and persistent virtual worlds where numerous players engage in cooperative or competitive interactions, maintaining continuity even during player inactivity. Role Playing games involve scripted narratives where users embody characters and interact socially, often overlapping with MMO formats. Simulation games emulate real-world processes or scenarios, whereas Sports games replicate athletic events, either authentic or fictional, against AI opponents. Strategy genres demand analytical reasoning and strategic foresight for objectives like team success or territorial control.

This genre framework underscores the variety in gaming experiences. Within this context, Mobile Legends: Bang Bang aligns with the MMO category, specifically as a Multiplayer Online Battle Arena (MOBA) game. It is a real-time multiplayer experience in which two teams of five players vie on a strategic map to achieve objectives, emphasizing teamwork, individual prowess, and tactical planning. The game sustains ongoing online environments with extensive player engagement, aligning with MMO characteristics as described by Stacie, Connie, Diane, and Robyn (2018). It also integrates real-time strategy and role-playing elements, as participants command unique heroes with specialized roles and abilities to fulfill collective goals.

3. Mobile Legend

a. Defenition Of Mobile Legend

Mobile Legends: Bang Bang (MLBB), developed by Moonton, was launched in 2016 and has since garnered substantial market success. It frequently tops Play Store rankings, with over 500 million installations recorded by 2023. As a Multiplayer Online Battle Arena (MOBA) game, it involves competitive matches where two teams of five players select from a variety of heroes, each with distinct abilities, to add strategic depth to the gameplay (Hidayat, 2024)).

Moonton, a Shanghai-based company established in 2014, published MLBB globally on July 11, 2016, initially for Android. By March 2018, the game had surpassed 100 million downloads on Google Play, reflecting its widespread adoption. In Indonesia, its popularity is evident through its official Facebook page, which amassed 10.8 million followers and 10.4 million likes by September 2018

(Yogatama et al., 2019). As of 2025, MLBB boasts more than 1.465 billion global downloads and over 110 million monthly active users. Its enduring appeal stems from user-friendly mechanics, regular updates to heroes and graphics, a broad hero selection, and a vibrant esports landscape, including events like the Mobile Legends South East Asia Cup and the Mobile Legends Professional League in Indonesia. Moonton's commitment to innovation and player input has sustained this growth, positioning MLBB as a leading mobile game worldwide.

Particularly popular in Southeast Asia, MLBB had achieved over 7.6 million downloads by December 2024, solidifying its status as the most downloaded MOBA game globally (Tamba & Panday, 2021). Games, in general, are rule-based activities that determine winners and losers, providing entertainment, especially during stressful periods like academic workloads. They appeal to all age groups and contribute to brain development by enhancing concentration and agility.

Prior to digital games, traditional games dominated as primary entertainment for children. However, technological advancements have led to their decline, replaced by innovative digital formats that attract both children and adults. These modern games promote interdependence and serve as tools for communication, strengthening social bonds in contemporary society (Putra, 2023). MLBB exemplifies this shift, driving player ambition but also risking eye strain from prolonged screen exposure.

Zone of Proximal Development refers to the difference between what learners can do independently and what they can achieve with guidance or support from more knowledgeable others, Vygotsky's social-cognitive theory underscores the role of social interaction in learning, suggesting that online games can facilitate collaboration when played socially (Vygotsky, 1978). Yet, solitary or excessive gaming may induce social isolation, undermining optimal development. A balanced approach is essential to maximize benefits while minimizing risks.

In the context of adolescent development, online gaming offers enjoyment but raises concerns about addiction (Qu, 2023). Examining physiological, cognitive, and social-personality dimensions reveals both advantages and

disadvantages. Positively, MLBB enables players to form new friendships across diverse backgrounds, expanding social networks. It also improves English proficiency through in-game terminology, voice lines, and chat interactions, as multiplayer dynamics require coordination in English to avoid misunderstandings (Yudanto, 2025). Furthermore, the game teaches teamwork and cooperation, essential for achieving objectives, alleviates boredom or stress from academics, and provides income opportunities via tournaments or streaming (Khudzaifah et al., 2023).

Conversely, negative effects include psychological strain, such as heightened internal conflicts, impaired cognition, and emotional issues like anxiety and depression. Morally, it may hinder emotional and behavioral development, leading to instability, poor impulse control, and regulatory challenges. Socially, excessive engagement can isolate individuals, reducing meaningful interactions and promoting withdrawal (Wang, 2022). Thus, while MLBB offers developmental benefits, responsible use is crucial to mitigate potential harms..

B. Previous Studies

Previous studies serve as foundational references for researchers to compare results and pinpoint research gaps. One such study, conducted by Nuriyah (2023) and titled **"Students' Perception on Mobile Legend Game for Their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo,"** explores the potential of Mobile Legends as a tool for enhancing English vocabulary among junior high school students. Driven by the growing need for English proficiency in a globalized world, where vocabulary forms the basis of language comprehension, the research selected Mobile Legends for its widespread popularity in Indonesia and its incorporation of English elements, such as instructions and features. Using a qualitative descriptive approach, data were gathered via observations, interviews, and questionnaires. The results indicated that 52.5% of participants actively engaged with the game and expressed enthusiasm for it, recognizing its dual role in entertainment and vocabulary acquisition. While overall English proficiency gains were modest, students

demonstrated improvements in game-specific terms, learned through character dialogues, item descriptions, and in-game alerts. This aligns with prior work showing that technology-driven games can foster engaging learning environments and increase motivation. The study underscores the value of aligning educational tools with students' interests to optimize language learning outcomes, offering insights for developing game-integrated strategies to bolster vocabulary skills in junior high school settings.

Second, O. Fatmawati (2023) conducted a mixed-methods study to explore **“Exploring English Vocabulary Knowledge Through Playing Mobile Legend Game in E-Sport Community at UIN Raden Mas Said Surakarta”**. This research involved two teams, each consisting of five players, and utilized both interviews and vocabulary tests (multiple choice and subjective) to collect data. The study focused on vocabulary found in in-game notifications and hero quotes, aiming to identify the steps players use to learn vocabulary and to measure their vocabulary knowledge levels. The findings revealed that players employ three main strategies in acquiring vocabulary through the game: discrimination (distinguishing words), understanding meaning, and remembering. The vocabulary test results showed that 20% of participants were at level 1, 50% at level 2, and 30% at level 3 in terms of vocabulary mastery. This research highlights the potential of online games like Mobile Legends as engaging and contextual tools for vocabulary acquisition, supporting the idea that interactive digital environments can facilitate incidental language learning. The study also underlines the importance of integrating modern digital media into language education to enhance motivation and learning outcomes.

Oriza Fatmawati N (2023) carried out a mixed-methods study to investigate how playing Mobile Legends in the E-sport community at UIN Raden Mas Said Surakarta enhances English vocabulary knowledge. The research involved two teams, each with five players, and utilized both interviews and vocabulary tests (multiple choice and subjective) as data collection methods. The study focused on vocabulary present in on-screen notifications and hero quotes, with the objectives of identifying the strategies players use to learn new vocabulary and assessing

their levels of vocabulary knowledge. The results indicated that players use three main strategies: discrimination (distinguishing between words), understanding meaning, and remembering vocabulary. Vocabulary test outcomes showed that 20% of players were at level 1, 50% at level 2, and 30% at level 3 in vocabulary mastery. This study demonstrates the potential of online games like Mobile Legends as engaging and contextual tools for vocabulary acquisition, supporting the notion that interactive digital environments can facilitate incidental language learning. Furthermore, it emphasizes the importance of incorporating digital media into language learning to boost student motivation and learning effectiveness.

A further study by Sinaga et al. (2025), entitled **“Enhancing English Vocabulary Through Mobile Legends: Insights from EFL Students,”** adopted a qualitative methodology with data analysis following Miles and Huberman's framework. It gathered information via closed and open questionnaires administered to 150 students. The outcomes demonstrated that most participants viewed Mobile Legends favorably as a vocabulary learning tool, with 69.21% reporting a positive impact and 74.34% noting benefits from the game's auditory and visual elements. In-game interactions also heightened students' motivation and self-assurance in natural English usage, through communication and exposure to unfamiliar terms. This research corroborates earlier evidence that digital games can effectively boost engagement and context-based vocabulary learning, while stressing the necessity of instructor oversight to maximize their educational potential. Consequently, it contributes to the discourse on the utility of online games like Mobile Legends in fostering indirect vocabulary improvement and learner motivation in English as a foreign language contexts.

Fourth, Nashruddin (2024) investigated the effectiveness of using games for teaching vocabulary to elementary school students. Their study **"English Can Boost Your Day"** employed printed picture papers of various occupations as visual aids in a qualitative research design. The researchers defined vocabulary as essential words needed for effective communication, forming the foundation for all language skills (Neuman & Dwyer, 2009, as cited in Alqahtani, 2015). The

teaching methodology consisted of three phases: (1) Pre-teaching: preparation of materials and creating a comfortable learning environment using suggestopedia techniques; (2) While-teaching: using provocative questions, presenting occupation vocabulary with visual aids, and implementing a marker-passing game where students translated occupation terms; and (3) Closing: reflection and self-evaluation activities.

Findings revealed that the picture-based game approach significantly improved students' vocabulary acquisition, increased classroom engagement, enhanced learning enthusiasm, and strengthened teacher-student interactions. This research contributes valuable insights for vocabulary instruction approaches for young learners by demonstrating how visual elements and interactive games can create an effective, anxiety-free learning environment aligned with modern language acquisition theories.

A study by Putra (2023), titled "**Pola Komunikasi Melalui Fitur Virtual Pada Game Mobile Legends,**" investigates virtual communication patterns within the Mobile Legends gaming community known as Kotak Kreatif. Employing a constructivist paradigm, qualitative methodology, and virtual ethnography, the research collected data through observations and structured interviews with five active players selected via purposive sampling. Virtual communication is defined as internet-mediated social interaction that fosters emotional and cognitive connections in digital spaces, with virtual ethnography enabling detailed exploration of online environments and virtual communities characterized by shared sentiments and ideas.

The findings delineate four primary communication patterns in the game: Voice Chat for immediate verbal exchanges, Ping as concise, coded signals, Auto Chat utilizing symbols for non-verbal cues, and Manual Chat, which is infrequently employed due to its potential to disrupt gameplay. Voice Chat and Ping emerged as the most effective tools. The study concludes that technological advancements facilitate novel communication modes unbound by temporal or spatial constraints, with virtual features enhancing player interactions and reshaping modern communication culture.

This work contributes to discussions on virtual communication, virtual ethnography, online gaming dynamics, and the evolution of digital media. Despite constraints in sample size and scope, it suggests directions for future inquiry, such as cross-game comparisons of communication patterns, the effects of virtual interactions on teamwork, and applications of these features beyond gaming contexts.

The Differences and Similarities Previous Research and Researcher's Research :

Several previous studies have examined the role of digital games, particularly Mobile Legends, in English vocabulary development. Nuriyah (2023), in her study entitled *Students' Perception on Mobile Legend Game for Their Vocabulary Development at Madrasah Tsanawiyah Negeri Kota Probolinggo*, aimed to explore students' perceptions of Mobile Legends as a medium for learning English vocabulary at the junior high school level. The study employed a qualitative descriptive method. The findings revealed that 52.5% of the students actively played the game, and most respondents reported that the game increased their interest in learning and helped them acquire specific English vocabulary. In addition, students' learning motivation was found to improve through gameplay.

Similarly, Fatmawati (2023), in her study *Exploring English Vocabulary Knowledge Through Playing Mobile Legend Game in E-Sport Community at UIN Raden Mas Said Surakarta*, investigated vocabulary acquisition strategies and mastery levels among members of an e-sport community. This research applied a mixed-methods approach. The results indicated that players used discrimination, meaning-based understanding, and memorization strategies to learn new vocabulary. In terms of mastery levels, 20% of participants were categorized at Level 1, 50% at Level 2, and 30% at Level 3.

Furthermore, Sinaga et al. (2025), in *Enhancing English Vocabulary Through Mobile Legends: Insights from EFL Students*, examined the impact of Mobile Legends on vocabulary learning and students' motivation. The study used a qualitative approach with data analysis based on Miles and Huberman's model. The findings showed that 69.21% of respondents perceived a positive influence from the game, particularly in increasing motivation, confidence, and classroom

interaction. However, the study also emphasized the importance of teacher guidance to maximize the educational benefits of the game.

In addition, Nashruddin (2024), through his study entitled *English Can Boost Your Day*, assessed the effectiveness of picture-based games for vocabulary teaching at the elementary school level. Using a qualitative method, the study found that visual games significantly improved students' vocabulary mastery, engagement, and teacher–student interaction during the learning process.

Lastly, Putra (2023), in *Communication Patterns Through Virtual Features in Mobile Legends Game*, analyzed communication patterns among players in an online Mobile Legends community using a qualitative virtual ethnography approach. The findings identified four main communication patterns: voice chat, ping, auto chat, and manual chat. Among these, voice chat and ping were considered the most effective features for facilitating coordination and interaction among players.

Overall, these studies indicate that digital games, particularly Mobile Legends, have significant potential to support English vocabulary development, enhance learning motivation, and enrich communication practices in both formal and informal learning contexts.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research aimed to explore students' views on how playing Mobile Legends influences their vocabulary development. The researcher employed a qualitative descriptive approach as the framework for this study. Susan Stainback (2008) in (Elia, 2023) stated that there are no established guidelines in qualitative research to determine the amount of data and data analysis required to support a claim, conclusion, or theory. Qualitative research is a method that seeks to obtain a deep understanding of social phenomena and human behavior by collecting data that is non-numerical in nature (Raco, 2010).

Bogdan (1992) in (Elia, 2023) explains that qualitative data analysis involves systematically searching through and organizing materials such as interview transcripts, field notes, and other collected data. This process is intended to enhance the researcher's understanding of the information and to help them clearly present their findings to others. In essence, data analysis is about arranging and interpreting the gathered data in a way that makes it comprehensible and allows the results to be shared effectively. According to Moleong (2005, as cited in Raco, 2010), qualitative research aims to understand the phenomena experienced by research subjects comprehensively, including behavior, perceptions, motivations, and other aspects, expressed in language and within a specific natural context.

B. Location and Time

The research is located at Pintu Padang Julu Village, situated on Jalan Medan-Padang, Siabu District. Selecting the research site is a crucial stage in the research process. This location was chosen because the place provides available participants and the research topic aligns with the thesis title. It is expected that students at Pintu Padang Julu Village possess skills and knowledge related to vocabulary usage in Mobile Legends, as previous studies have shown that playing Mobile Legends can enhance students' English vocabulary and language skills through exposure to in-game English features and interactions.

C. Source of the Data

At first, the researcher plans to pick research participants from teenagers in Pintu Padang Julu Village using purposive sampling. As Abdussamad (2021) explains (Balqish & Hadi, 2023), this is a non-random technique where you choose data sources based on specific criteria set by the researcher. It's handy when you know certain people or groups can give the richest insights for your study goals. For instance, you might select folks with unique knowledge, experience, or expertise on the topic, which helps dive deep into the social issue or phenomenon. This method pops up a lot in qualitative research, where the aim is detailed understanding from key cases, not broad generalizations.

To obtain more accurate information about the Mobile Legends game, the researcher establishes concise criteria for selecting research subjects. The researcher consults with the head of the village Pintu Padang Julu, who's recommended choosing informants from teenager familiar with the Mobile Legends game. This approach aligns with purposive sampling, where participants are selected based on specific criteria such as their knowledge and experience with the Mobile Legends game, ensuring that the data collected is relevant and insightful for the research objectives.

Finally, the researcher will select 27 teenagers' as informants from the population, who given questionnaires and interviewed about their perceptions of the Mobile Legends game and its impact on their vocabulary. This approach is consistent with previous studies that utilized questionnaires to assess students' perceptions regarding how playing Mobile Legends influences their vocabulary development, often finding that students report a positive impact on their vocabulary knowledge through exposure to English terms in the game.

