

WHAT I LEARNT: MOBA GAME IN IMPROVING STUDENTS' SPEAKING ABILITY OF SENIOR HIGH SCHOOL, INDONESIA

Arismunandar

Prodi Pendidikan Bahasa Inggris PPs UMPAR

ABSTRACT

This research was conveying the influencing MOBA game in the teaching and learning process. This research has two intentions were: 1) influence of MOBA enhance the ability of students to speak, and 2) students' interest in the use of MOBA game. This research used a mixed-method. This research's population was ten classes of the Eleventh grader at SMA Negeri 3 Sidenreng Rappang by population total were 298 students. The research's sample was XI IPA² (33 students) which got by using a cluster randomly. This research used two varieties of instruments were speaking test and questionnaire. This study found that the influence of MOBA in clarifying the speaking ability was improving. The mean score of post-test evidenced was higher than pre-test ($69.39 > 51.81$). So the researcher stated H_0 was refused and H_1 was confirmed. Furthermore, this research also found that the Eleventh grader was interested in learning speaking where was proved by the questionnaire's mean score was 79.72 were classified in an interesting category.

Keyword: Speaking, MOBA, Students' Interest

ABSTRAK

Penelitian ini bertujuan untuk menyampaikan pengaruh game MOBA dalam proses belajar mengajar. Penelitian ini memiliki dua tujuan yaitu: 1) pengaruh MOBA meningkatkan kemampuan berbicara siswa, dan 2) minat siswa terhadap penggunaan game MOBA. Penelitian ini menggunakan metode campuran. Populasi penelitian ini adalah sepuluh kelas siswa kelas XI SMA Negeri 3 Sidenreng Rappang dengan jumlah populasi sebanyak 298 siswa. Sampel penelitian adalah kelas XI IPA² (33

What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High School, Indonesia

siswa) yang diperoleh dengan menggunakan cluster random. Instrumen yang digunakan dalam penelitian ini adalah tes berbicara dan angket. Studi ini menemukan bahwa pengaruh MOBA dalam menjelaskan kemampuan berbicara meningkat. Skor rata-rata post-test terbukti lebih tinggi dari pada pre-test ($69,39 > 51,81$). Jadi peneliti menyatakan H_0 ditolak dan H_1 dikonfirmasi. Selain itu, penelitian ini juga menemukan bahwa siswa kelas XI tertarik untuk belajar berbicara yang dibuktikan dengan rata-rata skor angket 79,72 tergolong dalam kategori menarik.

Kata Kunci: Berbicara, MOBA, Daya Tarik siswa

Introduction

English was becoming a very important vehicle for developing the country in any aspect. By understanding English, students would be able to better enhance their personality and knowledge of English. As reported by Quirks, et al (1985:2) presents "The most essential language in the world means English." Therefore, students, teachers even learning material were playing their role in the learning and teaching process. Learning material gave facilities for learning and the teaching process include content and the way to do the task itself. Teaching and learning English in Senior High School usually need a method, strategies, technique, even media to support the students in comprehending the material. One way to reach it for students by using the game.

MOBA is one of subgenre game of game in which gamer controls one character in one of two teams. Conforming to Gavrilovi, Vera (2013) and Casselman (2015) clarified that in 2014, there were 250 million people who played and watched sport". It meant that both players or watchers like the game. MOBA game is one of the games which most many played by society like young generation. MOBA games have some kinds such as League of Legends, Heroes of Newerth, Smite, Dota 2, Arena of Valor, Mobile Legend. According to Riska 2017) indicated the game has some benefits such as 1) Making interaction with many people, 2) Sportsmanship and

teamwork, 3) Learning teamwork, 4) Improving the making-strategies ability, 5) Learning a language like English.

