

CHAPTER I

INTRODUCTION

1.1. Background of the study

In recent years, English learning has experienced significant changes, starting from direct to online learning. Technological developments influence education, one of which is the use of digital games in the classroom, especially the use of English language to improve English learning skills. Many teachers use games as a learning tool to improve English language skills. One of the games used as a learning tool is Roblox. Roma U. Long (2019) explains that most teachers agree video games as effective tools in the classroom with strategies focused on motivation, which helps bridge struggling students and motivates them to learn, they must be goal-oriented, for student engagement and entertainment.

Video games in education have received more attention as a potential way to improve student engagement and learning results. Despite earlier conceptions of video games as a teenager, current research has found that gaming interventions have the potential to improve academic performance. Matthew Barr (2017) suggests that playing commercial video games can improve communication skills, adaptability, and resourcefulness in adult learners, suggesting a potential use for video games in education. The findings have significant implications for designing game-based learning interventions and using video games in educational settings.

Roblox is the world's largest user-generated online gaming platform, with over 65.5 million user-created games and a sizable user base of children and teens. Roblox is the world's largest multiplayer gaming community, allowing participants to build sandbox games online. The platform also offers virtual worlds, leisure communities, and self-created content. Roblox offers a programmable platform in which users may design their own worlds.

However, many digital games that children and teens enjoy have not yet been translated into their native language. These digital games have also influenced their learning, resulting in a phenomenon known as digital game-based learning (DGBL). DGBL is described as learning using apps that are specifically

intended to satisfy educational objectives and accomplish desired educational results. Furthermore, DGBL allows students to study many aspects of the game while improving their abilities and extending their knowledge. Although the notion of game-based learning has existed for generations, the use of video games in language learning has only recently gained popularity. To engage in the game and attain goals, students must be exposed to and utilize the English language more.

Depending on the total number of words they know. Senior High Schools, especially in rural areas, have experienced these limited vocabulary skills. . In this modern era, almost all applications from smartphones to laptops, journals, the latest news, to educational. Online games have become an integral element of today's educational, social, and cultural activities. Even though the majority of public critics still consider online games negatively, a rising body of research suggests that they have promising potential as learning tools (Gee, 2003; Squire, 2003; & Shaffer, Squire). The requirements and expectations of modern generation of students are quickly changing. Students today anticipate not only standard e-learning that is accessible and available, but also numerous types of engagement and individualization in remote education programs (Chang & Lee, 2010). What the future of e-learning holds is unknown, but much effort has been focused on incorporating characteristics of online gaming systems into the e-learning environment to fulfill learners' new demands.

The English language is in high need in this age of globalization. Learning using games is one type of strategy that may be employed. Learning through games engages students in enjoyable activities while introducing them to the notion of the learning purpose. Teachers will use learning activities to create an environment that will pique students' interest in learning the language. According to Jining Han et al. (2018), students learn 90% of what they have practiced and just 10% of what they read and heard. A game is an activity that has rules, a purpose, and a sense of enjoyment.

Students learn more efficiently when they believe they are making progress, and games allow them to practice and overcome their fears. The utilization of learning games can meet today's demands for learning English.

According to Roma U. Long (2019), learning games are very motivating in foreign language education because they are entertaining and intriguing, and they can be utilized to practice various language skills and styles of communication. There are several benefits to employing games in the classroom. Learning games give an environment for productive communication, which occurs when students try to grasp how to play the game and talk about it.

During learning English using games, usually several language barrier that may affect in learning English. Language barriers are significant challenges for individuals learning English as a second language (ESL), impacting their ability to communicate, comprehend, and succeed academically and professionally. As English has become the global lingua franca, proficiency in this language is crucial for accessing educational resources, job opportunities, and social integration. Understanding and addressing these barriers is essential for helping learners achieve their goals and fully participate in an English-speaking environment.

The causes of language barriers are multifaceted, involving linguistic differences, lack of exposure, traditional teaching methods, psychological factors, and socioeconomic constraints. These barriers can lead to various negative outcomes, such as lower academic performance, limited career prospects, and social isolation. Effective strategies to overcome these barriers include immersive learning environments, the use of technology and multimedia, interactive teaching methods, cultural education, and personalized instruction tailored to individual learners' needs.

1.2. The problem of the study

Language barrier is a most common problem in most regions, when the region has many languages there are some problems when people face other people using a different language than the other person, which may cause misunderstanding and miscommunication.

1. How do students perceive Roblox games when studying English as ESL?

2. What does specific language barriers arise when studying English by playing Roblox?

1.3. The Purposes of study

This study explores students' perceptions of Roblox to study English as a Second Language (ESL) and knowing language barrier by playing Roblox.

1.4 Limitation of study

To know student's perception if using Roblox have impact in study English as ESL, knowing the language barrier from Roblox and solutions to the language barrier is the focus of this research.

1.5 Significance of study

Understanding how students perception to Roblox games in the context of language barriers and identifying the specific language barriers