D. Subject of the Research

The inclusion criteria for participants in this study are teenagers aged between 13 to 18 years old who reside in Pintu Padang Julu it includes teenagers' males and females thse who are still in school. These participants must have actively played the Mobile Legends application for at least three months.

Additionally, they should have shown interest in or reported experience with acquiring English vocabulary through the game. Finally, participants must be willing to participate voluntarily and provide reliable and honest responses during the data collection process.

The use of purposive sampling is justified by the nature of the study, which aims to explore English vocabulary development through a specific mobile application. Since not all teenagers in the area use Mobile Legends regularly or gain language input from it, selecting participants with direct exposure and relevance to the phenomenon under investigation ensures the collection of meaningful and contextually rich data.

The researcher provides an explanation about the Mobile Legends game application and how it can be used as a media for vocabulary development. The teenagers' responds positively and mentions that he was familiar with the Mobile Legends game before. The researcher explains the data collection techniques that would be employed, and the teenagers' agreed with the plan to answer the question.

The selection of participants was carried out using purposive sampling, a non-probability sampling technique in which participants are deliberately chosen based on specific criteria set by the researcher. The criteria for participant selection in this study are as follows:

1. Aged between 13 and 18 years old;
2. Actively play Mobile Legends at least three times a week
3. Reside in Pintu Padang Julu Village;
4. Willing to participate in the research.

From the 32 eligible teenagers, the researcher selected 27 participants as the main data sources for this study, the researcher choose 27 participants because the 3 participants play Mobile Legend less often. The selected participants consist of 18 males and 9 females. The study aim to investigate how playing Mobile Legends could contribute to vocabulary improvement among these teenagers.

Finally, The subjects of this study are teenagers aged 13 until 18 years old who actively use the Mobile Legends application. Based on data obtained from

the Office of the Head of Pintu Padang Julu Village, there are a total of 48 teenagers within this age range 22 males and 26 females. Among them, 32 players Mobile Legend with 27 teenagers were identified as active Mobile Legends players, consisting of 18 males and 9 females (Official website of Pintu Padang Julu, 2026).

E. Technique of Data Collection

According to Sugiyono (2012), this study employs three main data collection techniques : Interview, Observation and Documentation. Additionally, documentation is used as a supporting technique to strengthen the findings :

1. An interview is a communication process in which one or more people (interviewers) ask questions to another person (interviewee) to gather information, opinions, experiences, or assessments. The main purpose is to gain in-depth insight into a particular topic, such as a person's background, opinions, or facts. The word “interview” comes from the French word “entrevoir,” which means “to see between” or “to meet briefly.” In the modern context, interviews are often used in various fields, such as job recruitment, journalism, academic research, or investigation. Interview are particularly valuable in this research because they provide rich, unbiased, and diverse insights into how teenagers recognize, understand, and use English vocabulary that frequently appears in the Mobile Legends game..
2. Observation is a systematic method of watching and recording the behaviors, activities, and interactions of research subjects using the five senses. In this study, the researcher conducted direct observation of teenagers while they played Mobile Legends, focusing on the language expressions used, terms understood, and their interactions. Tools used include anecdotal notes and mechanical aids such as video recorders or mobile screenshots. In addition, observation was also conducted in the village to explore its historical background by, reviewing documents in the village office. The data were documented through field notes and photographs, then described to provide an overview of the village’s history.

3. Documentation was used to support the research data by reviewing relevant materials such as previous studies, as well as images and texts directly taken from the Mobile Legends application. Authentic data were also collected through screenshots and voice recordings from the game as evidence of the vocabulary frequently encountered by teenagers. The screenshots were taken from in-game instructions, hero descriptions and skills, navigation menus, and system notifications. The voice documentation included automated commands and hero voices, which were later transcribed into written text for systematic analysis. These elements, originating directly from the Mobile Legends interface, were selected because they are consistent, standardized, and free from personal conversations, ensuring both ethical compliance and authentic data for the thesis.

Before conducting the data collection, the researcher provided participants with a brief explanation of the Mobile Legends application and how it relates to vocabulary development. Most participants responded positively and stated they were already familiar with the game.

F. Technique of Validating Data

To ensure the validity and credibility of the data in qualitative research, this study employs the technique of triangulation. Triangulation is defined by Moleong (2007), as cited in (A. Y. Fatmawati et al., 2022) as a technique for checking the validity of data by comparing data obtained through different methods such as interviews, observations, and document analysis on the same subject of study. The goal is to enhance the trustworthiness of the findings by cross-verifying information gathered from multiple sources or techniques.

Furthermore, as cited in Patton (2015), outlines several types of triangulation:

1. Data triangulation (using different sources of information),
2. Method triangulation (using different methods to collect data),
3. Investigator triangulation (involving multiple researchers)
4. Theoretical triangulation (applying multiple perspectives to interpret data).

In this study, the researcher applies method triangulation, which involves collecting data through interviews with teenagers, observations of their gameplay activities, and analysis of vocabulary used in the Mobile Legends application, including in-game chat, menu interfaces, and character skills descriptions. These methods are chosen to capture a comprehensive and accurate picture of how English vocabulary is acquired through interactions with the Mobile Legends platform.

The validation process includes:

- a. Comparing data from questionnaire with field observations while participants are engaged in playing Mobile Legends,
- b. Matching observed language use during gameplay with relevant documents or vocabulary notes,
- c. Contrasting students' responses during formal interviews with their expressions during casual conversations and in-game communication,
- d. Cross-referencing data collected from different participants to identify consistent patterns related to vocabulary development through the game.

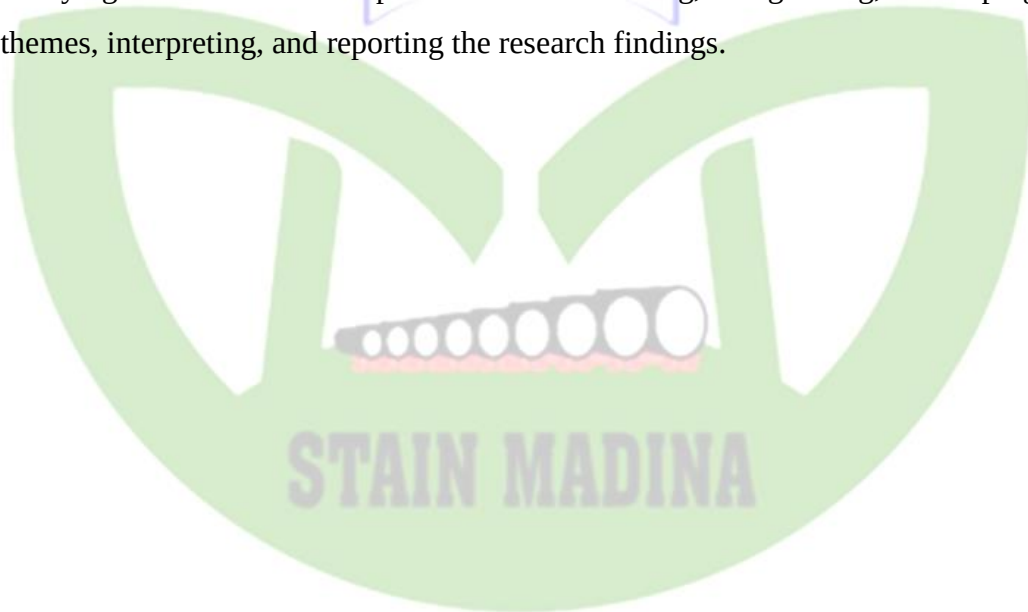
This multi-angle verification approach strengthens the research's internal validity. According to Creswell, (2016), triangulation allows researchers to build a coherent justification for themes emerging from the data, thus increasing the confidence in the accuracy and reliability of the findings, particularly in the context of vocabulary acquisition through the Mobile Legends application.

G. Technique Of Data Analysis

The analysis process consists of several components, including data collection, data reduction, data presentation, and drawing conclusions. This process is interactive and ongoing, continuing until accurate and valid conclusions are reached (Agustini & Marleni, 2023). After the researcher has collected all relevant data for the study, the next step is to analyze and interpret the data in order to develop new hypotheses or concepts. Qualitative data analysis is conducted in three stages before entering the field, during fieldwork, and after completing the fieldwork, before entering the field this stage involves preparing for the research, such as formulating research questions, planning data collection

methods, and preparing data collection tools or instruments. At this stage, data organization and analysis planning are also done to ensure that the analysis process runs smoothly during data collection.

During fieldwork analysis is carried out continuously while data is being collected. This allows the researcher to identify data gaps, test new hypotheses, and improve data collection strategies in real-time. This approach prevents the accumulation of large amounts of unanalyzed data and enhances the quality of the data collected, after completing the fieldwork this stage involves comprehensive data processing, such as managing data, condensing data, displaying data, and drawing and verifying conclusions. This process includes coding, categorizing, developing themes, interpreting, and reporting the research findings, after completing the fieldwork: This stage involves comprehensive data processing, such as managing data, condensing data, displaying data, and drawing and verifying conclusions. This process includes coding, categorizing, developing themes, interpreting, and reporting the research findings.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of Research Objects

1. History of Pintu Padang Julu

This research took place in Pintu Padang Julu Village, Siabu Subdistrict, Mandailing Natal Regency, North Sumatra Province. The village falls under Siabu's administrative jurisdiction, sitting about 20 km from the regency seat. Nestled in hilly terrain amid rice paddies and plantations, it embodies a classic agrarian setup where farming dominates livelihoods (Badan Pusat Statistik Mandailing Natal, 2022).

On the socio-cultural front, residents hold tight to Mandailing customs woven deeply with Islamic principles, shaping everything from social ties and education views to teens' daily rhythms. Even in this rural pocket, tech has crept in smartphones and internet now common among youth.

Local teenagers dive into digital pastimes, with Mobile Legends leading the pack. They play solo or in crews during downtime, brushing up against English terms in commands, hero roles, alerts, and chat features. That's why Pintu Padang Julu made sense for this study: it sets the stage to probe how rural kids pick up English vocab via a game like Mobile Legends, beyond classroom walls covering recognition, grasp, and real use.

2. Geographically Condition

Pintu Padang Julu Village is located in Siabu Sub-district, Mandailing Natal Regency, North Sumatra Province. The village is characterized by a hilly topography and fertile valleys, which support agricultural activities such as rice, corn, and rubber cultivation. The tropical climate, marked by distinct dry and rainy seasons, enables residents to engage in farming throughout the year. However, access roads to the village remain limited, particularly during the rainy season, which affects transportation and mobility.

Administratively, the village is bordered by Lumban Dolok Village to the north, Malintang Village to the east, Huta Bangun Village to the south, and Pintu Padang Jae Huta Baringin Village to the west. Pintu Padang Julu Village covers

an area of approximately 6,000 hectares, most of which is utilized for agricultural and plantation purposes, while only a small portion is allocated for residential areas. The hilly landscape contributes to a scattered settlement pattern, where residential areas are often clustered based on kinship ties, strengthening social cohesion within the community.

From an educational and technological perspective, the village's geographical conditions and limited infrastructure influence teenagers' access to formal learning resources and digital technology. Despite these limitations, smartphone use among teenagers is relatively widespread, allowing mobile-based applications such as Mobile Legends to become highly popular. Consequently, the game serves not only as a form of entertainment but also as an incidental source of exposure to English vocabulary, which is relevant to the focus of this study (RPJM Pintu Padang Julu, Siabu Sub-district, 2025).

3. Population Size

The population of Pintu Padang Julu Village has shown gradual development influenced by natural population growth and migration. Based on official village data, the total population of Pintu Padang Julu Village is 1,405 residents, consisting of 680 males and 725 females, distributed across 413 households (RPJM Desa Pintu Padang Julu, Kecamatan Siabu, 2025). Population changes occur annually due to birth rates, mortality rates, as well as in-migration and out-migration.

Compared to urban areas, the population density in Pintu Padang Julu Village remains relatively low. This condition supports the development of the agricultural sector as the primary source of livelihood for most residents. The demographic structure of the village indicates the presence of various age groups, with a notable proportion of children and adolescents, which is relevant to this study focusing on teenagers.

Tabel 4. 1 Group ages range

No	Age Range	Gender		Total
		Males	Females	
1	0-10	19	16	35
2	11-14	9	15	19
3	15-19	25	19	44
4	20-24	119	105	224
5	25-29	72	78	150
6	30-34	66	64	130
7	35-39	86	53	139
8	40-44	38	59	97
9	45-49	60	67	127
10	50-54	40	56	96
11	55-60	42	49	91
12	60-64	40	51	91
13	65-70	35	46	81
14	70-74	16	20	36
15	75-80	8	14	22
16	81-85	3	6	9
17	85+	2	7	9
Total		680	725	1.405

Source of Data : Official Website of Pintu Padang Julu

Based on the village demographic data, adolescents aged 13-18 years old account for 48 individuals in the village population. From this age group, 27 teenagers were selected as the participants of this study. These participants were chosen because they actively play Mobile Legends and represent the target group relevant to the research objectives.

From the perspective of this research, the demographic condition of Pintu Padang Julu Village provides important context for understanding teenagers' learning environments. The low population density and rural living conditions influence access to educational facilities and digital learning resources. Consequently, teenagers tend to rely on mobile-based applications, including Mobile Legends, as an accessible source of entertainment as well as an incidental medium for exposure to English vocabulary, which supports the focus of this study.

4. Social Conditions

The social life of the Pintu Padang Julu community is characterized by strong values of togetherness, mutual cooperation (gotong royong), and social solidarity. The tradition of gotong royong remains well preserved and is commonly practiced in activities such as infrastructure development, religious events, and traditional ceremonies. This practice plays an important role in maintaining harmonious relationships among residents and fostering a strong sense of collective responsibility and belonging (field observation).

Social concern among community members is also reflected in the tradition of visiting sick relatives or neighbors, during which financial assistance is commonly provided to help reduce medical expenses. Additionally, mutual assistance during social events and celebrations remains widely practiced, indicating that neighborhood relationships in Pintu Padang Julu Village are still closely knit.

Community based security activities (Siskamling) are generally still implemented, although their intensity has gradually declined in recent years due to increasing work-related mobility among residents. Despite this decline, a sense of shared responsibility for maintaining safety and social order remains evident within the community.

In terms of cultural life, traditional arts such as Tor-Tor dance and Gordang Sembilan are still recognized as part of the village's cultural identity. However, younger generations increasingly prefer modern music genres, such as dangdut and other popular music. This shift reflects changing cultural preferences that influence teenagers' leisure activities. In general, the health condition of the community is relatively good, with seasonal illnesses such as coughs and flu being the most common health issues (RPJM Desa Pintu Padang Julu, Kecamatan Siabu, 2025).

From the perspective of this study, strong social cohesion combined with changing cultural preferences among young people shapes teenagers' daily interactions and leisure patterns. These conditions contribute to the widespread use of digital entertainment, particularly mobile games such as Mobile Legends,

which function as an informal and socially embedded medium through which teenagers are exposed to English vocabulary.

5. Economic Conditions

The economic condition of the Pintu Padang Julu community is predominantly dependent on the agricultural sector as the main source of livelihood. Extensive agricultural land, consisting of rice fields and plantation areas, is utilized for cultivating rice, corn, rubber, and other crops that support daily household needs. Agriculture not only serves as the economic foundation of the village but also reflects its strong agrarian identity.

Economically, the community exhibits visible diversity, with households categorized into extremely poor, poor, middle-income, and economically well-established groups. These differences are influenced by the variety of livelihoods across economic sectors. Most residents are engaged in non-formal employment, such as construction laborers, agricultural laborers, farmers, rain-fed rice farmers, and rubber plantation workers. In contrast, only a small proportion of the population is employed in the formal sector, including honorary employees, medical personnel, and other formal occupations (RPJM Desa Pintu Padang Julu, Kecamatan Siabu, 2025).