English consists of four skills. One of them is speaking. Speaking is the skill to convey ideas and communicate to people (Thornburry (2005), and Hayriye (2006)). Meanwhile, Underwood (1997), Chomsky in Brunfit and Johnson (1998:3), and Nolasco (1998) define that speaking as the creative process and conversation that involves skill, authority, the power to do what is needed which were involved three fields related to science such as vocabularies, grammar, and accentuation. So speaking means daily activities to communicate our feelings and thinkings orally. Futhermore, Jack C. Richards (1990) stated that speaking skills took an important thing of a second foreign language and English foreign language of the students.

There were many skills in teaching and English like writing, speaking, reading, and listening. Supporting students in the mastering of English like accentuation, grammar, vocabularies, even logography means the goals to improve four skills and components of language. Moreover, language skills and components of language will be easy to know and understand of students after acquiring the English. Maybe the children would get difficulties because speaking students must be able to skill in use vocabulary or pronounce it. The differences will get by students were: it difficult to depict idea on oral (speaking), vocabulary limited, grammar limited, pronunciation limited to different to pronounce it. Most Indonesian' students considered the English language as a course that difficult and hard to learn.

In addition, the teacher's media in the school had also become problem in making students to interest in learning English so that achievement of students still low. There were any factors which influenced it, among other: 1) the interest of students in learning English still less, 2) the media in teaching English still less, 3) the facilitate had not supported, 3) the technique and strategies which applied by the teacher was lecture method so that the students was inclined to dwell to learn English.

Concept of Multiplayer Online Battle Arena (MOBA) Game

In keeping with Victor, et al (2015) present that MOBA means one of the sub-genre in the video game. It created any heroes or characters with different skills to play. MOBA game has presented another idea and interesting. Sang Ah Jeon (2015) and Ushioda (2011) looked that Online Games toward a language has influenced because EFL learners have a chance to communicate with other people in the world. Therefore, EFL learners or everyone who played a game online has been getting experience, confidently, emotional, happiness even someone who has different language so that can be learning another language. Benson and Reinder (2011) in Sang An Jeon's journal (2015) also said that Online Game allows EFL learners to have; activate, motivate so that learners can improve the opportunities for learning English. An online game can motivate and interest ESL can give knowledge for EFL learners.

MOBA game means genre of strategies game which is each gamer controlled only one hero of two teams. MOBA itself carry out the player to feeling competitive and happiness has kind of game, among others:

Mobile Legends: Bang Bang

Mobile Legends is a popular game nowadays. Mobile Legend has become the medicine to spend a time. In line with Irfan (2017) reported that "Mobile Legend: Bang Bang is one of the game by controlling one of a character called "hero" in hero list". Therefore, teamwork is key to win this game. every hero has different skills, so that understanding the hero is very fundamental.

Dota 2

Dota 2 game is an online game in the MOBA genre. Conforming to Galyonkin (2017) stated: "Dota 2 has downloaded about 98 million by a user in the world. Player of Dota 2 played no more 2 hours". According to Rachmad, et al (2018) claimed "Dota 2 played by two teams are Dire team and Radiant team consists of 5 players in two teams. Every team has to destroy one turret called "Ancient" in the

base of every team. The teams that succeeded to destroy the ancient for the firstly, so it is a winner of the game”.

Arena of Valor (AoV)

To the degree with Khalid, et al (2018) indicated “Arena of Valor (AoV) is a multiplayer action battle arena of 5v5”. Arena of Valor played a significant role in a characteristic of MOBA games. Moreover, about eighty million to two hundred million people downloaded the AoV in the world, especially in China. Arena of Valor is the best game brings up Multiplayer Online Battle Arena that played as a competitive game played by two teams.

King of Glory (KoG)

King of Glory is a multiplayer online battle arena that was developed by Tencent Games and stage in China. According to George Gao and Patrick (2108) revealed that “King of Glory has played and accessed about 54 million by players and always active to play about 163 million per month.” Based on the research of Jiguang (2017) found that “54.1% played by female. It shows that female player has enjoyed the competitive games and to see the interest of female toward King of Glory MOBA games.

