



STUDENTS' PERCEPTION OF ROBLOX AND LANGUAGE BARRIER IN ESL

Rachmad Dermawan Wicaksono ^{1*}, Khoirul Anwar ², Candra Hadi Asmara ³

^{1,2,3} Department of English Language, Faculty of Teacher Training and Education, Universitas Muhammadiyah Gresik,

¹rachmadsaya@gmail.com*, ²khoirulanwar@umg.ac.id, ³candrafkip@umg.ac.id

*Corresponding Email: rachmadsaya@gmail.com

Received: 2024-12-15

Revised: 2024-12-23

Accepted: 2024-12-28

Online Published: 2025-01-01

Abstract: This study explores students' perceptions of Roblox to study English as a Second Language (ESL). Roblox provides a dynamic platform where players learn English through chat interactions, game instructions, and teamwork, fostering global connections that make language practice and cultural exchange easier. A mixed-method approach was employed, combining questionnaires and interviews. Questionnaire data were analyzed for validity and reliability, while interview data were examined using inductive, deductive, and comparative analysis techniques. Findings reveal that students perceive Roblox positively regarding its impact on English competence. Participants reported vocabulary improvement through exposure to new words and phrases during gameplay. However, challenges persist, particularly in grammar, as limited proficiency often hinders the clarity and precision of communication. Students highlighted the importance of grammar in ensuring that listeners effectively convey and understand messages. This study underscores the potential of online gaming platforms like Roblox as innovative tools for ESL learning, while also identifying areas for improvement to address language barriers more comprehensively.

Keywords: Roblox, English Second Language, Student's Perception.

INTRODUCTION

In recent years, English learning has shifted significantly from traditional direct instruction to online approaches, with technology playing a major role in this transition (Mujayanah et al., 2023; Zuhri et al., 2021; Maruf et al., 2021). A notable change is integrating digital games in classrooms, particularly for teaching English vocabulary. Many educators now use games to help students build English skills, and Roblox is one popular option. Roma U. Long (2019); Rosydiyah, (2022); Maruf & Anjely, (2020) explain that most teachers see video games as effective classroom tools, especially because they engage and motivate students, particularly those who struggle with



traditional methods. For games to be effective, they should have clear goals, providing educational value and entertainment.

Video games are increasingly recognized as tools to boost student engagement and improve learning outcomes (Maruf, 2023; Maruf & Halyna, 2023). Matthew Barr (2017) found that commercial video games can enhance communication, adaptability, and resourcefulness in adult learners, highlighting the potential benefits of gaming in education. These findings point to the value of game-based learning in academic settings. Roblox, one of the largest user-generated online gaming platforms, offers over 65.5 million user-created games and engages a vast community of children and teens. It provides a virtual space for users to create games, explore communities, and learn programming skills by designing their worlds.

Online games have become a key part of educational, social, and cultural activities today. While many critics still view online games negatively, growing research shows their potential as valuable learning tools. Student's increasingly expect not just accessible e-learning but also engaging and personalized experiences in remote. Roma U. Long (2019) states that learning games are highly motivating in language education, as they are entertaining and engaging, offering opportunities to practice various language skills and communication styles.

In English learning through games, language barriers can affect progress, especially for ESL (English as a Second Language) learners, impacting their communication, comprehension, and success (Kamil, 2024; Phuteh et al., 2024; Firmansyah & Asmara, 2024). With English as a global lingua franca, proficiency is crucial for accessing education, career opportunities, and social integration. This paper discusses: 1) How do students' perceive Roblox games when studying English as ESL, and 2) What does specific language barriers arise when studying English by playing Roblox.

LITERATURE REVIEW

Game in Language Learning

A game is a type of play in which players agree on a set of rules that provide social status to their quantifiable results. (Frasca. 2007; Firmansyah & Asmara, 2024; Imron et al., 2024). Frasca believes that social standing is determined not just by winning and losing, but also by overall player performance. There is no way to opt out of the repercussions of gaming. According to Arif Wibisono (2017), games are the media used to convey a message to the general public in the form of a game that can be entertaining. According to Arlita Dwi Sentani et. al (2022) explain if Wordwall games can help student's more easily in doing assignments, questions, quizzes, and tests. The medium is used to eliminate boredom and improve assignments, questions, quizzes, and tests. Where games are usually played independently or by more than one player and games are not only entertainment but have an impact on learning in schools. The entertainment side of games can motivate student's to learn so that there is an increase in student's understanding of the concepts contained in the game.