In addition to agriculture, some residents seek to improve their economic conditions through small-scale trading activities, including operating grocery shops, food stalls, and other informal services. Although economic diversification remains limited, these activities contribute to sustaining local economic circulation within the village. Despite these efforts, the community continues to face economic challenges, particularly limited access to capital, modern agricultural technology, and broader marketing networks. As a result, agricultural products are generally marketed as raw materials with relatively low economic value, which affects household income levels. These economic conditions influence families' ability to provide educational facilities and technological resources for teenagers.

From the perspective of this study, the village's economic condition provides important context for understanding teenagers' access to digital devices

and learning media. Limited household income encourages teenagers to rely on affordable and widely accessible mobile-based applications, such as Mobile Legends, which function not only as entertainment but also as an incidental source of exposure to English vocabulary.

6. Educational Conditions

Educational conditions in Pintu Padang Julu Village show gradual improvement, although several limitations in facilities and infrastructure remain. Primary education is available through the presence of an elementary school that serves children within the village. However, to continue their education at the junior and senior secondary levels, most students are required to attend schools located in neighboring villages or other areas.

School participation rates are relatively high at the primary level, but they tend to decline at the secondary level. This condition is commonly influenced by factors such as distance to schools, transportation costs, and limited household economic resources, which often discourage students from continuing their education beyond basic levels. This situation reflects a common challenge faced by rural communities in accessing secondary education.

In general, the majority of residents in Pintu Padang Julu Village have completed their education at the elementary and junior secondary school levels. A smaller proportion have completed senior secondary education, and only a limited number have pursued higher education. This educational background influences the overall learning environment within the community, including parental support for academic activities at home.

In some cases, parents prefer their children to assist with household chores or agricultural work rather than continuing their education, highlighting the close relationship between educational attainment and economic conditions. In addition, the quality of education is affected by the limited number of teaching staff, particularly at the elementary level, as well as the lack of supporting facilities such as libraries and basic laboratories, which restrict students' learning experiences. From the perspective of this study, these educational conditions help explain why teenagers often seek alternative and informal learning environments, including

mobile-based applications such as Mobile Legends, which provide incidental exposure to English vocabulary outside formal classroom instruction.

B. General Findings

This section presents the general findings of the study based on the analysis of interview data collected from teenagers in Pintu Padang Julu Village who actively use the Mobile Legends application. The general findings are organized to address the two research questions concerning English vocabulary development and the difficulties faced by teenagers in developing vocabulary through the use of Mobile Legends.

The findings indicate that English vocabulary development among teenagers occurs mainly through repeated exposure during gameplay. Teenagers are frequently exposed to English vocabulary through various features of the Mobile Legends application, such as item names, skill descriptions, and system notifications. This exposure helps teenagers recognize and understand the basic meanings of English words related to the gaming context. Vocabulary learning in this study takes place incidentally, as teenagers focus on playing the game rather than intentionally learning English, and is generally limited to receptive knowledge, particularly word recognition and basic comprehension.

Furthermore, the findings showed that Mobile Legends functions as an informal learning environment that provides contextualized exposure to English vocabulary. The repeated appearance of similar vocabulary items during gameplay enables teenagers to become familiar with certain English terms over time, especially those necessary for understanding game instructions and teamwork.

However, the findings also reveal several difficulties in vocabulary development. Most of the vocabulary acquired by teenagers is closely related to the gaming context and is difficult to apply in other communication situations. Teenagers often recognize English words without fully understanding their pronunciation, spelling, or grammatical usage. In addition, the lack of explicit explanation or formal guidance within the game limits the development of deeper vocabulary knowledge.

C. Specific Findings

1. English vocabulary development in using Mobile Legends application among teenagers at Pintu Padang Julu Village

a. Item Section as the Primary Vocabulary-Rich Environment

The analysis of the third interview question concerning which sections of Mobile Legends contain the most English vocabulary reveals a clear concentration of vocabulary exposure in specific game components. Among these components, the item and equipment section emerged as the most dominant vocabulary-rich environment. This finding is supported by the consistent responses of participants who identified the item section as their main source of English vocabulary within the game.

Most participants mentioned the item or equipment section as the area where they encountered the highest amount of English vocabulary. P1 gave a brief but firm response by stating simply, “Item,” which became a pattern echoed by many other participants. P2 further explained this perception by saying, “*Item... ada banyak sekali nama item dalam bahasa Inggris,*” “Items... there are so many names for items in English,” indicating that both the quantity and visibility of English vocabulary in this section were particularly high. Similarly, P4 compared different sections and concluded, “*Item, menu... keduanya banyak kata bahasa Inggris tapi yang paling banyak di item,*” “Items, menus... both have many English words, but items have the most,” showing an awareness of vocabulary distribution across game features while still emphasizing the dominance of the item section.

The clearest confirmation came from P26, who stated, “*Bagian item karena seluruh item berbahasa Inggris,*” “The item section because all items are in English.” This response highlights that the item section is fully presented in English, making vocabulary exposure unavoidable regardless of the player’s English proficiency or learning intention. This complete dominance of English

suggests that players are constantly and repeatedly exposed to English terms while engaging with core gameplay mechanics.

Several factors explain why the item section functions as the primary vocabulary-rich environment. First, the volume of vocabulary in this section is substantial. Mobile Legends provides more than one hundred items, each with unique English names and descriptions. These names often include abstract concepts, such as Immortality and Concentrated Energy, compound structures, such as Blade of Despair and Thunder Belt, and descriptive phrases, such as Demon Hunter Sword. In addition to item names, players are exposed to English explanations of item effects, creating a dense linguistic environment within a single section.

Second, the strategic importance of items increases players' motivation to understand the vocabulary. Unlike menus or cosmetic features, items directly affect match performance. Players must understand item functions, effects, and combinations to gain competitive advantages. As a result, English vocabulary in the item section is learned not as abstract language input but as functional knowledge necessary for success in the game. Third, the repetitive exposure pattern reinforces vocabulary retention. During one match, players typically access the item shop multiple times. Over dozens or hundreds of matches, the same vocabulary appears repeatedly, allowing players to encounter identical terms in different situations and contexts. This repeated exposure supports incidental vocabulary learning through frequent visual and functional interaction.

This finding is closely related to Nuriyah's (2023) study, which reported that Mobile Legends exposed students to English vocabulary through game features, including item descriptions, character-related information, and in-game notifications. However, the present finding provides a more specific explanation by identifying the item section as the most dominant vocabulary-rich environment. In this sense, the current study extends Nuriyah's findings by demonstrating that vocabulary exposure is not evenly distributed across the game. Instead, it is

concentrated in features that players frequently access and that have direct strategic importance during gameplay.

The finding also corresponds with Fatmawati's (2023) research, which showed that players acquired vocabulary from on-screen notifications and other in-game features by distinguishing words, understanding their meanings, and remembering them. The participants in the present study similarly encountered and understood vocabulary through repeated interaction with item names and descriptions. Nevertheless, the current findings reveal an additional dimension: item-related vocabulary may be more complex than frequently repeated game-status terms because it includes technical, abstract, and compound expressions. Therefore, although both studies confirm the vocabulary-learning potential of Mobile Legends, the present research indicates that the type and complexity of vocabulary depend strongly on the specific game section used by players.

Although the item section was dominant, some participants identified other vocabulary-rich sections. P7 mentioned the settings menu, stating, *"Settings... karena di settings banyak pilihan dan penjelasan dalam bahasa Inggris,"* "Settings... because in settings there are many options and explanations in English." This indicates exposure to technical and navigational vocabulary related to system configuration. While accessed less frequently than items, this vocabulary tends to be more general and transferable to other digital contexts. P24 provided a more analytical response by comparing several sections: *"Menu karena itu pengaturan dan item karena ada nama hero berbahasa Inggris. Kalo di hero itu nama karakter jadi bukan bahasa Inggris. Kalo di chat kebanyakan ngomong bahasa Indonesia,"* "The menu is in English because of the settings and items, as the heroes have English names. But in the heroes, the character names are not in English. In the chat, most people speak Indonesian."

This response demonstrates metalinguistic awareness. P24 distinguishes between proper nouns, such as hero names, and functional English vocabulary, recognizing that character names do not necessarily contribute to transferable language learning. Additionally, the observation that chat communication mostly occurs in Indonesian highlights a gap between the game's English interface and

the players' actual language use. This observation was supported by other participants who noted that chat features contain limited English, mostly in the form of preset expressions such as "Attack," "Retreat," or "Well played." Actual player communication tends to occur in Indonesian, reducing opportunities for natural conversational English practice.

The limited use of English in chat contrasts with the findings of Putra (2023), whose study identified voice chat and ping as the most effective communication features in the Mobile Legends community. Putra's findings demonstrate that Mobile Legends provides opportunities for immediate coordination and interaction through virtual communication features. In contrast, the present study shows that the existence of communication features does not automatically result in extensive English language practice. In the context of Pintu Padang Julu Village, players generally use Indonesian in actual communication, while English is more frequently encountered through the interface, items, notifications, and preset commands. This difference suggests that the linguistic function of Mobile Legends depends not only on the availability of communication features but also on the language practices of the gaming community.

Some participants perceived English exposure as pervasive throughout the entire game. P6 stated, "*Semuanya... Mobile Legends kebanyakan ada bahasa Inggrisnya di semua bagian.*" Similar views were expressed by P22 and P23, who felt that English was present across all sections. This variation suggests individual differences in attention, engagement style, and gameplay focus. Players who actively explore items notice item vocabulary, while others who interact with menus or features more broadly perceive English as universally present.

"*Matchmaking itu waktu sistem nyari lawan dan tim buat kita sebelum main,*" "Matchmaking is when the system looks for opponents and teammates for us before playing." This indicates that P5 understands matchmaking as the process used by the game to pair players into a match. P17 described the meaning of ranking as, "*Ranking itu peringkat pemain sesuai dengan hasil main kita,*" "Ranking is the player's level based on how well we play." This shows that P17

recognizes ranking as a system of measurement used to indicate player performance and competition within the game.

Overall, this finding indicates that vocabulary acquisition through Mobile Legends is section-dependent and strongly influenced by gameplay behavior. Competitive players who actively manage item builds are likely to gain more exposure to technical item-related vocabulary, while casual players may acquire only commonly repeated terms. Furthermore, the dominance of technical-strategic vocabulary over conversational vocabulary suggests that the English learned through Mobile Legends is primarily functional and game-specific, with limited transfer to everyday communicative English. This conclusion supports Sinaga et al. (2025), who found that Mobile Legends contributes to context-based vocabulary learning through auditory and visual game elements. However, the present findings add that such exposure is stronger in interface-based and gameplay-related sections than in spontaneous English communication.

b. Hierarchical Structure of Acquired Vocabulary from Universal to Specialized Terms

The fourth interview question asked participants to mention English vocabulary frequently encountered in Mobile Legends. The responses revealed not only a wide range of vocabulary but also a hierarchical pattern of acquisition, where certain terms were universally recognized while others were known only by players with deeper game involvement.

Vocabulary related to the kill system showed the highest level of recognition across participants. Terms such as double kill, triple kill, maniac, and savage were mentioned by almost all participants, regardless of their gaming experience. These terms are repeatedly displayed with strong visual, auditory, and emotional reinforcement during gameplay. P4 provided an extensive list of vocabulary covering multiple categories, including kill terms, game features, strategic vocabulary, and system-related terms. The ability to recall such a broad range of

vocabulary indicates not only recognition but also active mental storage of English terms encountered through gameplay.

The memorability of kill-related vocabulary is strongly influenced by emotional engagement. P5 stated that “Maniac Kill” was memorable because of the pride felt after achieving it. Similarly, P14 explained that “savage” was memorable due to the difficulty of killing all five enemy heroes consecutively. These emotionally charged achievements create strong memory associations, making the vocabulary easier to retain. Game-status vocabulary such as victory and defeat was also widely recognized. P7 explained that these words were easy to remember because they are directly associated with emotions of happiness or disappointment at the end of each match. Since these terms appear in every game, their repeated and ritualized occurrence strengthens retention.

P5 explained the meaning of buff by stating, *“Buff itu kalau hero dapat tambahan kekuatan, seperti lebih cepat atau lebih kuat,”* “Buff is when a hero gets extra power, such as being faster or stronger.” This shows that P5 understands buff as a game-related term referring to a temporary increase in a character’s abilities. P17 described the term gank as, *“Gank itu kalau kita nyerang musuh secara tiba-tiba bareng-bareng,”* “Gank is when we suddenly attack the enemy together.” This indicates that P17 recognizes gank as a strategic action used to defeat opponents. Regarding cooldown, P5 stated, *“Cooldown itu waktu nunggu skill bisa dipakai lagi,”* “Cooldown is the time you have to wait before using a skill again.” This shows that P5 has learned the word cooldown as a game-related term referring to a waiting period after using a character’s ability.

These findings strongly correlate with Fatmawati’s (2023) study, which identified discrimination, meaning comprehension, and memorization as the main strategies used by Mobile Legends players. The participants in the present study demonstrated all three processes. They distinguished terms such as buff, gank, and cooldown from one another, understood their meanings through gameplay situations, and retained them through repetition and practical use. However, the present study further explains why some terms are acquired more successfully than others: terms that appear frequently, carry emotional meaning, and are

connected to important gameplay actions tend to be learned earlier and remembered more strongly.

Communication-related vocabulary showed moderate acquisition. P19 highlighted the word “sorry” as particularly memorable because it is frequently used after making mistakes during gameplay. The participant noted that the meaning of the word becomes automatic without conscious translation, indicating a high level of vocabulary internalization supported by pragmatic necessity. Technical terms such as AFK and lag were learned through personal experience. P17 associated AFK with frequently leaving the game, while P26 linked lag to poor internet conditions in a rural area. These examples demonstrate how vocabulary learning is reinforced by personal relevance and lived experience, making the terms emotionally and contextually meaningful.

This result is partly consistent with Putra’s (2023) findings concerning the role of virtual communication in Mobile Legends. Putra found that voice chat, ping, auto chat, and manual chat formed important communication patterns among players. The present study confirms that communication-related expressions can contribute to vocabulary development, particularly when players use words such as “sorry,” “help,” “attack,” and “defend” for immediate interaction. Nevertheless, the moderate level of communication vocabulary acquisition in the present study indicates that the potential identified by Putra is not fully realized in every context, especially when players primarily use Indonesian during communication.

Overall, this finding shows that vocabulary acquisition through Mobile Legends is not random but structured hierarchically. Universally occurring and emotionally salient terms are learned first, followed by functional communication terms and, finally, specialized technical vocabulary acquired by more experienced or engaged players. This hierarchy reflects the interaction between frequency, emotional impact, functional necessity, and personal relevance in incidental vocabulary learning through digital games. It also complements Nuriyah’s (2023) finding that students primarily acquired game-specific vocabulary, while

extending it by showing a progression from highly visible and emotionally reinforced terms to less frequent and more specialized vocabulary.

c. Multifactorial Retention Mechanisms: Convergence of Cognitive, Emotional, and Experiential Pathways

This fifth question, asking which vocabulary was most memorable and why, generated rich qualitative data revealing participants' sophisticated metacognitive awareness of factors enhancing retention. Rather than single-cause explanations, responses revealed understanding of multiple intersecting mechanisms frequency, emotion, functionality, multimodality, and personal relevance often operating synergistically to create robust memory traces.

Frequency-based retention emerged most prominently, with participants explicitly articulating awareness that repeated exposure drives memorization. P1 explained the memorability of "double kill" by saying, "*Karena aku sering membunuh langsung 2 orang,*" "Because I often kill two people directly." The phrasing reveals that personal action frequency determines exposure frequency, which in turn supports retention. P2 emphasized the repeated occurrence of "victory," while P6 identified "welcome" because it appears every time the player logs in.

P10 identified the multimodal dimension that enhances the effect of frequency: "*Semuanya mudah, karena ada suara dan pelafalannya yang sering terdengar,*" "Everything is easy because there is sound and pronunciation that are frequently heard." This explicit reference to sound and pronunciation demonstrates that auditory input supplements visual exposure. Participants P24, P22, P16, and P27 also emphasized repetition as a primary retention mechanism.