League of Legends (LoL)

League of Legends (LoL) means a game of multiplayer online battle arena genre in PC stage developed by Riot Games and Tencent Games. As stated in Gege Gao and Patrick (2018) and Filip N, et al (2016) presents that “League of Legends is the most game in PC that played in around the world”. Also, the map of King of Glory and League of Legend has similar map layout because the game has developed by the same company,

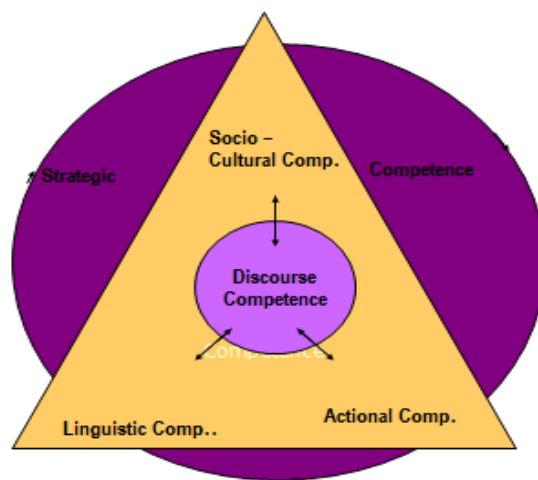
Concept of Speaking Ability

In agreement with Baily and Savage (1994), Ellis (2003) proposed speaking means a daily basis for communication to master and success in English well. Therefore, speaking means playing important of life included Indonesian for many years like a business, economic, cross-culture, etc. Just as Spratt, et al 2006) claimed

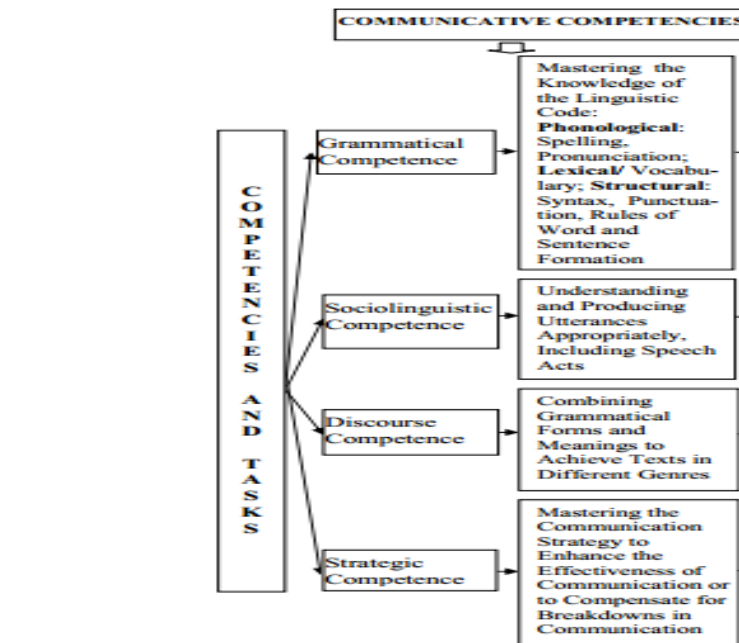
What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High School, Indonesia

that “Speaking have to consists of accuracy, fluency, and pronunciation when you EFL learners want to speak”. These are components of speaking to know the value of ELF learners’ speaking that are significantly good or not.

Moreover, Abbaspour (2016) in the journal “*Speaking Competence and Its Components: A Review of Literature*” said that “most of the learners of English intend to communicate fluently”. According to Hymes (1971), Canale and Swain (1980) stated that EFL learners need competence and culture of speaking, they are: 1) Grammar, 2) Discourse, 3) Sociolinguistic, Strategy, Interaction, and Accuracy & Fluency. There are five of communicative competence just as Murcia, et al (1995), were:



Besides, there were fours communicative competence found by Mustadi (2012), they are:



Concept of Interest

Interest means attention that has some unsure of feeling. It can be said that interest means encouragement or desire in oneself on the object. Moreover, interest is related to motivation, something that is learned and what see and admired. According to Tin (2016) stated that “interest is an alternative concept to push or motivate students’ experience in language learning”. Meanwhile, Afdaleni (2016) sees interest that very important because it motivates to learn a language.