Student's perceptions of games, several researchers are explaining among others Florence W. M. Yip (2007) notes that student's and teachers view online games as effective tools for vocabulary learning, as they boost motivation, provide a sense of

accomplishment, and offer development opportunities. Adil Dananjaya & Dyah Kusumastuti (2019) explain that games like *Mobile Legends* not only entertain but also help student's learn English. Susana A. Eisenclas et al. (2015) add that bilingual children can improve their literacy skills in their home language through online games. Mutia-Al Jannah et al. (2023) found that student's believe games like *Quizizz* increase their motivation to learn. According to Ni Luh Ayu (2023) the learning process using games is very important in the English teaching and learning process because it can increase feelings of comfort, make learning fun, increase student interest in learning, make it easier for student's to understand the material, and reduce student anxiety.

Roblox in Language Learning

Roblox is a massively popular online platform and game creation system that allows users to design their games and experiences and share them with others. Roblox is both a platform and a game creation system. It provides users with tools to create games using its proprietary game engine, Roblox Studio. These games can range from simple obstacle courses to complex simulations and virtual worlds. Social learning and collaboration may be enhanced by social interaction features to allow users to engage with one another through group activities, live chat, and other means. Gamification and active creation give student's chances to collaborate. (Jining Han et. al, 2023). The back end of Roblox is called Roblox Education. Here, educators and learners can utilize complimentary resources to generate boundless prospects for ingenuity and inventiveness. Roblox provides free curriculum and tools to educate computer science, digital citizenship, and other subjects to student's of all ages, and business, among other things. (Roma U. Long, 2001). According to Roblox Corporation (2019), its lessons are designed to match specific learning objectives in STEAM (science, technology, engineering, art, and mathematics) classrooms and curriculum standards.

Advantage of Roblox some Previous researchers found effective digital games in education. One of these is a study done by Khaled al Hasan et al. (2023), which discovered that for chosen participants, there are various potential benefits of adding Roblox into university courses, including increased student engagement and creativity. In another prior study, Vnucko Gregor et al. (2023) found that digital games used in vocabulary learning can boost student motivation and hence engage them in vocabulary learning. Jose Miguel A. Mujar et al. (2024) found positive impacts using Roblox such as Socializing with other players enhanced their moods, feeling less lonely at home after playing online multiplayer games with friends, improved communication and teamwork skills through Roblox games, particularly those that demand collaboration to win. Games with interactive storylines boosted critical thinking and decision-making skills by requiring players to make choices that resulted in winning or losing. They improved their mental clarity, allowing for quick analysis of situations. Then playing Roblox promoted creativity and imagination, with games that improved players' imagination and creativity. Therefore, Roblox was perceived as a platform that fostered creativity and imagination. Roblox promoted and enhanced these qualities, with specific games playing a particularly beneficial role in developing imaginative thinking, last playing Roblox served as an educational tool through games like Tower of Math and Word Bomb. These games offered opportunities for players to improve their mathematical skills and vocabulary.



Language Barriers to Learning English

Learning English can be challenging due to various language barriers. Limited proficiency is a common issue, where non-native speakers struggle with vocabulary, grammar, pronunciation, and expressions. Without sufficient vocabulary, communication becomes ineffective, the grammar conveys little without vocabulary. Misunderstandings also arise from cultural and linguistic differences, leading to misinterpretation. Insecurity and lack of understanding can impact interactions and language acquisition.

Accent and pronunciation variations further complicate English learning, especially when dealing with unfamiliar accents. Gilakjani (2011) highlighted factors affecting pronunciation, including stress, intonation, exposure, and the influence of the learner's first language. Additionally, technical jargon in specialized fields such as technology and law presents challenges even for proficient speakers. Buarqoub (2019) emphasized how unfamiliar terms can lead to confusion and emotional responses, such as interpreting "burning a CD" literally.

Cultural differences also contribute to barriers, with distinct communication styles influencing message interpretation. The cultural nuances can lead to misunderstandings and delays. For instance, in online board games, players may feel frustration or stress due to language problems (Terzioglu, 2022). In Indonesian contexts, student's often face struggles in expressing ideas and understanding content, as noted by Efriana (2021), emphasizing the varying performance levels in mastering English.