Emotional association mechanisms provided a powerful secondary pathway to retention. P5 described "maniac" as memorable because of the pride experienced after achieving it. P24 similarly connected "savage" with the achievement of defeating all opposing heroes consecutively. P4 articulated the emotional difference between "victory" and "defeat," explaining that both were easy to remember because victory produced happiness and defeat produced sadness. P26 provided a personally relevant example by associating "lag" with the

frequently slow internet connection in the village. This example demonstrates that vocabulary can be reinforced by lived experience and emotional responses related to the learners' social and geographical environment.

These findings are consistent with Sinaga et al. (2025), who reported that the auditory and visual elements of Mobile Legends contributed positively to vocabulary learning and that in-game interaction increased students' motivation and confidence. The present study supports this conclusion by showing how visual displays, sounds, repeated announcements, and emotionally meaningful gameplay events work together to strengthen vocabulary retention. However, the current findings provide a more detailed explanation of the process by identifying not only motivation but also frequency, personal relevance, emotional involvement, and functional necessity as interconnected retention mechanisms.

The findings also correspond with Nashruddin's (2024) study, which demonstrated that visual aids and interactive games improved vocabulary acquisition, student engagement, enthusiasm, and teacher-student interaction. Both studies confirm the importance of visual and interactive elements in supporting vocabulary learning. The difference lies in the learning context: Nashruddin's study used a deliberately designed classroom game with teacher guidance, whereas Mobile Legends provides incidental exposure without explicit language instruction. Therefore, Mobile Legends can create strong memory traces, but it does not necessarily ensure systematic vocabulary development.

P5 described the use of English in in-game communication by stating, "Biasanya saya pakai kata-kata seperti 'Let's push' atau 'Attack' waktu main," "I usually use words such as 'Let's push' or 'Attack' when playing." Similarly, P9 explained, "Kalau mau dibantu saya bilang 'Help me' atau 'Defend the base' di chat," "When I need help, I say 'Help me' or 'Defend the base' in the chat." These responses demonstrate that even short English expressions used in chat function as meaningful social communication and contribute to the development of practical English vocabulary in a gaming context.

This aspect supports Putra's (2023) argument that virtual features facilitate interaction and coordination among Mobile Legends players. However, the

present findings indicate that the productive use of English is limited to short, functional expressions needed during gameplay. Thus, while players may use English commands effectively in the game, this practice does not necessarily develop broader conversational competence outside the gaming environment. Overall, the findings suggest that Mobile Legends inadvertently combines several conditions that support incidental vocabulary learning: repeated exposure, contextualized meaning, emotional involvement, auditory and visual reinforcement, functional necessity, and personal relevance. This explains why participants could remember many game-related terms despite not intentionally studying English. At the same time, the findings indicate that strong retention of game-specific vocabulary should not be equated with comprehensive vocabulary mastery.

d. Strategies Used by Teenagers to Understand English Vocabulary in Mobile Legends

Analysis of questions six and seven, exploring the existence of difficult vocabulary and comprehension strategies, revealed a sophisticated continuum of approaches ranging from basic tool-dependent methods to advanced autonomous inferencing. A paradox emerged in the data: numerous participants initially claimed “no difficulty,” yet subsequent probing revealed that this often reflected the ready availability of solutions rather than genuinely effortless comprehension.

Based on the interview data, it was found that teenagers use various strategies to understand unfamiliar English vocabulary while playing Mobile Legends. These strategies are not uniform and differ from one participant to another. Some participants rely on technological assistance, while others depend on context, experience, or help from friends. This shows that vocabulary comprehension occurs through multiple pathways rather than through a single learning method.

One strategy that appeared most frequently was the use of Google Translate. Many participants mentioned translation tools as their first response when encountering unfamiliar English words. P1 stated, “*Ada, aku tanya teman, dilihat di Google Translate,*” “Yes, I ask my friends and look it up on Google Translate.”

Similarly, P10 said, “Aku pakai Google Translate. Kadang nanya teman,” “I use Google Translate. Sometimes I ask my friends.” These responses suggest that digital translation tools are viewed as the easiest and fastest solution for understanding vocabulary during gameplay.

The reliance on translation tools reflects the learning habits of teenagers who have constant access to smartphones and the internet. P6 explained that vocabulary was not difficult because it could be translated immediately. P21 and P20 also mentioned automatic translation as the reason they did not experience significant difficulty. However, although translation tools help players understand meanings quickly, this strategy may not always lead to deeper learning. Because the meaning is obtained immediately, participants may spend less time analyzing the word or connecting it with other vocabulary. Consequently, vocabulary learning may remain superficial and limited to short-term understanding rather than long-term retention.

This finding is related to Fatmawati’s (2023) study, which showed that players used discrimination, meaning-based understanding, and remembering as vocabulary-learning strategies. The present study confirms the importance of meaning comprehension but reveals a difference in the level of learner autonomy. While Fatmawati’s participants demonstrated active strategies for processing vocabulary, several participants in the present study relied heavily on Google Translate or automatic translation. This suggests that Mobile Legends can provide meaningful vocabulary input, but the depth of learning depends on how actively learners process that input.

In contrast, several participants showed more effortful strategies. P4 described attempting to understand vocabulary through visual elements in the game before using translation tools. P4 mentioned that examples in the form of pictures helped in guessing the meaning of English words. Only after this attempt did P4 use Google Translate to confirm understanding. This indicates that some participants rely on in-game context before seeking external assistance.

Other participants reduced difficulty by using in-game features. P21 explained that activating automatic translation made it easier to understand

English in the game, while P18 stated that they changed the language setting from English to Indonesian. These strategies effectively remove language barriers, but they also limit exposure to English vocabulary. By changing the language or activating automatic translation, opportunities for incidental learning are reduced. Several participants also learned vocabulary through repeated exposure and habit. P2 stated that understanding vocabulary came from adapting to the words, while P7 explained that habit made the words easier to understand. These responses suggest that frequent interaction with the same words in similar situations gradually helps participants understand meanings without relying on translation.

Learning through game situations was also commonly mentioned. P15 explained that the meaning of “double kill” could be understood by observing the situation in which two opponents were killed. P18 explained **lane** as the path where heroes move and fight, while another participant understood **farm** as collecting gold by killing minions or monsters. These examples demonstrate contextual vocabulary learning, in which learners develop specialized meanings through repeated exposure to words connected with specific game actions.

A more complex strategy was described by P19, who stated, “*Biasanya tebak dulu dari konteksnya pas main, terus kalau masih bingung baru cari artinya di internet,*” “Usually, I first guess from the context while playing, and if I am still confused, I look up the meaning on the internet.” This response shows that the participant first attempts to infer meaning from context and uses external resources only when necessary. This represents a more independent learning process.

Social interaction also supported vocabulary understanding, although it was mentioned less frequently. Some participants reported asking friends directly, either during gameplay or through voice calls. This allows immediate clarification without requiring players to stop playing. In addition, participants used external multimedia resources such as YouTube and TikTok. These platforms provided visual and audio support through gameplay videos, tutorials, and explanations.

Overall, the findings show that teenagers use a range of strategies to understand English vocabulary in Mobile Legends. Participants who rely mainly

on translation tools tend to experience fewer immediate difficulties but may engage less deeply with vocabulary. Meanwhile, those who use context, repetition, and experience demonstrate more active involvement in the learning process. This finding supports Nuriyah's (2023) conclusion that Mobile Legends can increase students' interest in vocabulary learning, while also qualifying that motivation and exposure do not automatically produce deep vocabulary mastery. The learning outcome depends on whether players actively infer, remember, and use the vocabulary or simply translate it when necessary.

e. The Claim of “No Difficulty” and the Role of Coping Strategies

Based on the analysis of responses to question six, an interesting pattern emerged regarding participants' perceptions of vocabulary difficulty. Many participants stated that they did not experience any difficulty in understanding English vocabulary in Mobile Legends. However, closer examination revealed that these claims were often followed by explanations about the strategies or tools they used, particularly translation features. This indicates that the perceived ease did not always come from immediate comprehension but rather from the availability of quick solutions.

Some participants demonstrated genuine ease. P19 explained that most vocabulary appeared repeatedly in the game, allowing understanding to develop naturally over time without looking up meanings. Similarly, P7 stated that habitual gameplay made comprehension easier, indicating automatic understanding built through routine interaction with the game.

In contrast, several participants' claims of “no difficulty” were closely tied to their reliance on external tools. P6 stated that there was no difficulty because unfamiliar words could be translated immediately. Similar explanations were provided by P21 and P20, who explicitly mentioned Google Translate as the reason they did not feel challenged. In these cases, vocabulary was not understood directly but only after external assistance. Another pattern observed was overconfidence, as illustrated by P3, who claimed that everything was easy because they considered themselves intelligent. On the other hand, several participants openly acknowledged their difficulties. P2 mentioned the word

“destroyed” as confusing because they did not know when it should be used. P4 also admitted experiencing difficulty and described searching for meanings on Google when encountering unfamiliar words.

These findings suggest that perceptions of difficulty are strongly influenced by the availability of resources. In an environment where smartphones and instant translation tools are readily accessible, vocabulary difficulties may feel minimal because they can be resolved quickly. As a result, participants tend to report “no difficulty,” even though cognitive challenges are still present. This finding differs from the generally positive perceptions reported by Sinaga et al. (2025), in which most participants viewed Mobile Legends as beneficial for vocabulary learning and motivation. The present research does not reject that positive perception; rather, it provides a more critical interpretation. Participants may perceive the game positively because it is enjoyable and because assistance is easily available, but this perception does not necessarily indicate independent vocabulary comprehension. Therefore, the current findings reveal a limitation that is less visible in studies relying primarily on self-reported positive perceptions.

From a language-learning perspective, there is an important distinction between understanding vocabulary through external support and understanding it through independent cognitive processing. While translation tools support immediate comprehension, they do not always promote the deeper processing necessary for long-term retention. Differences in how participants interpreted the question also contributed to this pattern. Overall, this finding indicates that self-reported difficulty alone does not fully reflect participants’ vocabulary challenges. Descriptions of how participants handle unfamiliar vocabulary provide a more accurate picture of the learning process.

f. Types of Specific Vocabulary Difficulties

Although many participants initially claimed general ease, more detailed responses revealed several types of specific difficulties. This suggests that vocabulary knowledge involves multiple dimensions rather than a single level of understanding. Pronunciation emerged as a notable difficulty. P4 explained that many words were learned through reading rather than listening, resulting in

uncertainty about correct pronunciation. Examples included “buff” and “gank,” which were frequently seen but rarely spoken. This indicates that Mobile Legends provides more visual than auditory input, allowing reading-based vocabulary recognition to develop faster than spoken production.

Difficulties related to contextual usage were also identified. P2’s confusion about the word “destroyed” shows that although the word was familiar, its specific use within the game context was unclear. Sentence-level difficulty was reported by P25 and P18, who stated that vocabulary became harder to understand when presented in longer English sentences. Listening comprehension was another challenge. P24 and P23 mentioned difficulty understanding voice actors because of unclear pronunciation, fast speech, background sounds, and the need to focus on gameplay. Novelty also played a role, as new and lengthy vocabulary was considered more difficult to process and remember.

This finding demonstrates that the vocabulary development observed in the present study is primarily receptive rather than fully productive. It is consistent with Nuriyah’s (2023) finding that students acquired specific game-related terms, but the present study identifies the limitations of that acquisition more clearly. Participants could recognize and interpret terms in familiar game situations, yet they experienced difficulties with pronunciation, sentence-level comprehension, contextual usage, and broader application. Therefore, Mobile Legends appears to support word recognition and meaning comprehension more strongly than productive vocabulary development.

g. Item Names as a Major Source of Difficulty

Analysis of responses to question thirteen showed that item-related vocabulary was the most consistently reported source of difficulty. P2 explained that participants struggled not only with item names but also with understanding the effects produced by those items. This indicates that the challenge extended beyond vocabulary to include comprehension of game mechanics. Many item

names in Mobile Legends use abstract, technical, or uncommon English words that are rarely introduced in formal English learning contexts.

The level of difficulty varied according to playing style. Competitive players tended to engage more deeply with item descriptions to support strategic decision-making, while casual players often relied on recommended builds without focusing on item names or effects. As a result, the pressure to learn item-related vocabulary differed across participants. Similar difficulties were found in hero skill descriptions, which often contain technical terms and long sentences.

This finding extends the results of Fatmawati (2023), whose study focused on vocabulary found in in-game notifications and hero quotes. While Fatmawati demonstrated that players could acquire and remember vocabulary through Mobile Legends, the present findings show that not all in-game vocabulary is equally accessible. Item names and skill descriptions may create greater difficulty because they contain specialized terms, complex expressions, and information that must be connected to game mechanics. Thus, the present study contributes a more nuanced perspective by demonstrating that the same game environment can function both as a vocabulary-learning resource and as a source of linguistic difficulty.

h. Item Names as a Systematic Challenge: Volume, Complexity, and Strategic Variability

Analysis of responses to question thirteen indicates that item-related vocabulary constitutes the most consistent and systematic source of difficulty for participants. Compared with other types of vocabulary, item names created more frequent comprehension problems and affected a larger number of players. This difficulty can be seen clearly in P2's response: "*Tentang item Mobile Legend di setiap karakter, dan difficult apa yang ditimbulkan item tersebut,*" "About the Mobile Legends items for each character and the difficulty caused by those items." This statement highlights a double challenge. First, the item names themselves are difficult as English vocabulary. Second, understanding what each item does

requires comprehension of both the written description and the underlying game mechanics.

Item names in Mobile Legends draw from a wide range of linguistic sources, creating a complex vocabulary environment. Some items are based on mythological references, such as Athena's Shield or Thor's Sting. Others use abstract or literary vocabulary, such as Immortality, Calamity Reaper, or Malefic Roar. Compound structures such as Blade of Despair or Demon Hunter Sword also add complexity because they involve multiword constructions.

In addition to linguistic complexity, the large number of items increases the difficulty. Even for proficient English users, remembering all item names and effects is challenging. For English learners, this task becomes more demanding because they must learn new vocabulary while simultaneously understanding how the items function in the game.

The importance of item vocabulary also varies according to playing style. Competitive players who aim to optimize their builds are required to understand item names and effects in order to make strategic decisions. In contrast, casual players often rely on recommended builds provided by the game system. As a result, they can continue playing effectively without engaging deeply with item vocabulary.

Similar difficulties were also reported in relation to hero skill descriptions. P8 mentioned that reading skill descriptions for new heroes was challenging because of many technical terms. Expressions such as crowd control, blink, cooldown reduction, and area of effect require familiarity with gaming-specific terminology as well as general English proficiency. P18's difficulty in understanding long sentences supports this finding. P5 explained that learning English vocabulary also came from external game-related media: *"Kadang saya lihat tutorial atau info game di internet, di situ ada kata-kata seperti patch atau balance update,"* "Sometimes I watch tutorials or game information on the internet, where there are words such as patch or balance update." Similarly, P6 stated, *"Saya sering dengar istilah seperti meta shift dari video atau forum Mobile*

Legends, ” “I often hear terms such as meta shift from Mobile Legends videos or forums.”

These responses suggest that although Mobile Legends is not designed as an English-learning application, it exposes teenagers to vocabulary related to technology, entertainment, strategy, and social interaction through both in-game and external gaming resources. This finding is related to Sinaga et al.’s (2025) observation that digital games expose learners to unfamiliar English terms through auditory and visual elements. However, the present study highlights a contextual limitation: exposure to a large amount of vocabulary does not guarantee that learners will master all of it. In particular, technical item vocabulary may remain difficult when learners lack teacher guidance, systematic explanation, or opportunities to use the terms outside the game. This supports Sinaga et al.’s emphasis on the importance of instructor oversight in maximizing the educational potential of digital games.