In keeping with Harmer (1991), students who were great in language learning are influenced by the interest in psychology. Students have not interested in learning English without interesting elements. 2 elements could give an effect on students’ interest and motivation like deep-seated elements and exterior elements. Deep-stated element focuses on the factors that were out of students. Meanwhile, exterior elements consist of two main types: 1) integrative motivation means where the students need interest with a culture of the community of target language, and 2)

instrumental motivation means the situation where the students believe that mastering in target language was needed.

Methodology

In this study, the speaking ability and interest were analyzed by using MOBA. This research used mix method and was carried out to explore the Model of English materials for nurses based on need analysis. To ensure the validity and reliability of the results, data were collected from speaking tests and questionnaires.

The research has two intentions were: 1) to figure out whether or not the influence of MOBA enhances the ability of students to speak, and 2) to figure out the students' interest in the use of MOBA games in teaching speaking ability.

There were some techniques in collecting the data; speaking test and questionnaire (Arikunto, 1996). The techniques can be explained as follows: The Eleventh Graders at SMA Negeri 3 Sidrap as a sample of this research. The author chose this school because of consideration time, place and the author has worked there.

Finding

To reveal this data research, the researcher would divide this part into two parts. The first was data about quantitative and the second was qualitative data:

The pre test' Score

Classification	Range Persentase	Category	Experimental Class	
			F	%
Very Good	85 – 100	A	0	0
Good	70 – 84	B	0	0
Fair	55 – 69	C	12	63.6
Poor	50 – 54	D	21	36.4
Very Poor	0 – 49	E	0	0
Total			33	100

Table 4.1 showed that the students' score of pre-test divided into two classifications. There were 12 students (63.6 %) who got fair, and 21 students (36. %) who got poor.

got very poor. It could be said that nothing student was successful in speaking English.

Students' score of post-test

Classification	Range Persentase	Category	Experimental Class	
			F	%
Very Good	85 – 100	A	0	0
Good	70 – 84	B	22	66.7
Fair	55 – 69	C	11	33.3
Poor	50 – 54	D	0	0
Very Poor	0 – 49	E	0	0
Total			33	100

Based on the table above, it could be seen that students' speaking ability who were influencing of MOBA game of the eleventh grader at SMA Negeri 3 Sidenreng Rappang in academic years 2018/2019 consisted of two classifications according to the result in the table above. The specifications were 22 (66.7 %) students got good, and 11 (33.3 %) got poor. So, it could be said that there were 33 (100 %) students who were considered successful in speaking English.

Mean score and standard deviation in pre-test and post-test

Procedure	Sample	Mean Score	Standard Deviation
Pre-test	33	51.81	2.44
Post-test	33	69.39	3.69

From the data, the researcher stated that the mean score of pre-test with 33 students was 51.81 classified in poor, while mean score of post-test with 33 students was 69.39 classified in fair. And the standard deviation of pre-test with 33 students was 2.44 while the standard deviation of post-test with 33 students was 3.69.

Probability Value (p-value)

Variable	A	P-value
Pre-test	0.05	0.00
Post-test	0.05	0.00

Based on the table above, the p-value of the pre-test was lower than the α ($0.00 > 0.05$). The P-value of the post-test was lower than the α ($0.00 < 0.05$). It meant that H_0 was rejected and H_1 was accepted. It meant that the influence of the MOBA game in improving the speaking ability of the eleventh grader at SMA Negeri 3 Sidenreng Rappang could improve after they were taught by using the MOBA game.

Scoring classification of students' interest

Category	Interval Score	Experimental Class	
		F	%
Strongly Interested	85 – 100	11	66.7
Interested	69 – 84	22	33.3
Moderate	52 – 68	0	0
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
Total		33	100

Based on the table above, it could be seen that students' interest in who was influencing of MOBA game of the eleventh grader at SMA Negeri 3 Sidenreng Rappang in academic years 2018/2019 consisted of two classifications according to the result in the table above. The specifications were 11 classified (66.7 %) were classified in a strongly interested category, and 22 students (33.3 %) were classified in an interesting category. It could be said that there were 33 students (100 %) who were interested in learning to speak English by influencing of MOBA game.