METHOD

Research Design

This research used a mixed-methods approach, combining qualitative and quantitative methods. Surveys, a common tool for systematic data collection in large-scale studies (Borg and Gall, 1989; Smith et al., 1994), were used as the primary instrument. Data was gathered through questionnaires for quantitative insights and interviews for qualitative analysis.

Quantitative data, collected via questionnaires, addressed the first research question by providing measurable insights into the topics of interest. Surveys allow for gathering data from a predetermined group of respondents and are widely used in fields like social sciences, marketing, and education. The second research question focused on qualitative methods, using in-depth interviews to identify language barriers and explore potential solutions. Interviews provided a deeper understanding and context, complementing the quantitative findings.

Respondents

This study involved 32 respondents who actively use Roblox, with 5 randomly selected from the group for interviews. A purposive sampling strategy was applied, where participants were chosen based on specific criteria rather than random selection. According to Sugiyono (2016), purposive sampling is suitable for research that does not aim for broad generalizations, making it ideal for this study.

The sample criteria included student's who are regularly active in Roblox communities, learning English as a second language, and have used Roblox for at least



three months. Additionally, participants were Senior High School student's with prior knowledge of Nature and cultural phenomena.

Data Collection

Data collection in qualitative research can include using written records to better understand the topic (Donald Ary, 2002). This study collected data through questionnaires and interviews. The researcher ensured the validity and reliability of the questionnaire. Validity confirms that the instrument measures what it is intended to measure.

The questionnaire consisted of 20 questions covering topics such as relevance to learning, improvement in English language skills, perseverance, independent learning, and motivation. During the interviews, the researcher explored issues such as limited proficiency, misunderstandings, technical language, and cultural differences. These questions were designed to identify challenges and solutions related to language barriers, addressing the second research question about language obstacles.

Data Analysis

To analyze the data, researcher used SPSS with Pearson's Bivariate to assess the correlation between item scores and the total score, ensuring the instrument's validity. Reliability, which confirms consistency in measuring outcomes, was evaluated using Cronbach's alpha, with a threshold of >0.6 to confirm the questionnaire's reliability (Heale & Twycross, 2015).

Interview data was analyzed using three approaches: inductive analysis, which examines specific data points to identify general patterns or conclusions; deductive analysis, which starts with established theories or hypotheses and tests them against specific data; and comparative analysis, which highlights similarities, differences, or trends across multiple data sets. These methods were employed to provide a comprehensive understanding of the interview responses and derive meaningful insights.

RESULT AND DISCUSSION

Questionnaire Result of Student's Perception About Roblox as ESL

Validity of Questionnaire

Table 1 Validity of Questionnaire

No	Indicator	Question Number
1	Relevance to learning	1,6
2	Improve English language skills	2,10,13,17
3	Motivation	7,9,12,16,19
4	Perseverance	5,11,14,18,20
5	Independent learning	3,4,8,15



From the results of the validity questionnaire, the questionnaire contains 5 indicators in Table 1. 20 questionnaires were filled in by 32 respondents. One way to find out which questionnaires are valid and invalid is to find out the R table. Formula from R table The formula for r table is $df = N-2$ so $32-2 = 30$, so $r \text{ table} = 0.361$. From the results of the validity calculations in the table above, it can be seen that $r \text{ count} > r \text{ table}$ 14 questionnaires are declared valid and 6 questionnaires $r \text{ count} < r \text{ table}$ is declared negative, all 14 questionnaires are declared valid because $r \text{ count}$ is more than $r \text{ table}$ but 6 questionnaires are declared negative because the result is less than the total $r \text{ table}$, namely 0.263, 0.110, 0.338, 0.089, 0.140, and 0.208. Data written as invalid will not be calculated/discarded.

Validity indicates the degree to which the measuring tool accurately measures what is being measured. The approach involves correlating the scores acquired on each question item with the individual's overall score. A validity questionnaire was completed using a computer and the SPSS for Windows Version 25.0 application. In this study, a validity questionnaire was administered to 32 participants.