To cope with these challenges, participants reported using recommended builds, memorizing items through repeated use, watching tutorial videos, asking experienced players, or relying on trial and error. While these strategies help players function effectively in the game, they often bypass direct engagement with English vocabulary. Players may become competent in gameplay without fully understanding item names or descriptions, relying instead on icons, visual cues, or peer guidance. Consequently, gameplay competence can develop without corresponding vocabulary mastery.

i. Memorability Despite Difficulty

Despite the various difficulties reported, analysis of responses to question fourteen revealed a strong consensus that vocabulary in Mobile Legends was easy to remember. At first glance, this appears contradictory to the difficulties discussed earlier. However, the contradiction can be explained by the learning conditions present in the game environment. One of the most frequently mentioned factors was repetition. Many participants explained that vocabulary was easy to remember because it appeared repeatedly during gameplay. The

frequent and unavoidable exposure to the same words strengthens memory through repetition, even when learners do not intentionally try to memorize them.

Context also played an important role. Some participants noted that vocabulary was easier to remember because it was linked to clear visual and functional contexts. Words appeared together with actions, outcomes, or visual effects, allowing players to associate vocabulary with meaning in a concrete way. Emotional involvement further supported memorability. Moments such as achieving a maniac or savage kill were emotionally charged, making the associated vocabulary more memorable. Functional use was another factor. Vocabulary that players actively used during gameplay tended to be remembered more easily.

This finding strongly supports Nuriyah's (2023) and Sinaga et al.'s (2025) conclusions that Mobile Legends can create an engaging environment for incidental vocabulary learning. The present study confirms that students remember vocabulary because the words are encountered repeatedly and connected to meaningful game situations. However, it also provides an important qualification: vocabulary may be easy to remember within the gaming context but difficult to pronounce, explain, or use in communication outside the game. In other words, memorability reflects strong contextual retention, but it does not necessarily demonstrate complete vocabulary mastery.

The finding also relates to Nashruddin's (2024) study, which showed that visual and interactive games improved vocabulary acquisition and learner engagement. Both studies confirm that contextualized and engaging activities can strengthen vocabulary retention. Nevertheless, Nashruddin's classroom intervention included explicit teaching, structured activities, and teacher guidance, whereas Mobile Legends provides mainly incidental exposure. Therefore, the present findings suggest that digital games are effective for initial exposure and retention, but additional educational support may be required to develop pronunciation, productive use, and transferable vocabulary knowledge.

Overall, these findings suggest that although Mobile Legends vocabulary can be difficult in terms of form, meaning, or usage, the game environment strongly

supports retention through repetition, context, emotion, functionality, and prolonged exposure. The overall relationship between the present findings and previous studies can therefore be expressed as follows: previous studies generally confirm the positive potential of Mobile Legends and digital games for vocabulary exposure, motivation, retention, and communication, while the present study adds a contextual and critical perspective by showing that this potential is strongest for receptive, functional, and game-specific vocabulary. Its transfer to broader English communication remains limited by the complexity of the vocabulary, dependence on translation tools, limited English use in peer communication, and the absence of systematic instructional guidance.

J. Cross-Contextual Vocabulary Transfer: Acquisition of Everyday English Words

Beyond game-specific jargon, participants acquired general, everyday English vocabulary through interactions with Mobile Legends. Players demonstrated the ability to extract, retain, and integrate these high-frequency words into their broader linguistic repertoire.

Participants learned everyday terms embedded in the game's interface, settings, and communication presets. P3 noted acquiring foundational directional and action-oriented vocabulary: "*Saya jadi tahu kata seperti 'North', 'South', 'Start', dan 'Exit' dari menu dan map di game*" "I came to know words like 'North', 'South', 'Start', and 'Exit'...". Additionally, everyday social expressions were internalized through quick-chat systems. P11 highlighted learning polite terms: "*Selain kata-kata game, saya juga jadi sering lihat dan ingat kata 'Sorry', 'Thank you', 'Good job', sama 'Welcome'*" "Besides game words, I also frequently see and remember words like 'Sorry', 'Thank you'...". Basic descriptive and functional words were also absorbed through notifications and loading screens. P15 mentioned terms like "Free", "Clear", "Fast", and "Slow", while P20 noted process-related words such as "Loading", "Wait", "Ready", and "Done".

This incidental learning process shows that while technical terms (e.g., gank, cooldown) remain tied to gameplay, everyday words undergo decontextualization.

Because terms like sorry or ready are versatile, participants felt more confident recognizing them outside the game, such as in school or digital media. Ultimately, Mobile Legends does not merely build a specialized "gamer dialect," but also serves as an accessible tool for reinforcing fundamental, high-frequency English vocabulary.

C. Discussion

This study aimed to explore teenagers' English vocabulary development through the use of the Mobile Legends application in Pintu Padang Julu Village. Based on the findings presented in the previous chapter, the results demonstrate that Mobile Legends contributes to vocabulary development in ways that are informal, contextual, socially mediated, and closely tied to learners' daily experiences. This discussion interprets the findings by connecting them with relevant theories of language learning, particularly Vygotsky's sociocultural theory, and with previous studies on digital game based learning. The discussion is organized into several subsections that address vocabulary development, perceived difficulties, learning strategies, and the broader implications of using Mobile Legends as a supplementary medium for English learning.

a. Vocabulary Exposure through Mobile Legends as Incidental Learning

One of the most significant findings of this study is that teenagers are frequently exposed to English vocabulary while playing Mobile Legends. This exposure occurs through various in-game elements such as hero skills, item names, system notifications, battle announcements, and communication features. Importantly, this exposure is not planned or structured as formal instruction. Instead, vocabulary learning happens incidentally while teenagers are focused on playing the game.

This condition supports the concept of incidental vocabulary learning, where learners acquire new words as a by-product of engaging in meaningful activities rather than through deliberate memorization. In contrast to classroom learning, where vocabulary is often presented explicitly through lists or exercises, Mobile Legends allows teenagers to encounter English words repeatedly in

authentic and meaningful contexts. As a result, learners become familiar with vocabulary naturally over time.

Several participants reported that they understood certain English words simply because those words appeared frequently during gameplay. Repetition played a crucial role in helping learners recognize and remember vocabulary. This finding aligns with previous studies suggesting that repeated exposure to words in meaningful contexts enhances vocabulary retention. The game environment provides consistent and repeated encounters with the same vocabulary, especially commonly used terms such as “attack,” “defend,” “victory,” and “destroyed.”

b. Vocabulary Development and Meaning Construction through Context

The findings also reveal that teenagers often develop an understanding of vocabulary through contextual clues rather than direct translation. Many participants explained that they learned the meaning of words by observing what happened in the game when a particular word appeared. For example, vocabulary related to skills or items was understood by noticing their effects during battles. This contextual learning process reflects how meaning construction occurs through experience. Instead of memorizing dictionary definitions, learners associate words with actions, outcomes, and visual feedback. Such learning is considered deeper and more meaningful because it connects linguistic forms with concrete experiences.

From a theoretical perspective, this finding aligns with Vygotsky’s view that learning is mediated through interaction with tools and symbols. In this case, the game itself functions as a mediating tool that helps learners connect language with action. Vocabulary learning becomes embedded in problem-solving activities, which supports cognitive engagement and comprehension.

c. Social Interaction and Vocabulary Learning

Another important aspect of vocabulary development identified in this study is the role of social interaction. Teenagers rarely play Mobile Legends alone. They usually play with friends, classmates, or online teammates. During gameplay, they communicate using a combination of Indonesian and English vocabulary, especially when coordinating strategies or responding to in-game situations.

This interaction supports Vygotsky's sociocultural theory, which emphasizes that learning occurs through social processes. Language development, according to Vygotsky, is shaped through interaction with others before it becomes internalized. In Mobile Legends, teenagers are exposed to English vocabulary not only from the game system but also from peers who use certain English terms during communication.

More experienced players often guide less experienced players by explaining item functions, skill effects, or strategies. This guidance represents a form of scaffolding, where learners receive support that helps them perform beyond their current level of competence. Over time, as learners become more familiar with the vocabulary, this support is gradually reduced.

d. Vocabulary Reuse beyond the Gaming Context

The findings indicate that vocabulary learned through Mobile Legends is not limited to passive recognition. Several participants reported using English terms from the game when talking with friends outside the gaming context. This reuse of vocabulary suggests that learning has moved from receptive knowledge to productive use. Using vocabulary in everyday conversations reflects a higher level of vocabulary mastery.

Learners are not only able to recognize words but also apply them appropriately in social contexts. This finding supports the idea that digital games can facilitate active language use, especially when learners feel comfortable using English terms in informal settings. In rural contexts such as Pintu Padang Julu Village, where opportunities to practice English are limited, this incidental use of English vocabulary becomes particularly valuable. Mobile Legends provides a shared reference point that encourages teenagers to use English naturally with peers.

e. The Paradox of “No Difficulty” in Vocabulary Learning

A notable finding in this study is the paradox observed in participants' responses regarding vocabulary difficulties. Many teenagers initially claimed that they did not experience any difficulty in understanding English vocabulary in Mobile Legends. However, further analysis revealed that this perception often

resulted from the availability of coping strategies rather than genuine effortless comprehension. Several participants explained that they used translation tools such as Google

Translate whenever they encountered unfamiliar words. Because translation was quick and easily accessible, they perceived the vocabulary as “not difficult.” In this sense, difficulty was masked by the immediate availability of solutions. This finding highlights the importance of distinguishing between the absence of difficulty and the absence of obstacles. From a learning perspective, relying heavily on translation tools may reduce cognitive effort, which can limit long-term retention. While translation helps learners understand meaning instantly, it does not always promote deep processing or durable learning.

f. Genuine Ease versus Tool-Mediated Understanding

In contrast to tool-mediated understanding, some participants demonstrated genuine ease in vocabulary comprehension. These learners reported that they understood vocabulary automatically without using translation tools because of repeated exposure. Such automatic understanding indicates that vocabulary has been internalized through experience.

This distinction is important because it reflects different stages of vocabulary development. Learners who rely on translation tools may still be in the early stages of acquisition, while learners who understand words effortlessly have likely developed stronger lexical representations. Metacognitive awareness also played a role in how learners perceived their difficulties. Participants who were able to reflect on their learning processes demonstrated greater awareness of how vocabulary was acquired over time.

g. Specific Vocabulary Difficulties Experienced by Teenagers

Although many participants reported general ease, the findings revealed several specific types of vocabulary difficulties when learners were asked in more detail. These difficulties included pronunciation, contextual usage, sentence complexity, audio clarity, novelty, and vocabulary length. Pronunciation difficulties emerged because most vocabulary in Mobile Legends is presented in written form rather than spoken form. As a result, learners may recognize words

visually but struggle to pronounce them correctly. This creates an imbalance between receptive and productive skills. Contextual usage difficulties were also evident. Some participants understood the basic meaning of words but were unsure about when or how to use them appropriately. This reflects incomplete pragmatic knowledge, which is an important component of vocabulary mastery.

h. Sentence-Level and Listening Difficulties

Several participants reported difficulty understanding vocabulary when it appeared in longer sentences. This suggests limitations in grammatical competence and syntactic processing. While Mobile Legends provides strong exposure to individual words and short phrases, it offers limited support for complex sentence structures. Listening difficulties were also reported, particularly related to voice announcements. Factors such as fast speech, background noise, and divided attention during gameplay reduced comprehension. This finding indicates that audio input alone is not sufficient for pronunciation learning if it is not clear or consciously processed.

i. Item Vocabulary as a Major Challenge

Item names and descriptions were identified as one of the most challenging vocabulary categories. Item vocabulary in Mobile Legends is linguistically complex and often includes abstract terms, compound phrases, and technical gaming jargon. Understanding item effects requires both vocabulary knowledge and conceptual understanding of game mechanics. The large number of items further increases cognitive load, making it difficult for learners to remember and understand all item names. For casual players, this challenge is often avoided by using recommended builds, while competitive players are required to engage more deeply with item vocabulary.

j. Learning Strategies Used by Teenagers

To cope with vocabulary difficulties, teenagers employed various strategies, including using translation tools, relying on repeated exposure, asking friends, watching tutorial videos, and using trial-and-error approaches. These strategies reflect learners' agency in managing their own learning processes. From a sociocultural perspective, these strategies demonstrate how learning is mediated

through tools, peers, and cultural practices. Digital games create an environment where learners actively negotiate meaning rather than passively receive information.

Despite its benefits, Mobile Legends is not designed as a language learning tool. Vocabulary exposure is unsystematic and limited to the gaming context. Therefore, while the game contributes to vocabulary development, it should not replace formal English instruction. Instead, Mobile Legends should be viewed as a supplementary medium that enhances motivation and provides additional exposure. Teachers and parents can support learning by encouraging reflection on vocabulary encountered in the game and connecting it with classroom learning.

Vocabulary Development as an Informal Learning Process

The findings of this study highlight vocabulary development as an informal learning process. Teenagers did not intentionally learn English while playing Mobile Legends; however, learning occurred naturally through repeated engagement. Informal learning environments reduce anxiety and allow learners to acquire language without pressure. This supports the view that language learning extends beyond classroom boundaries and occurs through everyday activities. Recognizing informal learning spaces can help educators design more relevant and meaningful learning experiences.

k. Implications for Rural English Learning Contexts

In the context of Pintu Padang Julu Village, where access to English learning resources is limited, Mobile Legends provides valuable exposure to English. Digital games can help bridge gaps in language input, particularly in rural areas. However, guidance is still necessary to ensure that vocabulary learning becomes meaningful and transferable. Without support, learners may remain dependent on translation tools and develop limited awareness of broader language use.

Based on the analysis of teenagers who use the Mobile Legends application in Pintu Padang Julu Village, it can be concluded that the use of this application indirectly contributes to the development of their English vocabulary. Teenagers frequently interact with English text within the game, such as game commands,

character names, and specific gaming terms (such as buff, tower, lane, and gank). This exposure encourages them to learn and understand new words that they repeatedly encounter while playing. In addition, some teenagers reported that the game helps them improve their understanding of English, even though their language use is not yet fluent or systematically structured.

Although Mobile Legends helps teenagers become familiar with English vocabulary, several participants reported difficulties in understanding the contextual use of certain terms, which are often not clearly explained in the game. The main difficulties involve unfamiliar technical terms and gaming jargon, such as meta, cooldown, and skills. Some teenagers also struggle to translate these terms into everyday language due to limited basic English proficiency and restricted access to appropriate learning resources.

The findings support Vygotsky's sociocultural theory by demonstrating that vocabulary learning is socially mediated, context-dependent, and supported by tools. Learning occurs through interaction, scaffolding, and participation in meaningful activities. Overall, this discussion demonstrates that Mobile Legends contributes to teenagers' English vocabulary development through repeated exposure, contextual learning, and social interaction. While challenges remain, the game provides a supportive environment for informal vocabulary acquisition. When combined with formal instruction, Mobile Legends can function as an effective supplementary medium for vocabulary learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, this study draws two primary conclusions addressing the research questions regarding English vocabulary development and its associated difficulties among teenagers at Pintu Padang Julu Village through the Mobile Legends application. First, the teenagers' English vocabulary development occurs predominantly through incidental language acquisition, heavily driven by continuous exposure to in-game audio-visual features such as hero voice lines, skill logs, and display texts. This development is mostly concentrated at the receptive level, where teenagers effectively expand their knowledge of gaming-specific terms, nouns, and action verbs (such as cooldown, buff, defeat, and slay). However, their transition to the productive level remains limited, as these newly acquired words are primarily utilized during active gameplay or casual peer interactions rather than in broader, formal contexts.

Second, despite the positive vocabulary growth, teenagers encounter several notable difficulties during this process. The primary obstacle is semantic misinterpretation, where players understand word meanings strictly within the gaming context but struggle to apply them to general English usage. Additionally, phonological challenges frequently arise due to fast-paced in-game audio, leading to incorrect pronunciation. These technical issues are further compounded by a lack of a productive environment and social anxiety, which restrict teenagers from practicing the words in daily conversations outside their gaming circle. Finally, the fast-paced nature of the game often causes players to skip reading detailed text descriptions, thereby limiting their opportunities for deeper textual comprehension and vocabulary development.