Mean score and standard deviation in a questionnaire

Group	Sample	Mean Score	Standard Deviation
Experimental	33	79.72	5.61

From the data, the researcher stated that the mean score of a questionnaire with 33 students was 79.72 with a standard deviation of 5.61 was classified in the interesting category. So, it meant that the eleventh grader at SMA 3 Sidenreng Rappang were interested in learning to speak English by influencing of MOBA game.

The Speaking Analysis before Implementing MOBA game

Before the researcher giving the treatment about descriptive text based on the influencing of MOBA game, the researcher gave three questions about 1) what is your name and can you spell your name?, 2) what is your opinion about English?, and 3) choose two topics, they are gameplay, favorite hero, heroes' story and language of MOBA game. The following was the example of it for the first question:

“My name is Burhanuddin hmmm Bi, Yu, Er, Eic, Ai, Yu, En, Di, Di, Ei, En“ (Student 10)

“My name is Astina. Ei, Es, hmm Ti, Ei, hmm En, Ei” (Student 9)

It can be concluded that the students had low in speak up. It could be seen from the students' answers about the first question of the test. Most of the students thought that difficult to spell their name and difficult to pronoun the words. There were 33 students confused about the difference between the A letter and the I letter.

For the second question, the researcher asked about “what is your opinion about English?”. Most of the students had given the short answer, difficult for conveying their idea about English, even combined English and *Bahasa*. The following was the example of it:

“I think English is ***Sangat penting for orang-orang termasuk*** students. Hmmm English.....hmm...mmm.. ***penting untuk*** communication” (Student 2)

“***Bahasa Inggris is hmmmm bahasa International yang sangat hmmm penting di era ini untuk... untuk berkomunikasi dengan hmmm orang yang ada di hmmm luar negeri***” (Student 24)

Most of the students thought confused to tell their idea about English. Lack of vocabulary was the reason for students to difficulty in conveying their statements. 3 students had spoken by *Bahasa* and 30 students combined *bahasa* and English but

What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High School, Indonesia

still stammered to speak up. They were supposing that English had an important role in communication. But they were very difficult to speak, confusing to give the idea, and hard to say their idea.

For the third question, the students were asked to choose two points from four items about the MOBA game. Most of the students had known this game because they played this game. The following was the example of it:

“My favorite hero is Lancelot.. hmmm because use hmmm hmm..
pedang. And.... the word Lancelot is hmm... *Odette, beautiful Odette*”
(Students 31)

“My favorite hero is Lesley. Ehh... lesley... eh is Marksman *di* Mobile Legend. Lesley say hmmm *One Shot One Kill*” (Student 28)

Most of the students are interested in the Mobile Legends game. One of the MOBA games. The students had been playing this game because this game was very famous and familiar this year. Even this game included E-Sport in Sea Games. 14 students did not know about this game. It meant that they were not playing and had ever listened to this game. And 19 students had known about this game even had been playing this game. Although still stammered to speak up, but they could say “My favorite hero is” and they had known the words of Mobile Legend such as defeat, mage, marksman, tanker, and even they had to know the words or quotes of their favorite hero, etc.

The Speaking Analysis after Implementing MOBA game

From the quantitative data that was taken from students' speaking test, it could be seen that there was progress in students' grammar, vocabulary, pronunciation, discourse, and strategic communication. Most of the students could pronounce the words well, express their thought without getting difficulties, speak fluently, and speak based on the generic structure of a descriptive text. Some of them even could speak fluently and understandably.