Reliability of Questionnaire

The reliability of a questionnaire is used to assess a questionnaire that is an indication of a variable or construct. A questionnaire is considered reliable if a person's responses to assertions are consistent or constant across time. A variable is considered dependable if it produces a value. Cronbach Alpha exceeds 0.60. Table 2 shows the reliability findings obtained by asking 20 questions to 32 respondents.

Table 2 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.679	20

Based on the data presented in Table 2, it can be seen that the Cronbach Alpha reliability value on the research variable is > 0.60 . This shows that all research variables have a high-reliability value because the reliability value of Cronbach's Alpha is > 0.6 .

Result of Student Perception of Roblox in Study English as ESL

The questionnaire was distributed to 32 students from the 2nd year of Senior High School. The responses were analyzed using a simple statistical formula. The questionnaire consisted of 20 items covering topics such as relevance to learning, improving English language skills, motivation, perseverance, and independent learning. The analysis of the 20 questions indicates that Roblox is relevant to school lessons, as several themes align with academic content, as stated in questions 1 and 2. Regarding improvements in English skills, respondents reported that playing Roblox enhances their communication and vocabulary abilities, as highlighted in questions 2, 10, and 17. Additionally, they emphasized the importance of using English while playing the game, as explained in question 13.

In the independent learning section, some respondents admitted to skipping unfamiliar words in Roblox (question 3), yet they found playing Roblox more enjoyable than reading vocabulary books. They also believed that playing Roblox improved their ability to solve English-related tasks independently at school (questions 8 and 15). However, they preferred group assignments over playing Roblox, as noted in question 4. In the perseverance section, respondents felt dependent on Roblox for improving vocabulary skills (question 11). However, they reported low engagement in discussing vocabulary with peers on Roblox (questions 11 and 20). Despite this, respondents did not feel that Roblox disrupted their studies at home or school, even when not playing all day, as explained in questions 5, 14, and 18. Last is motivation, respondents believed that playing Roblox significantly influenced their learning outcomes. It helped them acquire new vocabulary relevant to school lessons, boosted their confidence in using these words in daily conversations, and motivated them to learn more. However, some felt anxious when encountering Roblox vocabulary that was not included in school lessons.

The conclusion of the analysis related to student's perceptions of Roblox in studying English as ESL highlights its relevance to school lessons, as certain themes align with educational content. Respondents reported improvements in English skills, particularly in communication and vocabulary, while emphasizing the importance of using English in the game. Although Roblox motivates independent learning and boosts confidence in vocabulary usage, respondents preferred group assignments over playing the game and demonstrated limited engagement in discussions with peers to enhance their vocabulary.

Interview Result of Language Barriers Roblox in ESL

The researcher conducted interviews with five respondents to explore language barriers and misunderstandings encountered while playing Roblox. Each respondent answered six standardized questions designed to investigate these challenges, focusing on issues such as limited proficiency, misunderstandings, technical language, and cultural differences. The interviews were scheduled at agreed times and locations to ensure a structured process, providing insights into real-life communication difficulties and strategies used to overcome them.

Limited Proficiency

To find out whether there are problems related to limited proficiency, the researcher conducted interviews with respondents. In this case, respondent 2 stated that: *"Grammar is very important to convey messages clearly and precisely. Using correct grammar helps avoid misunderstandings."* (Respondent 2)

"Yes, Like nimbus and Tectonic. Usually, I find out with Google Translate or hear other people talking via voice call." (Respondent 5)

Based on the results of an interview with respondent 2, regarding limited proficiency, Respondent found vocabulary about nimbus and tectonic which words are found in natural phenomena, Nimbus is a dark or gray cloud that might be rain, and tectonic is related to the movement and arrangement of the earth's crust. Then the grammar section, the statement from Respondent 2 emphasizes that correct grammar is very important for clear and accurate communication, which helps prevent confusion and ensures the intended message is conveyed accurately.



Strategies for respondents when encountering difficult words, respondents 2, 4, and 5 stated that:

“If I encounter difficult words, I will look up the meaning in a dictionary or through other trusted sources to understand the context and usage.” (Respondent 2)

“No. If I find something difficult, I ask my friends, then when they can't answer, I search on Google.” (Respondent 4)

“Usually, I find out with Google Translate or hear other people talking via voice call.” (Respondent 5)

Respondents use different methods to understand difficult words. One checks a dictionary or trusted sources, another asks friends and then uses Google if needed, and a third relies on Google Translate or voice calls. These strategies combine traditional, collaborative, and technological approaches to learning.