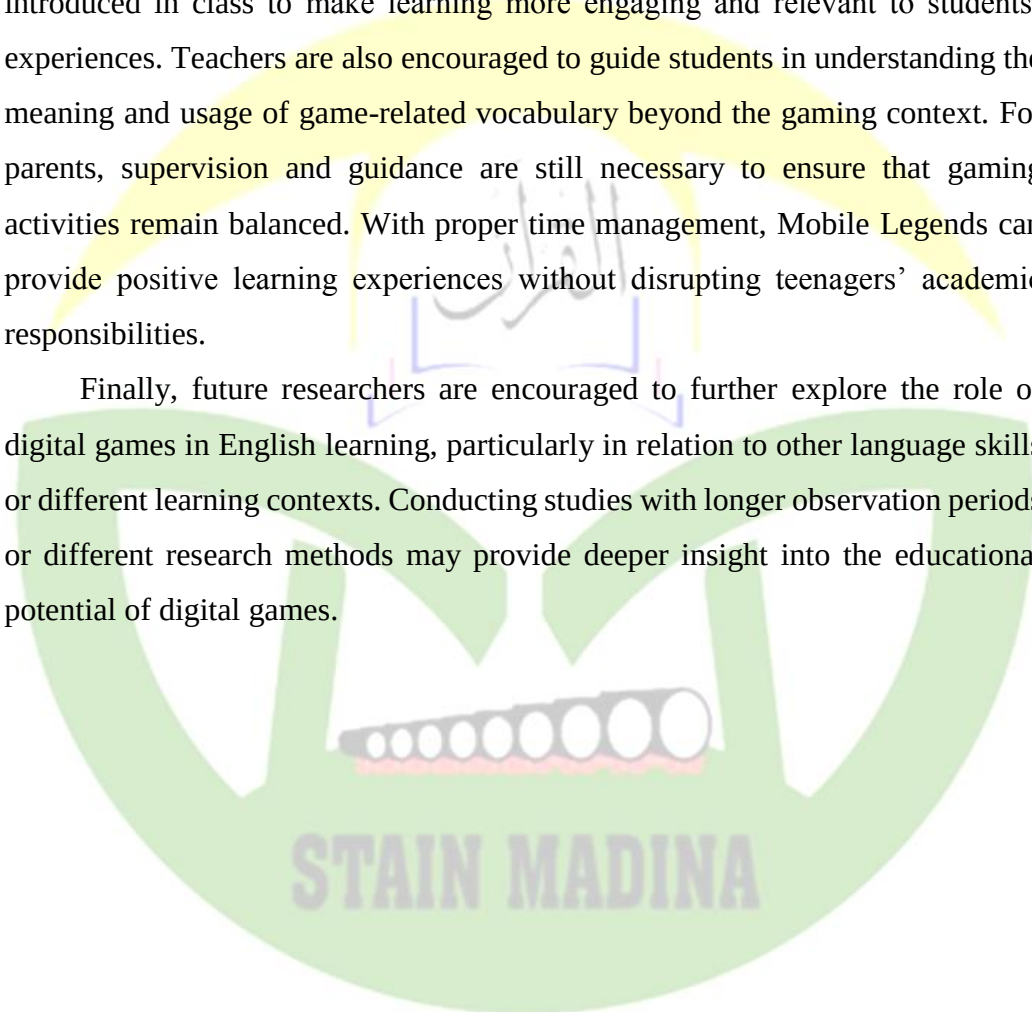
C. Suggestions

Based on the results of this study, several suggestions can be addressed to parties related to the learning process. For teenagers, it is suggested that Mobile Legends be used wisely, not only as a form of entertainment but also as an additional source of English exposure. Teenagers can try to pay attention to

English vocabulary that frequently appears in the game, such as item names, skill descriptions, and system messages. Understanding vocabulary through context and gradually practicing its use in daily communication may help strengthen vocabulary mastery.

For English teachers, students' interest in digital games can be utilized as a supporting learning resource. Vocabulary taken from Mobile Legends may be introduced in class to make learning more engaging and relevant to students' experiences. Teachers are also encouraged to guide students in understanding the meaning and usage of game-related vocabulary beyond the gaming context. For parents, supervision and guidance are still necessary to ensure that gaming activities remain balanced. With proper time management, Mobile Legends can provide positive learning experiences without disrupting teenagers' academic responsibilities.

Finally, future researchers are encouraged to further explore the role of digital games in English learning, particularly in relation to other language skills or different learning contexts. Conducting studies with longer observation periods or different research methods may provide deeper insight into the educational potential of digital games.



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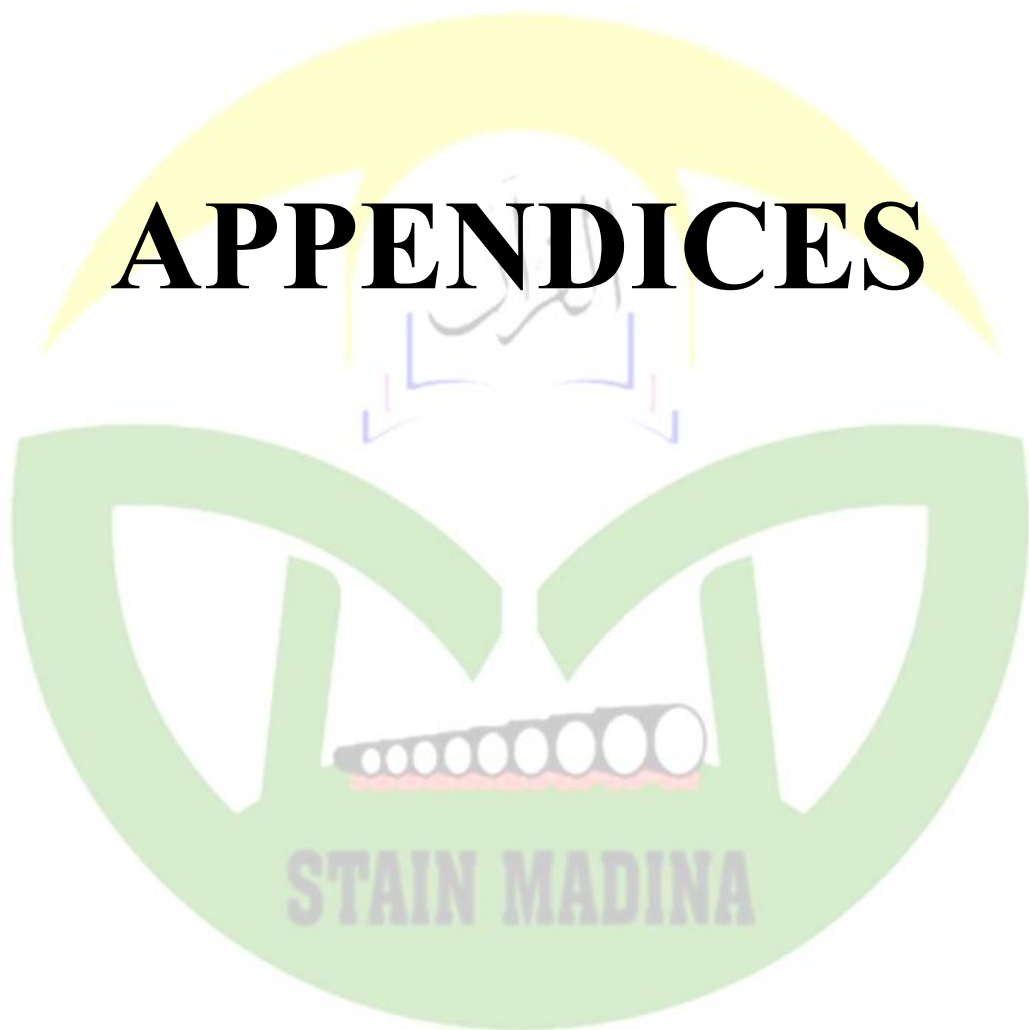
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APPENDICES



APPENDIX 1 DOCUMENTATION SHEET

Documentation Sheet

Judul Penelitian : English Vocabulary Development In Using Mobile Legends
Application Among Teenagers' At Pintu Padang Julu Village

Lokasi Penelitian :Pintu Padang Julu

Nama Peneliti : Nur Azizah Nasution

Tanggal : 23 November 2025

Petunjuk Pengisian

1. Lembar ini digunakan untuk mencatat dokumentasi berupa foto, video, audio, atau screenshot.
2. Isi setiap kolom dengan jelas dan ringkas.
3. Beri tanda cek (✓) pada kolom Bukti (Terlampir) jika file sudah disimpan.

No	Jenis Dokumentasi	Deskripsi Singkat	Checklist
1	Video rekaman saat bermain	Video rekaman saat remaja bermain mobile Legends	✓
2	Audio	Rekaman audio suara remaja atau respon remaja saat bermain mobile Legends	✓
3	Video tangkapan layar	Tangkapan layar selama permainan berlangsung	✓

APPENDIX 2 TEENAGERS' OBSERVATION SHEET

Teenagers' Observation Sheet 1

Judul Penelitian: English Vocabulary Development in Using Mobile Legends Application Among Teenagers' At Pintu Padang Village

Lokasi: Desa Pintu Padang Julu

Peneliti : Nur Azizah Nasution

Tanggal Observasi : 19 November 2025

Nama Partisipan (Inisial) : AA

1. Identitas Partisipan

Usia : 16 tahun

Jenis Kelamin : ☒ Laki-laki ☐ Perempuan

Lama Bermain : 5 Jam

Mode Permainan : ☐ Classic ☐ Ranked ☒ Brawl ☐ Custom

2. Checklist Observasi

A. Penggunaan Kosakata dalam Game

No	Indikator	Checklist
1	Menyebutkan istilah dalam bahasa Inggris saat bermain	☒
2	Menerjemahkan istilah ke bahasa Indonesia	☒
3	Menggunakan istilah dalam kalimat atau perintah	-

B. Pemahaman Kosakata

No	Indikator	Checklist
1	Bisa menjelaskan arti istilah tertentu (contoh: jungle, ultimate, recall)	☒
2	Menggunakan istilah sesuai konteks permainan	☒
3	Salah menggunakan istilah atau bingung dengan artinya	☒

C. Interaksi dengan Teman

No	Indikator	Checklist
1	Menggunakan istilah Inggris saat diskusi strategi	-
2	Menanggapi teman dengan menggunakan istilah Inggris	✓
3	Menggunakan campuran bahasa Indonesia dan Inggris	✓

D. Ekspresi Verbal & Nonverbal

No	Indikator	Checklist
1	Menirukan kata/istilah dari game	✓
2	Bereaksi spontan saat mendengar istilah Inggris	-
3	Mengulang kata yang sama berulang kali	✓

E. Frekuensi Penggunaan Kosakata

No	Indikator	Checklist
1	Sering (lebih dari 10 kali dalam satu permainan)	✓
2	Kadang-kadang (5–10 kali dalam satu permainan)	-
3	Jarang (kurang dari 5 kali dalam satu permainan)	-

F. Strategi Belajar Kosakata

No	Indikator	Checklist
1	Menanyakan arti kata pada teman	✓
2	Mencatat atau mengingat istilah baru	✓
3	Belajar melalui pengalaman langsung di game	-
4	Menirukan kosakata dari teman atau sistem game	✓

3. Catatan Lapangan

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Teenagers' Observation Sheet 2

Judul Penelitian: English Vocabulary Development in Using Mobile Legends Application Among Teenagers' At Pintu Padang Village

Lokasi: Desa Pintu Padang Julu

Peneliti : Nur Azizah Nasution

Tanggal Observasi : 19 November 2025

Nama Partisipan (Inisial) : LK

1. Identitas Partisipan

Usia : 18 tahun

Jenis Kelamin : ☐ Laki-laki ☒ Perempuan

Lama Bermain : Sesuai Mood

Mode Permainan : ☐ Classic ☒ Ranked ☐ Brawl ☐ Custom

2. Checklist Observasi

A. Penggunaan Kosakata dalam Game

No	Indikator	Checklist
1	Menyebutkan istilah dalam bahasa Inggris saat bermain	✓
2	Menerjemahkan istilah ke bahasa Indonesia	✓
3	Menggunakan istilah dalam kalimat atau perintah	✓

B. Pemahaman Kosakata

No	Indikator	Checklist
1	Bisa menjelaskan arti istilah tertentu (contoh: jungle, ultimate, recall)	-
2	Menggunakan istilah sesuai konteks permainan	✓
3	Salah menggunakan istilah atau bingung dengan artinya	✓-

C. Interaksi dengan Teman

No	Indikator	Checklist
1	Menggunakan istilah Inggris saat diskusi strategi	-
2	Menanggapi teman dengan menggunakan istilah Inggris	-
3	Menggunakan campuran bahasa Indonesia dan Inggris	✓

D. Ekspresi Verbal & Nonverbal

No	Indikator	Checklist
1	Menirukan kata/istilah dari game	✓
2	Bereaksi spontan saat mendengar istilah Inggris	-
3	Mengulang kata yang sama berulang kali	-

E. Frekuensi Penggunaan Kosakata

No	Indikator	Checklist
1	Sering (lebih dari 10 kali dalam satu permainan)	✓
2	Kadang-kadang (5–10 kali dalam satu permainan)	✓
3	Jarang (kurang dari 5 kali dalam satu permainan)	-

F. Strategi Belajar Kosakata

No	Indikator	Checklist
1	Menanyakan arti kata pada teman	✓
2	Mencatat atau mengingat istilah baru	-
3	Belajar melalui pengalaman langsung di game	✓
4	Menirukan kosakata dari teman atau sistem game	-

3. Catatan Lapangan

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Teenagers' Observation Sheet 3

Judul Penelitian: English Vocabulary Development in Using Mobile Legends Application Among Teenagers' At Pintu Padang Village

Lokasi: Desa Pintu Padang Julu

Peneliti: Nur Azizah Nasution

Tanggal Observasi : 4 Desember 2025

Nama Partisipan (Inisial) : R

1. Identitas Partisipan

Usia : 16 tahun

Jenis Kelamin : ☒ Laki-laki ☐ Perempuan

Lama Bermain : 1 jam

Mode Permainan : ☐ Classic ☒ Ranked ☐ Brawl ☐ Custom

2. Checklist Observasi

A. Penggunaan Kosakata dalam Game

No	Indikator	Checklist
1	Menyebutkan istilah dalam bahasa Inggris saat bermain	☒
2	Menerjemahkan istilah ke bahasa Indonesia	☒
3	Menggunakan istilah dalam kalimat atau perintah	-

B. Pemahaman Kosakata

No	Indikator	Checklist
1	Bisa menjelaskan arti istilah tertentu (contoh: jungle, ultimate, recall)	☒
2	Menggunakan istilah sesuai konteks permainan	☒
3	Salah menggunakan istilah atau bingung dengan artinya	☒

C. Interaksi dengan Teman

No	Indikator	Checklist
1	Menggunakan istilah Inggris saat diskusi strategi	☒

2	Menanggapi teman dengan menggunakan istilah Inggris	✓
3	Menggunakan campuran bahasa Indonesia dan Inggris	✓

D. Ekspresi Verbal & Nonverbal

No	Indikator	Checklist
1	Menirukan kata/istilah dari game	-
2	Bereaksi spontan saat mendengar istilah Inggris	-
3	Mengulang kata yang sama berulang kali	✓

E. Frekuensi Penggunaan Kosakata

No	Indikator	Checklist
1	Sering (lebih dari 10 kali dalam satu permainan)	✓
2	Kadang-kadang (5–10 kali dalam satu permainan)	✓
3	Jarang (kurang dari 5 kali dalam satu permainan)	✓

F. Strategi Belajar Kosakata

No	Indikator	Checklist
1	Menanyakan arti kata pada teman	✓
2	Mencatat atau mengingat istilah baru	✓
3	Belajar melalui pengalaman langsung di game	-
4	Menirukan kosakata dari teman atau sistem game	✓

3. Catatan Lapangan

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APPENDIX 3 VILLAGE OBSERVATION SHEET

Village Observation Sheet

Nama Peneliti : Nur Azizah Nasution

Tanggal Observasi : 19 November 2025

Lokasi Observasi : Desa Pintu Padang Julu

Instruksi: Lembar observasi ini digunakan untuk mencatat kondisi umum desa secara menyeluruh. Aspek yang diamati mencakup identitas desa, kondisi geografis, sosial budaya, ekonomi, pendidikan, hingga sejarah desa. Peneliti diharapkan mengisi kolom hasil observasi dengan catatan rinci, baik berupa deskripsi naratif, angka, maupun dokumentasi visual (foto/sketsa).