For the first question about name and spelling the students' name can be seen based on the following was the example of it:

“My name is Abdul Rohim. Ei, Bi, Di, Yu, El, Ar, Ou, Eich, Ai, EM. Abdul Rohim” (Student 1)

“Okay. Ehh.. My name is Feby Lestary Dasya. Fi, I, Bi, Wai, El, I, Es, Ti, Ei, Ar, Ai, Di, Ei, Es, Wai, Ei. Feby Lestary Dasya. Thank you” (Student 12)

It could be concluded that the students had improved in speaking. It could be seen from the students' answers about the first question of the test. 33 students had spoken by using English and they could difference between A letter and I letter. Although most of the students had a problem arranging the words and still stammered but the students can produce the words well, getting the pronunciation appropriately, speak accurately and the student looked confident to speak up.

In the second question “opinion about English”, the students have a significant effect in speaking after implementing the MOBA game. The following was the example of it:

“I think.... English hmm.. is the International language used everywhere and hmmm important in this world” (Student 3)

“Hmm... English sometimes easy and difficult. But hmmm with English we can speak... speak hmm with many people in the world” (Student 16)

Based on the statements of some students, the researcher found that the students had known to convey their opinion or idea about English. 28 students had spoken by using English full and 5 students had still combined between English and *Bahasa*. It meant that the students had improved in vocabularies well, pronunciation, grammar, and confidence to speak up.

Besides, for the third question about the MOBA game, the students looked know about the game. after implementing the MOBA game, the students knew more the meaning of some vocabularies or voice of the hero in MOBA game. following was an example of it:

What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High School, Indonesia

"I like Fanny.. hmmm because Fanny can fly everywhere and anywhere. Fanny is assassins in this game. And you know hmm... this game is very fun to play with friends" (Student 5)

"My favorite hero is Dyrroth. Dyrroth is a fighter in Mobile Legend.. ahh The words of Dyrroth is *I will do anything for the Abyss, anything!*" (Student 27)

Based on the data, most of the students thought that they were enthusiastic to tell their opinion because the game was interesting and understandable after implementing the MOBA game. It proved that 30 students had known about MOBA and they could be told of content of MOBA games by using English. Since the game was understandable, the vocabularies related to the game were easy. They also said that the game had made English lessons became more interesting.

Discussion

Build upon the data after analyzing the words and numbers, the researcher expressed that speaking of students was more improve. Before giving treatment for the students in this research, the ability of students to speak has low even poor (pre-test) but after giving a treatment by using multiplayer online battle arena (MOBA) in post-test, several students get the improve in speaking ability. It can be seen that the probability value of the post-test was lower than alpha or benchmark ($0.00 < 0.05$) where it can be expressed that MOBA has affected the speaking ability of students. So the students of the Eleventh grader at SMA Negeri 3 Sidrap in the 2018/2019 academic years have a good improvement in speaking ability after taught by using a game of MOBA and it gave effect for students. Moreover, H_0 was refused and H_1 was received. It meant that students' speaking ability of the Eleventh grader at SMA Negeri 3 Sidenreng Rappang in the 2018/2019 academic years could improve by using a game of MOBA. Besides the questionnaire data, H_0 was refused and H_1 was received where the Eleventh grader of SMA Negeri 3 Sidenreng Rappang was interested to speak by affecting MOBA. Furthermore, the average score of the student's questionnaire was 79.72 were classified into I categories. Hence, the

researcher could express that student of SMA Negeri 3 Sidenreng Rappang were getting motivation, interesting, and affecting to learn English.

In a conclusion, good media would give a good result in the teaching and learning process. MOBA could apply where students could be caster and playing this game. Meanwhile, speaking could be applied with MOBA and interest could be applied with MOBA too.

Conclusion

The Influencing of MOBA game in teaching speaking

Using the game of MOBA in teaching and learning to speak, would improve the speaking ability of students in the Eleventh grade at SMA Negeri 3 Siendreng Rappang. Besides that, applying the MOBA game after and before the treatment has improved the speaking ability of students because the post-test score was higher than the pre-test in this research. So the author present that the probability value was 0.00 than α (0.05). So it can be noted that the MOBA game was affecting for improving the speaking ability of students were there in the Eleventh grade at SMA Negeri 3 Sidenreng Rappang in the 2018/2019 academic years.