Misunderstandings

To find out whether there are problems related to Misunderstanding, the researcher conducted interviews with respondents. In this case, respondent 2 stated that:

“Once, I think misunderstandings can occur if you don't understand the context or certain words. For example, Nigga and Gay, I didn't know before, the solution is to ask for clarification or look up the meaning of unfamiliar words or phrases.” (Respondent 2)

“Once, if I remember correctly, in a game about Jailbreak, namely Hijack, when I found something difficult I asked my friends, and then when they couldn't answer the question I looked for the answer on Google.” (Respondent 4)

The statement by Respondent 2 highlights that misunderstandings are likely when there is a lack of understanding of the context or specific words in communication. In this statement explain the kind of vocabulary and how to solve misunderstanding, First one kind of vocabulary in social phenomenon such as Nigga and Gay, the Hijack. Nigga is a racist word for dark skin, then Gay is homosexuality. And Hijack is found in criminals who break into cars or the like. For a solution, one should either ask for clarification from others or look up the meanings of the unknown words or phrases and search on Google. This proactive approach helps in ensuring effective and clear communication.

Technical Language

To find out whether there are problems related to technical language, the researcher conducted interviews with respondents. In this case, respondent 5 stated that:

“Once, but quite a bit because when we talk to other people inside Roblox and outside Roblox, we just talk casually, but I found a special language like Archipelago, Icicle, nimbus, biohazard, and something like that. (Respondent 5)

Yes, such as contamination, plateau, tremor, and venom/poison, I felt anxious, so I translated into Google Translate.” (Respondent 3)

“Yes, an Example is an Earthquake, feel anxious. If you come across specific terms related to natural phenomena, looking up their definitions or asking other players can help. Understanding the context in which the term is used is also important.” (Respondent 2)

Respondents reported encountering specialized vocabulary in Roblox, often related to natural phenomena. These terms include archipelago (a group of



islands), *icicle* (a pointed piece of ice formed by dripping water), *nimbus* (a dark cloud that may bring rain), *biohazard* (a biological risk to health or the environment), *contamination* (the process of making something dirty or polluted), *plateau* (a flat, elevated area of land), *tremor* (a small earthquake), and *venom/poison* (a harmful substance that can affect individuals under certain conditions). These terms are commonly associated with nature and environmental processes.

“If you come across a specific term related to it, looking up the definition or asking other players can help. Understanding the context in which the term is used is also important. (Respondent 2)

From a statement by Respondent 2 about strategies, explain provides practical solutions for dealing with unfamiliar terms (looking up definitions or asking others).

Cultural Differences

To find out whether there are problems related to Cultural Differences, the researcher conducted interviews with respondents. In this case, respondent 3 stated that: *“Of course, there is, their slang often abbreviates words like ofc (of course), brb (be right back), nvm (nevermind), etc. Of course, I had difficulty seeing these words so I asked what the meaning of the words, nvm, etc.” (Respondent 3)*

A statement by Respondent 3, explains that respondent found cultural differences in Roblox is a slang language such as ofc, nvm, etc, and brb. Where these words are not standard in the English language.

The conclusion of the analysis related to specific language barriers when studying English through playing Roblox highlights from interviews with five respondents. The researcher explored challenges such as limited proficiency, misunderstandings, technical language, and cultural differences. Respondents reported using strategies like dictionaries, Google Translate, and seeking clarification from peers to overcome issues with grammar, specialized vocabulary, and slang. These findings suggest that while Roblox poses communication challenges, players actively develop solutions to enhance their language skills and adapt to diverse contexts.

DISCUSSION

Discussion About Student Perception in Roblox Game

Understanding the connection between an activity and learning is essential for predicting educational and motivational outcomes (Albrecht & Karabenick, 2018). Based on questionnaire responses, Roblox aligns with academic topics through its themes, making it a relevant tool for reinforcing school lessons. Roblox offers an engaging platform for practicing English, enhancing student’s skills in speaking, listening, reading, and writing (Lakuana et al., 2023). The findings indicate that exposure to Roblox supports vocabulary expansion and introduces new words and phrases, aiding language development.