No	Aspek	Indikator yang Diamati	Hasil Observasi (Catatan Lapangan)
1	Identitas Desa	Nama desa, tahun berdiri, luas wilayah, jumlah dusun/RT/RW, kode pos, kantor desa	Pintu Padang Julu, 6000 hektar, kode pos 22976, memiliki 2 kantor desa
2	Geografi & Lingkungan	Letak geografis, batas-batas desa, kondisi alam (sawah, ladang, sungai, hutan), iklim, curah hujan	Area agraris Batas desa : - Utara Lumban Dolok - Timur Malintang - Selatan Hutabangun - Barat Hutabaringin
3	Demografi	Jumlah penduduk, kepadatan, distribusi usia, jenis kelamin, jumlah kepala keluarga	1.405 penduduk 883 Laki-laki 497 Perempuan
4	Ekonomi	Mata pencaharian utama, jenis usaha masyarakat, keberadaan pasar/warung/pertokoan,	Petani, berdagang, PNS, TNI/Polri, Peternak, Wiraswasta

		UMKM, tingkat pengangguran	
5	Pendidikan	Jumlah sekolah (PAUD, SD, SMP, SMA), tingkat pendidikan masyarakat, kegiatan literasi, fasilitas pendidikan non-formal	- PAUD 1 - SDN 1 -TK 1 Pendidikan non-formal yaitu madrasah ibtidaiah dan mengaji tiap malam
6	Kesehatan	Jumlah fasilitas kesehatan (puskesmas, posyandu, klinik), tenaga medis, kebiasaan hidup sehat masyarakat	Posyandu 1
7	Sosial & Budaya	Tradisi, adat istiadat, kesenian, gotong royong, kegiatan masyarakat, jumlah tempat ibadah	Wirid Yasin, gordang sambilan, jumlah mesjid 4

APPENDIX 4: STUDENTS' INTERVIEW DATA

No	Name	Age
1	Aldi	17
2	Abidzar	18
3	Yusna	18
4	Arya	17
5	Ali	17
6	Lenni Khairani	18
7	Fatur	17
8	Fajri	17
9	Dimas	17
10	Sahti Adnani	17
11	Asmul Fauzi	16
12	Samsuri	17
13	Yaktinur	17
14	Rayhan	16
15	Indah Lestari	17
16	Rapnida	17
17	Hadjah Mardiah	17
18	Jefri	18
19	Laila RahmaDani	17
20	Hidayatul arfah	17
21	Hanifah	15
22	Syifa Aini	17
23	Putra Pratama	18
24	Rhandika	16
25	Rohman hakim	18
26	Nanda	17
27	Hadi	17

APPENDIX 5 INTERVIEW GUIDE

Title: English Vocabulary Development in Using Mobile Legends Application
at Teenagers at Pintu Padang Julu

Interview Time :

A. PARTICIPANT PROFILE

Participant Code :

Age: _____ years old :

Gender: M / F :

Duration of Playing :

Mobile Legends Rank/Level :

B. MOBILE LEGENDS USAGE

a. Playing Experience in Mobile Legends

1. Since when have you been playing Mobile Legends?
2. How long do you usually play Mobile Legends in a day?
3. In your opinion, which part of Mobile Legends (such as chat, menu, characters, items) contains the most English vocabulary?

b. English Vocabulary from Mobile Legends

1. Mention some English vocabulary that you often encounter while playing Mobile Legends!
2. Among those vocabularies, which ones are the easiest to remember? Why?
3. Are there any vocabularies that are difficult to understand? If yes, how do you find their meanings?

c. Understanding and Using Vocabulary

1. How do you usually understand the meaning of English vocabulary that appears in Mobile Legends?
2. Have you ever used vocabulary from Mobile Legends in your English lessons at school? Please give an example.
3. To what extent does Mobile Legends influence your English vocabulary development?

d. Motivation and Perception

1. In your opinion, can playing Mobile Legends be a fun way to learn English? Why?
2. What do you think about using games (such as Mobile Legends) as an additional medium for learning English at school?
3. In your opinion, how can vocabulary from Mobile Legends be more helpful in learning English?

e. Difficulties and Learning Strategies

1. What difficulties do you often face when learning English vocabulary from Mobile Legends?
2. Do you think the English vocabulary you get from Mobile Legends is easy or difficult to remember? Explain why.
3. What do you usually do to overcome difficulties in understanding vocabulary from Mobile Legends?

Notes:

Researcher's Notes

- Participant's enthusiasm level:
- Non-verbal observations:
- Additional comments:

Member check sheet of research results english vocabulary development in using mobile legends application at teenagers at pintu padang julu.

I, the undersigned, am Informant Number _ with the initials ____ Hereby, I declare that the data obtained by the researcher named Nur Azizah Nasution, Student ID Number 21130020, in her research entitled “English Vocabulary Development In Using Mobile Legends Application At Teenagers At Pintu Padang Julu” is truly derived from me and accurately reflects the facts that occurred in the field.

APPENDIX 6 INTERVIEW TRANSCRIPT

Interview Transcript P4

Interview Time : 04/10/2025 12:28

A. PARTICIPANT PROFILE

Participant Code : P4
 Age: ____ years old : 18
 Gender: M / F : Female
 Duration of Playing : 4 Hours
 Mobile Legends Rank/Level : Ranked

B. MOBILE LEGENDS USAGE

a.. Playing Experience in Mobile Legends

1. Since when have you been playing Mobile Legends?

Jawaban (Indonesia): Sejak tahun 2021.

Answer (English): Since 2021.

2. How long do you usually play Mobile Legends in a day?

Jawaban (Indonesia): Sekitar 4 jam per hari.

Answer (English): About 4 hours a day.

3. In your opinion, which part of Mobile Legends (such as chat, menu, characters, items) contains the most English vocabulary?

Jawaban (Indonesia): Item dan menu.

Answer (English): Items and menu.

b. English Vocabulary from Mobile Legends

1. Mention some English vocabulary that you often encounter while playing Mobile Legends!

Jawaban (Indonesia): Double kill, triple kill, maniac, savage, ranked, marksman, build, retreat, hero, skin, screen, record, voice, language, enemy, fight, event, replay, in-game, game, gather, gank, mid, lane, gold, victory, defeat, help, kill, skill, history, dan story.

Answer (English): Double kill, triple kill, maniac, savage, ranked, marksman, build, retreat, hero, skin, screen, record,

voice, language, enemy, fight, event, replay, in-game, game, gather, gank, mid, lane, gold, victory, defeat, help, kill, skill, history, and story.

2. Among those vocabularies, which ones are the easiest to remember? Why?

Jawaban (Indonesia): Defeat, victory, voice, language, game, record, event, kill, replay, screen, retreat, double kill, triple kill, maniac, savage, story, dan history karena sering muncul saat bermain.

Answer (English): Defeat, victory, voice, language, game, record, event, kill, replay, screen, retreat, double kill, triple kill, maniac, savage, story, and history because they often appear in the game.

3. Are there any vocabularies that are difficult to understand? If yes, how do you find their meanings?

Jawaban (Indonesia): Ada, saya mencarinya di Google jika tidak mengerti.

Answer (English): Yes, I search for their meanings on Google when I do not understand them.

c. Understanding and Using Vocabulary

1. How do you usually understand the meaning of English vocabulary that appears in Mobile Legends?

Jawaban (Indonesia): Saya melihat contoh dalam bentuk gambar di game dan juga mencarinya di Google.

Answer (English): I understand it by looking at the visual examples in the game and by checking Google.

2. Have you ever used vocabulary from Mobile Legends in your English lessons at school? Please give an example.

Jawaban (Indonesia): Pernah, misalnya ketika guru menanyakan arti kata skill, saya tahu artinya.

Answer (English): Yes, for example, when the teacher asked the meaning of the word skill, I knew its meaning.

3. To what extent does Mobile Legends influence your English vocabulary development?

Jawaban (Indonesia): Cukup berpengaruh karena ada beberapa kosakata yang bisa saya pahami dari permainan tersebut.

Answer (English): It influences my English vocabulary because I can understand several words from the game.

d. Motivation and Perception

1. In your opinion, can playing Mobile Legends be a fun way to learn English? Why?

Jawaban (Indonesia): Iya, karena dalam permainan saya bisa sekaligus belajar bahasa Inggris.

Answer (English): Yes, because in the game I can learn English at the same time.

2. What do you think about using games (such as Mobile Legends) as an additional medium for learning English at school?

Jawaban (Indonesia): Cukup cocok karena belajar sambil bermain.

Answer (English): It is quite suitable because students can learn while playing.

3. In your opinion, how can vocabulary from Mobile Legends be more helpful in learning English?

Jawaban (Indonesia): Kosakata dari Mobile Legends membuat saya lebih semangat belajar karena sesuai dengan hobi saya, sehingga belajar bahasa Inggris menjadi lebih mudah dan menyenangkan.

Answer (English): Vocabulary from Mobile Legends makes me more motivated to learn because it is related to my hobby, so learning English becomes easier and more enjoyable.

e. Difficulties and Learning Strategies

1. What difficulties do you often face when learning English vocabulary from Mobile Legends?

Jawaban (Indonesia): Kesulitan dalam pelafalan (pronunciation) karena saya hanya belajar dari bacaan, misalnya kata buff dan gank.

Answer (English): I have difficulties with pronunciation because I only learn from reading, for example the words buff and gank.

2. Do you think the English vocabulary you get from Mobile Legends is easy or difficult to remember? Explain why.

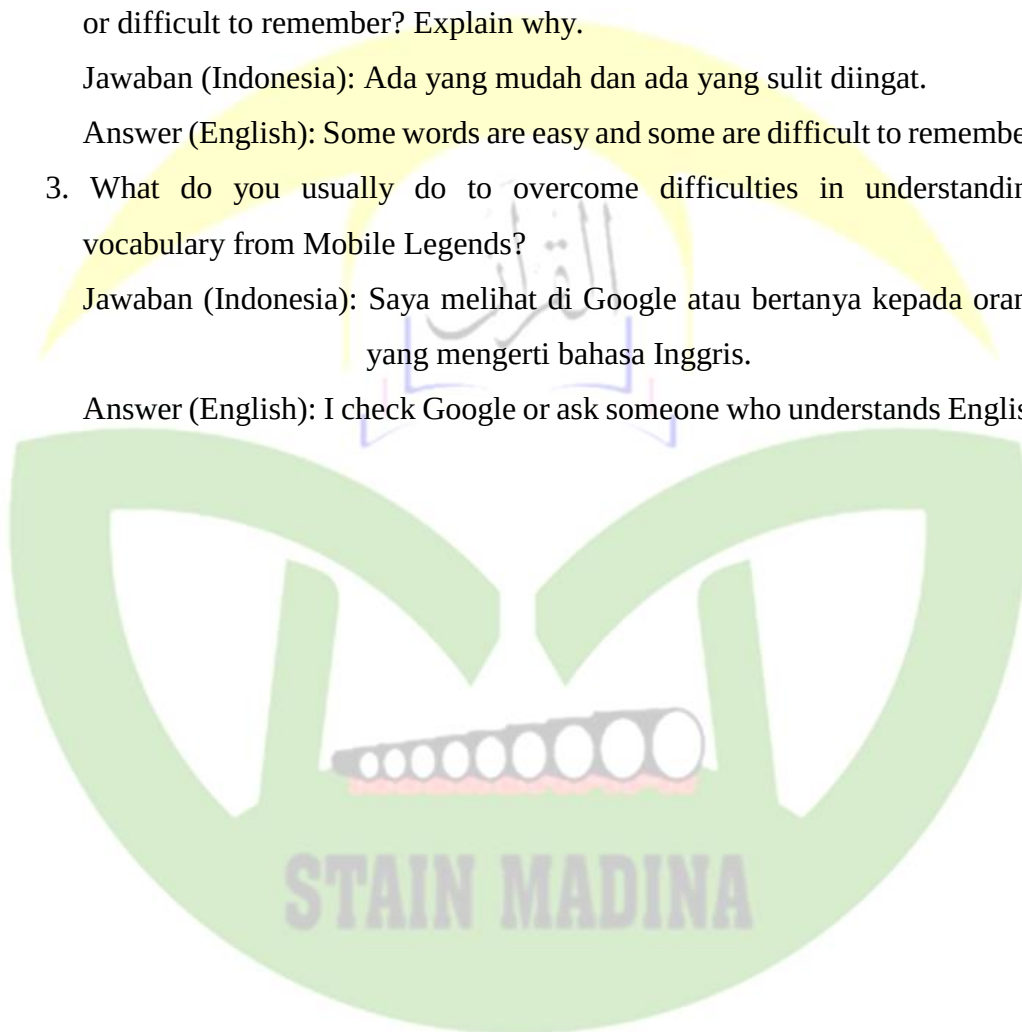
Jawaban (Indonesia): Ada yang mudah dan ada yang sulit diingat.

Answer (English): Some words are easy and some are difficult to remember.

3. What do you usually do to overcome difficulties in understanding vocabulary from Mobile Legends?

Jawaban (Indonesia): Saya melihat di Google atau bertanya kepada orang yang mengerti bahasa Inggris.

Answer (English): I check Google or ask someone who understands English.



Interview Transcript P26

Interview Time : 25/12/2025 6:45

A. PARTICIPANT PROFILE

Participant Code : P26

Age: _____ years old : 15

Gender: M / F : Female

Duration of Playing : 3 hours in a day

Mobile Legends Rank/Level: Ranked

B. MOBILE LEGENDS USAGE

a. Playing experience in Mobile Legends

1. Since when have you been playing Mobile Legends?

Indonesia: Sejak tahun 2020 (sekitar enam tahun).

English: Since 2020 (around six years).

2. How long do you play Mobile Legends in a day?

Indonesia: Sekitar 4 jam, biasanya dibagi menjadi dua sesi.

English: About 4 hours, usually divided into two sessions.

3. Which parts of Mobile Legends contain the most English vocabulary?

Indonesia: Bagian item, karena semua item menggunakan bahasa Inggris.

English: The item section, because all items are in English.

b. English Vocabulary from Mobile Legends

1. What English vocabulary do you often find in Mobile Legends?

Indonesia: AFK (Away From Keyboard), Buff/Nerf, Core/Carry, Gank, Lag, OP (Overpowered), Push/Def.

English: AFK (Away From Keyboard), Buff/Nerf, Core/Carry, Gank, Lag, OP (Overpowered), Push/Def.

2. Which vocabulary is the easiest to remember? Why?

Indonesia: Lag, karena di desa sering jaringan lambat.

English: Lag, because the internet connection in my village is often slow.

3. Are there any difficult vocabularies? How do you find their meanings?

Indonesia: Ada. Saya bertanya kepada teman atau mencari di Google menggunakan ponsel lain.

English: Yes. I ask friends or search on Google using another phone.

1. How do you usually understand the meaning of English vocabulary in Mobile Legends?

Indonesia: Biasanya dari petunjuk dalam game sehingga saya memahami arti katanya.

English: Usually from the game's guidance, so I can understand the meanings.