So, the author expressed that Eleventh graders at SMA Negeri 3 Sidenreng Rappang in the 2018/2019 academic year have a good improvement in speaking ability after learned and taught by using a game of MOBA.

The Students' Interest toward the influencing of MOBA game in Teaching Speaking

MOBA game was made students to interest in English. It gave a positive effect on the responses of students. Therefore, the MOBA game is influenced by the motivation and interest of students. They said that the MOBA game was a unique teaching media that could improve their boredom. Furthermore, it could help the students to convey meaning because they could speak and play a game at the same time. The students also said that this media enabled the students to be brave to speak. The students also thought that this media was effective because the MOBA game would be useful for

them in a speaking activity. It could make the students became more active and encourage them to speak up.

So, H_0 was refused and H_0 was rejected and H_1 was received. It was expressed that Eleventh graders at SMA Negeri 3 Sidenreng Rappang were interested in learning to speak English by using MOBA game were expressed the average score of the questionnaire with 79.72 % classified in the I category.

BIBLIOGRAPHY

- Adreas, C. (2016). *The Effects of Video Games on the Receptive Vocabulary Proficiency of Swedish ESL Students*. English Linguistics
- Afdaleni. (2016). *Students' Interest Level in Learning English Grammar*. Asian EFL Journal.
- Amirul M, et al. (2015). *EFL Speaking Anxiety among Senior High School Students and Policy Recommendations*. Journal of Asian EFL
- Atkinson, R., Richard, A., Hilgard, E. (1996). Introduction to psychology. New York: Harcourt Brace College Publishers.
- Auty, S, Elliott, R. (1998). Fashion involvement, self-monitoring, and the meaning of brands. *Journal of Product and Brand Management* 7 (2), 109-123.
- Brown, G. & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Brumfit, C. Q. Friends. (1997). *Teaching English to Children*. England: Longman Group Ltd.
- Casselmann, B. (2015). *Resistance Is Futile: Esports Is Massive... and Growing*.
- Celce, M. (2001). *Teaching English as a Second or Foreign Language*. United State of America: Heinle & Heinle.

- Childnet, I. (2011). *Response on Culture, Media and Sports Committee Inquiry on Online Safety*.
- Creswell W, J. (2014). *Research Design Quantitative Quantitative, and Mixed Methods Approaches*. Third Edition.
- Creswell W, J. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edition.
- David, C. (2003). *English as a Global Language*. Second Edition
- Depdiknas. (2006). *Kurikulum 2006: Standar Kompetensi SMA/MA*. Jakarta: Dharma Bakti.
- Fauzi, A. (2012). *Productive Vocabulary Mastery and Speaking Ability for the Ten Students of MA NW Pancor in the School Year 2011/2012*.
- Filip N, et al. (2016). *Impulsivity in Multiplayer Online Battle Arena Gamers: Preliminary Results on Experimental and Self-Report Measures*. Journal of Behaviour Addictions
- Gilakjani, A. P., & Sabouri N. B. (2016). "A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement". International Journal of English Linguistics. Volume 6, Number 5, September 2016, pp.180-187.
- Granic, I., Lobel, A., & Engels, R. C. (2014). The benefits of playing video games. *American Psychologist*, 69, 66-78.
- Hartono, H. (2016). *Communicative Competence Assessment for Teachers of Bilingual School in Indonesia*. Journal Asian of EFL
- Hayriye, K. (2006). *Teaching Speaking: Activities to Promote Speaking in A Second Language*. University Of Nevada (Nevada, USA).
- Hinkel, E. (2005). *Handbook of Research in Second Languange Teaching and Learning*. London: Seattle University.
- Irawan, A. G., Padmadewi, N., & Artini, L. P. (2018). Instructional materials development through the 4D model, 00086, 1–4. <https://doi.org/10.1051/shsconf/20184200086> accessed on 06 December 2018