Games like Roblox promote perseverance and problem-solving, which are beneficial inside and outside the classroom (Kozlova, 2021). The questionnaire highlights student’s persist in learning vocabulary while playing, driven by the challenges and problem-solving opportunities the game provides. Autonomous learning involves leveraging resources outside traditional educational settings (White, 2008). Student’s

who regularly engage with Roblox report improved ease in completing English homework, showcasing the game's potential to foster independent learning habits. Motivation is a critical factor in language acquisition, driving student's toward successful learning outcomes. Responses reveal that playing Roblox increases motivation, boosting student's confidence in applying new vocabulary in daily interactions. This demonstrates a strong relationship between gameplay, motivation, and enhanced language learning.

The analysis highlights that Roblox aligns with academic topics, providing an engaging platform for practicing English skills and expanding vocabulary. Its themes promote perseverance and problem-solving, motivating student's to persist in learning and fostering autonomous learning habits that support language development. Regular engagement with Roblox helps student's complete English homework more effectively and boosts their confidence in using new vocabulary in daily interactions. Overall, the findings demonstrate a strong connection between gameplay, motivation, and improved language acquisition outcomes.

The Specific Language Barrier

This section discusses the common linguistic challenges student's face while learning English and how to overcome them. These challenges can lead to poorer learning outcomes. Key language aspects that create barriers include pronunciation, vocabulary, and grammar. Issues like limited proficiency, misunderstandings, technical language, and cultural differences are common barriers to learning English.

"Limited proficiency" refers to a student's basic understanding of a subject, often struggling with complex areas like grammar. Respondent 2 explained that grammar is essential for clear communication and preventing misunderstandings. Without proper grammar, student's may struggle to convey their messages accurately. Misunderstandings arise when student's misinterpret material, instructions, or certain words. Respondent 2 mentioned that misunderstandings occur if student's don't understand the context or words, and they suggest asking for clarification or looking up unfamiliar terms. For example, terms like *Nigga*, *Gay*, and *Hijack* can confuse, as these are related to social issues and have specific meanings.

"Technical language" refers to specialized vocabulary used in specific fields. Respondent 5 shared experiences with rare words in Roblox like *Archipelago*, *Icicle*, *Nimbus*, and *Biohazard*, which are related to natural phenomena and not commonly used in everyday language. Cultural differences also pose linguistic challenges, as different communication styles and slang can create confusion. Respondent 3 noted difficulty understanding slang abbreviations like *ofc*, *brb*, and *nvm*, which led them to ask for clarification.

Student's face various linguistic challenges while learning English, including issues with pronunciation, vocabulary, grammar, limited proficiency, misunderstandings, technical language, and cultural differences. Limited proficiency and grammar struggles can hinder clear communication, while misunderstandings often arise from unclear context or unfamiliar terms like *Nigga*, *Gay*, and *Hijack*. Technical language, such as rare vocabulary related to natural phenomena in Roblox (e.g., *Nimbus*, *Biohazard*), adds complexity, while cultural differences and slang abbreviations like *ofc*, *brb*, and *nvm* create additional barriers. Strategies like seeking clarification and using resources to



understand unfamiliar terms are essential for overcoming these challenges and improving learning outcomes.

The Solutions to Language Barriers

In this section, the researcher will explain the solutions to language barriers based on insights from the respondents. Several respondents shared their strategies for overcoming these challenges:

Respondent 1 stated, *"I immediately search for the translation on Google,"* emphasizing the use of technology for quick and accessible solutions.

Respondent 2 explained, *"I will look up the meaning in a dictionary or through other trusted sources to understand the context and usage,"* highlighting the importance of reliable resources for understanding complex or unfamiliar terms.

Respondent 4 mentioned, *"I ask my friends,"* showcasing a collaborative approach to resolving language-related difficulties.

From these statements, four main solutions to language barriers can be identified: using Google Translate for quick translations, consulting dictionaries for precise meanings, exploring trusted sources to grasp context and usage, and seeking help from peers for clarification and shared understanding. These strategies combine technological, traditional, and social approaches, allowing learners to address language challenges effectively and enhance their comprehension skills.

The conclusion of the analysis related to solution-specific language barriers when studying English through playing Roblox, the respondents identified four key strategies for overcoming language barriers: using Google Translate for quick translations, consulting dictionaries for precise meanings, exploring trusted sources to understand context, and seeking help from peers. These methods reflect a blend of technological, traditional, and social approaches to resolving language difficulties. By employing these strategies, learners can effectively enhance their comprehension and communication skills.