2. Have you ever used Mobile Legends vocabulary in your English class? Give an example.

Indonesia: Pernah, misalnya saat membahas superhero, saya sudah tahu arti hero dan team dari Mobile Legends.

English: Yes, for example when learning about superheroes, I already knew the meanings of hero and team from Mobile Legends.

3. To what extent does Mobile Legends influence your English vocabulary development?

Indonesia: Lumayan, karena banyak kosakata bahasa Inggris dari Mobile Legends.

English: Quite a lot, because I get many English words from Mobile Legends.

d. Influence on Vocabulary Development

1. Can playing Mobile Legends be a fun way to learn English? Why?

Indonesia: Bisa, tetapi tidak terlalu memberi perubahan besar.

English: It can be, but it does not give a very strong improvement.

2. What do you think about using games like Mobile Legends as a learning medium at school?

Indonesia: Bagus, tetapi tidak bisa menjadi pembelajaran resmi karena tidak semua siswa bermain Mobile Legends.

English: It is good, but it cannot be an official learning tool because not all students play Mobile Legends.

3. How can Mobile Legends vocabulary help in learning English?

Indonesia: Sangat membantu karena disajikan dalam bentuk suara dan tulisan, sehingga melatih membaca dan mendengarkan.

English: It really helps because it is shown in both audio and text, so it trains reading and listening skills.

e. Difficulties and Strategies

1. What difficulties do you face when learning English vocabulary from Mobile Legends?

Indonesia: Kosakata dari suara dan kata-kata baru yang pertama kali saya dengar.

English: Vocabulary from voice and new words that I hear for the first time.

2. Is the vocabulary easy or difficult to remember? Why?

Indonesia: Sebagian mudah karena sering diulang, sebagian sulit karena hanya muncul saat dipakai.

English: Some are easy because they are repeated, but some are difficult because they only appear when used.

3. What do you usually do to overcome difficulties in understanding vocabulary?

Indonesia: Mencari di Google atau menonton tutorial Mobile Legends.

English: I search on Google or watch Mobile Legends tutorials.

STAIN MADINA

Interview Transcript P27

Interview Time : 25/12/2025 10:13

A. PARTICIPANT PROFILE

Participant Code : P27

Age: _____ years old : 18

Gender: M / F : Male

Duration of Playing : 4 hours

Mobile Legends Rank/Level: Ranked

B. MOBILE LEGENDS USAGE

a. Playing Experience in Mobile Legends

1. Since when have you been playing Mobile Legends?

Indonesia: Sejak tahun 2022.

English: Since 2022.

2. How long do you play Mobile Legends in a day?

Indonesia: Sekitar 2 sampai 3 jam.

English: About 2 to 3 hours.

3. Which part of Mobile Legends contains the most English vocabulary?

Indonesia: Menu.

English: The menu.

b. English Vocabulary from Mobile Legends

1. What English words do you often find in Mobile Legends?

Indonesia: Double kill, Triple kill, Has slain, Maniac, Defeat, Win, Victory, Legendary.

English: Double kill, Triple kill, Has slain, Maniac, Defeat, Win, Victory, Legendary.

2. Which vocabulary is the easiest to remember? Why?

Indonesia: Double kill dan Triple kill.

English: Double kill and Triple kill.

3. Are there any difficult vocabularies? How do you find the meanings?

Indonesia: Ada, dan saya mencarinya di Google.

English: Yes, and I search for the meanings on Google.

c. Understanding Vocabulary

1. How do you usually understand the meanings of English vocabulary in Mobile Legends?

Indonesia: Dengan mencarinya di Google dan mengingatnya terus.

English: By searching on Google and memorizing them.

2. Have you ever used Mobile Legends vocabulary in your English class?

Give an example.

Indonesia: Pernah, misalnya menggunakan kata welcome saat ditanya guru.

English: Yes, for example using the word welcome when the teacher asks.

3. To what extent does Mobile Legends influence your English vocabulary development?

Indonesia: Lumayan banyak kosakata bahasa Inggris yang saya tahu setelah bermain Mobile Legends.

English: Quite many English words I know come from playing Mobile Legends.

d. Influence on Vocabulary Development

1. Can Mobile Legends be a fun way to learn English? Why?

Indonesia: Iya, karena belajar sambil bermain game.

English: Yes, because we learn while playing a game.

2. What do you think about using games like Mobile Legends as a supplementary learning medium in school?

Indonesia: Sangat bagus karena game itu seru bagi siswa.

English: Very good because the game is fun for students.

3. How can Mobile Legends vocabulary help in learning English?

Indonesia: Sangat membantu karena banyak kata bahasa Inggris baru yang muncul.

English: It really helps because many new English words appear.

e. Difficulties and Strategies

1. What difficulties do you face when learning English vocabulary from Mobile Legends?

Indonesia: Bahasanya sulit.

English: The language is difficult.

2. Is the vocabulary easy or difficult to remember? Why?

Indonesia: Sebagian mudah, terutama yang sering muncul.

English: Some are easy, especially those that appear often.

3. What do you usually do to overcome difficulties in understanding the vocabulary?

Indonesia: Bertanya kepada teman atau menggunakan Google Translate atau fitur terjemahan otomatis di keyboard HP.

English: I ask friends or use Google Translate or the automatic translation on my phone keyboard.



APPENDIX 7 : DOCUMENTATION OF THE RESEARCH

1. Mobile Legends (Screen Visual)



Picture 1. Screenshot of visual in Game Mobile Legends.



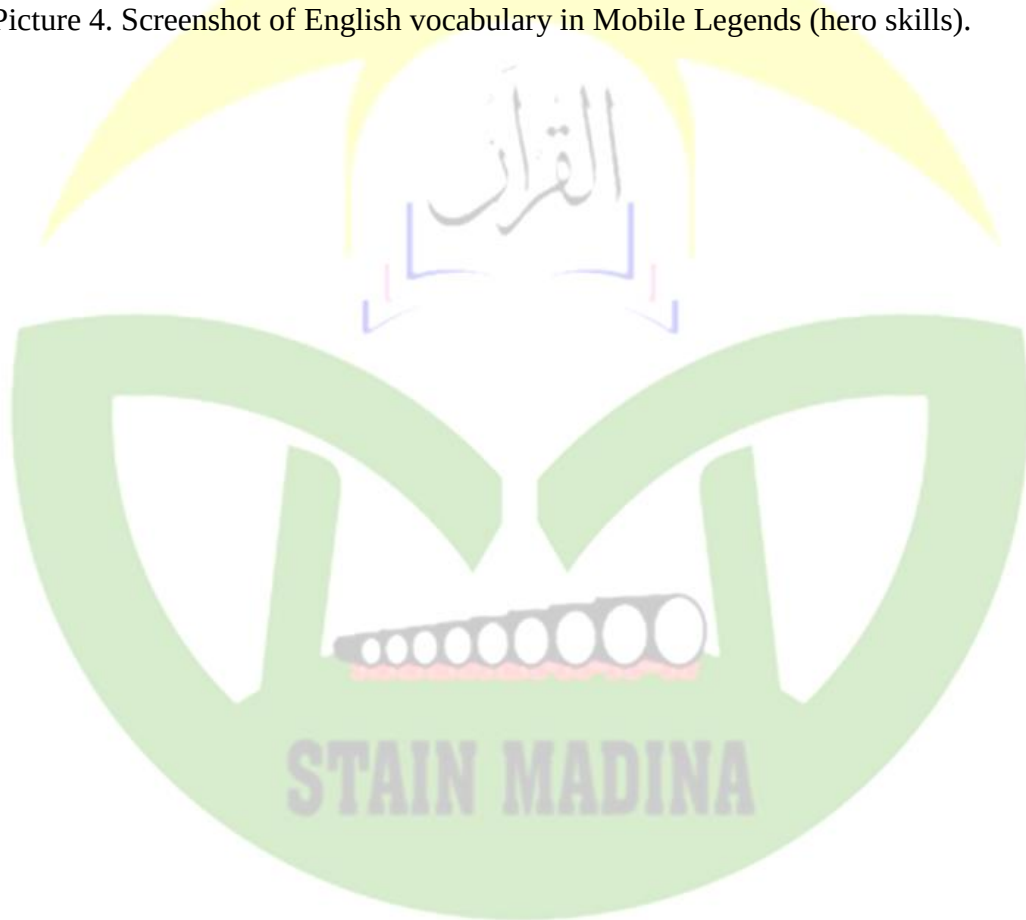
Picture 2. Screenshot of English vocabulary in Mobile Legends (item names).



Picture 3. Screenshot of English vocabulary in Mobile Legends (rank).



Picture 4. Screenshot of English vocabulary in Mobile Legends (hero skills).



D. Interview Documentation



Picture 1. Interview Mobile Legends male players



Picture 2. Interview Mobile Legends female players



Picture 3. When players playing Mobile Legends

E. Mobile Legends (Audio Recording)

Description : This video contains audio observations of teenagers while playing Mobile Legends without showing participants' faces to maintain privacy.

Duration : 15 minutes

AccesLink :

<https://drive.google.com/file/d/1AtbapbtqwTaNhtMKr2AzQWhXNd-3H7WQ/view?usp=drivesdk>

F. Mobile Legends (Video Recording)

Description : This video contains audio observations of teenagers while playing Mobile Legends without showing participants' faces to maintain privacy.

Duration : 15 minutes

Acces Link :

<https://drive.google.com/file/d/1lvtCRPumqVHNoeTghtzVSHW3LHlP3-nK/view?usp=drivesdk>

<https://drive.google.com/file/d/1lvtCRPumqVHNoeTghtzVSHW3LHlP3-nK/view?usp=drivesdk>

<https://drive.google.com/file/d/1lyWML9kQa8x3uSJbvlIwuCnajsg9XrG8/view?usp=drivesdk>

G. Mobile Legends (Video Screen Recording)

Description : This video contains video screen observations of teenagers while playing Mobile

Duration : 18 minutes

Acces Link :

<https://drive.google.com/file/d/1jWryoCHFrztJH4MpzvRLZDF2IOCy2y-Z/view?usp=drivesdk>

H. APPENDIX 4: ADMINISTRATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
MANDAILING NATAL
PUSAT PENELITIAN DAN PENGABDIAN MASYARAKAT
Jalan Prof. Dr. Andi Hakim Nasution, Panyabungan 22978
Website: www.stain-madina.ac.id
Email: stainmandailingnatal@yahoo.com

Nomor : B- 676 /Sti.21/F.1/IL.00/09/2025 22 September 2025
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Bapak / Ibu Kepala Desa Pintu Padang Julu
di-

Tempat

Dengan hormat, bersama surat ini kami sampaikan kepada Bapak / ibu bahwa :

Nama : Nur Azizah Nasution
NIM : 21-13-0020
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris (TBI)
Instansi : Sekolah Tinggi Agama Islam Negeri Mandailing Natal

Mahasiswa yang bersangkutan akan melakukan penelitian guna untuk memperoleh data/informasi awal dalam penyusunan proposal skripsi dengan data-data sebagai berikut:

Judul Penelitian : English Vocabulary Development In Using Mobile Legends Application Among Teenagers' at Pintu Padang Julu Village
Tempat Penelitian : Desa Pintu Padang Julu
Waktu Penelitian : September s/d November 2025

Demikian permohonan ini kami sampaikan, atas kerjasama Bapak / ibu diucapkan terimakasih.

a.n. Ketua
Kepala Pusat Penelitian dan
Pengabdian Masyarakat (P3M)

Suryadi Nasution, M.Pd.

Tembusan:
1. Ketua STAIN MADINA
2. Ketua Prodi TBI
3. Arsip



**PEMERINTAH KABUPATEN MANDAILING NATAL
KECAMATAN SIABU
DESA PINTU PADANG JULU**

SURAT KETERANGAN IZIN PENELITIAN

Nomor: 140/251/KD/2025

Yang bertanda tangan dibawah ini,

Nama : **MULIADI**
Jabatan : Kepala Desa Pintu Padang Julu
Kecamatan Siabu Kabupaten Mandailing Natal

Menerangkan dengan Sebenarnya bahwa :

Nama : **NUR AZIZAH NASUTION**
NIM : 21-13-0020
Semester : IX (SEMBILAN)
Program Studi : Tadris Bahasa Inggris (TBI)
Instansi : Sekolah Tinggi Agama Islam Negeri
Mandailing Natal.

Menindak lanjutan Surat dari Kepala Pusat Penelitian dan Pengabdian Masyarakat (P3M) Sekolah Tinggi Agama Islam Negeri Madina, Nomor : B-676/Sti.21/F.1/TL.00/09/2025. Selaku Kepala Desa Memberikan Izin untuk melakukan penelitian di Desa Pintu Padang Julu Kecamatan Siabu Kabupaten Mandailing Natal.

Demikian Surat Keterangan Izin Penelitian ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Dikeluarkan di : Pintu Padang Julu
Pada Tanggal : 11 November 2025
Kepala Desa Pintu Padang Julu



Muliadi
MULIADI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
MANDAILING NATAL

Jalan Prof. Dr. Ansh Hakim Nasution, Panyabungan 22978, Telp. (0636) 7006159
Website: www.stain-mandailing.ac.id

KONTROL KONSULTASI SKRIPSI

Nama : NUR AZIZAH NASUTION
NIM : 21130020
Semester/TA : IX / 2026
Judul Proposal : English Vocabulary Development In Using Mobile Legends Application
Among Teenagers' At Pintu Padang Jula Village
Pembimbing I : Dr. Syamsiah Depalina Siregar, M.Pd

Tanggal	Materi Konsultasi	Paraf	
		Pembimbing	Mahasiswa
12/12/2025	Finding not yet clear the real finding of the research		
20/1/26	Put the result of your research, not only your imagination, give the research of		
6/1/26	Complete your Appendices		
10/1/26	Make caption in every appendix, complete your referen		
17/1/26	See you go to final examination		

Catatan:

1. Blanko ini harus dibawa setiap kali konsultasi
2. Blanko ini dikembalikan sebelum ujian skripsi
3. Blanko ini tidak boleh hilang dan tidak akan dilakukan penggantian

Panyabungan, Februari 2026
Ketua Prodi Tadris Bahasa Inggris

Resdilla Pratiwi, M.Hum
NIP. 199110062019032009



KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
MANDAILING NATAL

Jln. Prof Dr. Andi Hakim Nasution, Panyabungan 22978
 Telepon (0636) 7000359
 Website www.stain-mn.ac.id

KONTROL KONSULTASI SKRIPSI

Nama : Nur Azizah Nasution
 NIM : 21130020
 Semester/Ta : IX/2026
 Judul Skripsi : English Vocabulary Development In Using Mobile Legends Application Among Teenagers' At Pintu Padang Julu Village
 Pembimbing II : Sartika Dewi Harahap, M.Hum

Tanggal	Materi Konsultasi	Paraf	
		Mahasiswa	Pembimbing
15/Januari/2026	Sumber Data kurang		
20/Januari/2026	Perbaiki penulisan AI		
27/Januari/2026	Lampiran Video/Audio		
28/Januari/2026	Video/Audio di buat ke dalam bentuk Link		

Catatan:

1. Blanko ini harus dibawa setiap kali konsultasi.
2. Blanko ini dikembalikan sebelum ujian skripsi.
3. Blanko ini tidak boleh hilang dan tidak akan dilakukan penggantian.

Panyabungan, 2026
 Ketua Prodi TBI

Resdilla Pratiwi, M.Hum
 NIP. 199110062019032009

BIOGRAPHY



Name : Nur Azizah Nasution
NIM :21130020
Place/Birth date :Hutabaringin, 25 Mei 2002
Address :Pintu Padang Julu, Kec. Siabu, Kab. Mandailing Natal
Email :nurazizahnasution156@gmail.com
Faculty : Tarbiyah
Study Program : English Language Education
Educational background
1. SDN 033 Hutabaringin : 2008-2014
2.MTsN 4 Mandailing Natal : 2014-2017
3. MAN 3 Mandailing Natal : 2017-2020

STAIN MADINA