What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High School, Indonesia

- Juliansyah. (2018). *Development of English Language Learning Model for Speaking Ability for Elementary School Students (Age 7-9) Based on the Theory of Theme and Rheme*.
- Khan. (2005). *Language in India*. Available at: [www/languageinindia.com](http://www.languageinindia.com). Accessed on 15th November 2014.
- Latifa, A., Rahman, A., Hamra, A., Jabu, B., & Nur, R. (2015). *Developing a practical rating rubric of speaking test for university students of English in Parepare, Indonesia*. *English Language Teaching*, 8(6), 166–177. <https://doi.org/10.5539/elt.v8n6p166> accessed on 23 December 2018
- Lisa, S. (2018). *The Effect of Using Think-Pair-Share Strategy on Students' Motivation and their Speaking Ability*. *Journal of Asian EFL*.
- Marcal, G, et al. (2018). *MOBA Games: A Literature Review*. ELSEVIER
- Martz, S. (2017). *What is Moba?*
<https://www.quora.com/What-is-MOBA> (accessed in 2016 on 17th March)
- Mohsen E, et al. (2017). *The Effect of Digital Video Games On EFL Students*. *Teachin English with Technology*
- Monica, E, H. (2018). *Embracing English as an International Language (EIL) Pedagogy in Teaching Speaking to University Students through Culturally-Relevant Materials*. *Journal Asian EFL*.
- Muliaty, I. (2018). *Learning Strategies in Speaking Performance Applied by the 12th Grade of Senior High School Students in Indonesian*. *Journal of Asian EFL*.
- Mustiadi, A. (2012). *Communicate Competence-Based Language Teaching*. An English Course Design for PGSD.
- Ngo T, Hien T. (2018). *The Use of Pictures in English Speaking Classes for Pupils at DANANG Primary Schools: Reality and Solutions*. *Journal of Asian EFL*.
- Nikitina, A. (2010). *Successful Public Speaking*. ISBN 978-87-7681-947-7.
- Nolasco, Rob and Lois A. (1987). *Conversation*. Oxford: Oxford University Press.
- Quirk, Randolph, Jan Svartvik, Geoffrey L, and Sydney G. (1985). *A comprehensive grammar of the English language*. London: Longman.

- Richard and Rodger. (2001). *Approaches and Method in Language Teaching*. Australia. Cambridge University Press.
- Richards, J, C. (2008). *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press.
- Rickheit, Gert and Strohner, Hans. (2008). *Handbook of Communication Competence*.
- Riska. (2017). *Manfaat Penting Bermain Game dengan Genre MOBA*. Cited of Dunia Games.
- Rochelle, IL et al. (2011). *English Language Learning Anxiety among Foreign Language Learners in the Philipines*. Philippine ESL Journal. Volume 7.
- Sang, A, J. (2015). *The Impact of Playing a Transnational Online Game on Korean EFL Learners' L2 Identity and Their Offline Learning Dispositions*. Teaching English to Speakers of Other Languages (TESOL)
- Siegel, J. (2016). Pragmatic Activities for the Speaking Classroom. *English Teaching Forum*, 12-19.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford: Oxford University Press.
- Underwood, M. (1997). *Teaching Listening*. New York. Longman Inc.
- Victor S, et al. (2015). *On the Development of Intelligent Agents for MOBA games*. Proceedings of SBGames I ISSN: 2179:2259
- Wan, C.S and Chiou, W.B., (2006). Why Are Adolescents Addicted to Online Gaming? An Interview Study in Taiwan. *Cyberpsychology & Behavior*, 9(6), pp.762-766.
- Wei, X. (2017). *Exploring Language in Chinese College Students' English Public Speaking Contests from a Genre Perspective and Its Implications for English Language Teaching*. Journal of Asian EFL.
- Xinghua. (2007). *Psychological Problems of Middle-School Students in English Learning*.
- Zlatan, et al. (2012). *The disadvantage of Online Games*.

What I Learnt: Moba Game In Improving Students' Speaking Ability of Senior High
School, Indonesia

<https://group2cita460.wordpress.com/2012/05/22/disadvantage-of-online-gamse/>. Accessed at 2012, May 22nd