CONCLUSION

The analysis reveals that the student's perceptions of Roblox in studying English as ESL highlight if Roblox is relevant to school lessons, as certain themes align with educational content. Respondents reported improvements in English skills, particularly in communication and vocabulary, while emphasizing the importance of using English in the game. Although Roblox motivates independent learning and boosts confidence in vocabulary usage, respondents expressed a preference for group assignments over playing the game and showed limited engagement in discussions with peers to enhance their vocabulary.

The interviews highlight common language challenges faced by Roblox players, including difficulties with grammar, unfamiliar words, technical terms, and non-standard slang. Cultural differences also contribute to misunderstandings. To overcome these barriers, students rely on tools like Google and Google Translate or seek help from others. Despite the challenges, they find value in learning new words, as it helps improve their English vocabulary.



REFERENCES

- Alhasan, K., Alhasan, K., & Al Hashimi, S. (2023). Roblox in higher education: Opportunities, challenges, and future directions for multimedia learning. DOI: <https://doi.org/10.3991/ijet.v18i19.43133>
- A Rosydiyah, A. A. & N. M. (2022). The Effectiveness of Wordwall Online Games as Technology-Based Learning on Grammar Quality Among Junior High Students. *Journal Budapest International Research and Critics Institute (BIRCI-Journal)*, 5.
- Albrecht, J. R., & Karabenick, S. A. (2017). Relevance for learning and motivation in education. DOI: <https://doi.org/10.1080/00220973.2017.1380593>
- Al-Jannah, M., Mutmainnah, Hilmi, & Hasan. (2023). Persepsi siswa terhadap penggunaan aplikasi Quizizz sebagai media pembelajaran pada mata pelajaran bahasa Inggris. DOI: <https://doi.org/10.56983/gps.v1i2.867>
- Abuarqoub, I. A. S. (2019). Language barriers to effective communication.
- Ary, D., Jacobs, L. C., Sorensen, C. K., & Razavieh, A. (2002). Introduction to research in education (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Barr, M. (2017). Video games can develop graduate skills in higher education students: A randomized trial. *Computers & Education*. DOI: <https://doi.org/10.1016/j.compedu.2017.05.016>
- Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction* (5th ed.). Longman.
- Dananjaya, A., & Kusumastuti, D. (2019). Students' perception on online game Mobile Legends for vocabulary development. DOI: <https://doi.org/10.32528/ellite.v4i2.2626>
- Efriana, L. (2021). Problems of online learning during the COVID-19 pandemic in EFL classrooms and the solution. Retrieved from: <https://jurnal.stkipmb.ac.id/index.php/jelita/article/view/74>
- Eisenchlas, S. A., Schalley, A. C., & Moyes, G. (2015). Play to learn: Self-directed home language literacy acquisition through online games. DOI: 10.1080/13670050.2015.1037715
- Firmansyah, M., & Asmara, C. H. (2024). *THE IMPACT TEACHING ENGLISH USING VIDEO ON STUDENT VOCABULARY MASTERY FOR EYL STUDENTS*. 1(1), 93–108.
- Gonzalo Frasca. 2007. Play the message: Play, game, and videogame rhetoric.
- Gilakjani, A. P., Ahmadi M. R. (2011). Why is pronunciation so difficult to learn? *English Language Teaching*. DOI: [10.5539/elt.v4n3p74](https://doi.org/10.5539/elt.v4n3p74)
- Han, J., Liu, G., & Gao, Y. (2023). Learners in the Metaverse: A systematic review on the use of Roblox in learning. DOI: <https://doi.org/10.3390/educsci13030296>
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. DOI: <https://doi.org/10.1136/eb-2015-102129>
- Imron, A., Budi, B. S., & Mujayanah, S. (2024). *Measuring the Impact of Gamification on Motivation and English Language Learning Outcomes : A Case Study*. 1(1), 1–14.
- Kamil, A. T. (2024). *Exploring the Relationship Between Students' Listening to*

- English Pop Songs and Vocabulary Mastery*. 1(1), 39–53.
- Kozlova, M. (2021). How do video games provide effective learning. URL: <https://www.cambridgeenglish.org/blog/how-do-video-games-provide-effective-learning/>
- Lakuana, N., Adam, D. W. D., & Rullu, M. (2023). The effect of online games on English language skills. DOI: <https://doi.org/10.32529/beej.v4i1.2464>
- Letsoin, V. C. I., & Ashr, K. M. (2024). An Analysis of Illocutionary Act in Western Song Lyrics “Espresso By Sabrina Carpenter.” *Musamus Journal of Language and Literature*, 7(1), 252–258. <https://doi.org/10.35724/mujolali.v7i1.6146>
- Long, R. U. (2019). Roblox and effect on education.
- Maruf, N. (2023). The Interplay Of Teachers’ Beliefs, Attitudes, And The Implementation Of Differentiated Instruction In Indonesian Efl Contexts. *English Review: Journal of English Education*, 11(2). <https://doi.org/10.25134/erjee.v11i2.7251>
- Maruf, N., & Anjely, A. M. R. (2020). Utilizing Cooperative Integrated Reading and Composition (CIRC) with mobile Learning to Enhance Students’ Reading Comprehension. *British (Jurnal Bahasa Dan Sastra Inggris)*, 9(2), 10–19.
- Maruf, N., & Halyna, K. (2023). Investigating EFL Teachers’ Perceptions and Meanings on Digital Storytelling in Language Learning: A Narrative Approach. *JEELS (Journal of English Education and Linguistics Studies)*, 10(2). <https://doi.org/10.30762/jeels.v10i2.912>.
- Maruf, N., Husain, D., & Rahmiati, N. (2021). Pendampingan Penerapan Aplikasi Pembelajaran Bahasa Inggris Berbasis IT bagi Guru Bahasa Inggris. *Jurnal SOLMA*, 10(3). <https://doi.org/10.22236/solma.v10i3.7869>.
- Mujayanah, S., Maruf, N., & Asari, S. (2023). Exploring Tiktok’s Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research. *JET ADI BUANA*, 8(02). <https://doi.org/10.36456/jet.v8.n02.2023.8356>
- Mujar, J. M. A., Partosa, D. R. R., Porto, L. K. J., Guinto, D. C. F., Regero, J. R., & Malangén, A. D. (2024). Perspective of senior high school students on the benefits and risks of playing Roblox. Retrieved from <https://scientificbulletin.com/index.php/AJOUJ/article/view/30>.
- Ni Luh Ayu Budi Hari Ningsih. 2023. The Importance of Game-Based Learning in English Learning for Young Learners in the 21st Century. DOI: <https://doi.org/10.36663/tatefl.v4i1.492>
- Phuteh, A., Anwar, K., & Arifani, Y. (2024). *Exploring Self-Learning Strategies for Bilingual Proficiency Among EFL Students at the Universitas Muhammadiyah Gresik : Insights into Frequency and Effectiveness*. 1(1), 69–80.
- Roblox Monitor. (2024). Available: <https://romonitorstats.com> (accessed: May 5, 2024).
- Sentani, A. D., Yudianto, A., & Rahmat, D. (2022). Implementasi game Wordwall untuk meningkatkan hasil belajar bahasa Inggris di kelas X SMK Muhammadiyah 1 Kota Sukabumi. DOI: <http://dx.doi.org/10.23960/jpvti.v4.i1.202201>
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan kombinasi (Mixed Methods)*. Alfabeta
- Terzioglu, M. (2022). Designing and evaluating a board game prototype as a storytelling method to raise awareness about refugees’ language barriers. *Proceedings of the International Conference on Education..* ISRN: LIU-IEI-TEK-A--22/04379--SE



- Vnucko, G., & Klimova, B. (2023). Exploring the potential of digital game-based vocabulary learning: A systematic review. *Journal of Educational Technology*, 13(2), 58-69. DOI: <https://doi.org/10.3390/systems11020057>
- Wibisono, A., Menarianti I., Wijayanto, I. M. (2017). Pengembangan game edukasi teka-teki silang. ISBN: 978-602-14020-5-4
- White, C. (2008). Language learning strategies in independent language learning: An overview. DOI: <https://doi.org/10.21832/9781847690999-003>
- Zuhri, S., Anwar, K., & Maruf, N. (2021). The correlation between extensive reading , critical reading , and self- esteem in students ' reading abilities. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(3).