The Use of Mobile Legends to Facilitate English Narrative Writing Skills Development: Students' Perceptions

Ahmad Ilham Qothrunnada[1], Siti Asmiyah[2], Taufik Siraj[3], Lina Hasnawati[4]*

UIN Sunan Ampel Surabaya (Surabaya)[1]
UIN Sunan Ampel Surabaya (Surabaya)[2]
UIN Sunan Ampel Surabaya (Surabaya)[3]
Sekolah Indonesia Kuala Lumpur (Malaysia)[4]

ABSTRACT

Mobile Legends, has been widely used in teaching and learning English. However, despite that, its impact on English narrative writing skills among students has not yet been explored. Thus, this study aims to explore students' perceptions regarding using Mobile Legends to enhance their English narrative writing skills. Fifteen students from a state Indonesian school in Malaysia participated in a qualitative study using questionnaires and interviews. The participants' responses were analyzed using a descriptive and descriptive approach. The results show that the game's characters and backgrounds provide a wealth of material for graphically illustrating story components and substantially enhance descriptive skills, narrative coherence, and linguistic structures. The positive responses from the participants suggest a burgeoning potential for incorporating mobile gaming into language education, fostering a deeper connection between students and language learning. The study provides valuable insights into the positive impact of gamification on language proficiency, offering educators an exciting avenue to explore in creating dynamic and effective learning environments.

INTRODUCTION

In the commercial, healthcare, and educational sectors, the term "gamification," has been commonly used and has gained popularity since 2010. Domínguez (2013) described gamification as integrating game features into non-game implementations to improve user experience and interest. Gamification is the use of game design to procedures that are not games. Bozkurt (2018) defined gamification as game-related implementations that improve participant motivation and make the process more entertaining. Both definitions highlight that

gamification can improve user experience and motivate those who play it, so the process is more entertaining.

Having the potential to improve students' motivation in learning, gamification as a learning environment, according to Gökkaya (2014), can internalize people's extrinsic motives, rewards, and feedback. Examination of the aforementioned definitions signifies that gamification is the act of incorporating game design aspects into non-game procedures. There are strategies that are conflated with gamification in the literature. The first of these is learning through games. This comparable impression issue may be brought on by the use of the word "game" in both gamification and game-based learning. In contrast to game-based learning, "game" finds its place in gamification as a concept rather than an actor. As a result, it is important to distinguish between gamification and game-based learning (Asan & Çeliktürk Sezgin, 2020; Bozkurt & Durak, 2018). The goal of gamification in learning is to use the lesson plan set up in the actual activity for the learning objectives created as best as possible (Sanjaya, 2007). This indicates that gamification can be a media support for student learning in the classroom. One of the gamifications that can be used for learning is Mobile Legends.

The Mobile Legends game is currently quite popular among late-teen or college-aged users of cell phones (Rani et al., 2018). Mobile Legends: Bang Bang!, or just Mobile Legends, is a smartphone game in which two competing teams compete to reach and destroy the rival's base while defending their own to seize control (Krishnapatria, 2019). In this game, there will be 10 players divided into 2 teams. Users can play with all Mobile Legends players around the world. Each player can choose one hero from dozens of available heroes. Every character in Mobile Legends has unique abilities. Because the target of most Mobile Legends players is from Southeast Asia, Mobile Legends characters have a historical background or folklore originating from countries in Southeast Asia. However, with historical background and local characters in Mobile Legends it can be potentially used to develop a written story.

Relating the potential use of mobile legends and story writing, such potential can be extended into more complex writing skills. Writing skills are critical to language fluency and are required for academic, professional, and personal communication. Writing requires the writer to have simultaneous control over several cognitively challenging aspects, from vocabulary to structure (Chandra et al., 2018; Pradana et al., 2023). This skill can make students express their feelings, thoughts, or ideas and want their writing to be read by others. Writing a narrative text is one type of writing that can express one's imagination.

A narrative text recounts a historical event to entertain, educate, and impart moral lessons to the audience. Additionally, a sequence of events is described in this literature in a logical, chronological, and related manner. The narrative text's style can be imaginative or fictitious, yet it can also be non-fiction. According to Rahman (2016), storytelling is one of the most effective forms of interpersonal communication. A good tale elicits a reaction from the reader and gets them to identify with some of the plot points. You not only comprehend the plot, but they also sense it. For students to be able to write a story, it is necessary to explore the imagination that is within them. Language is ever-changing (Yudha, 2023). There are many ways to get images or ideas, including playing the Mobile Legends online game. There are various kinds of characters and storylines that students can adopt.

Many studies have examined the use of Mobile Legends for teaching and learning English (Kobis & Tomatala, 2020), such as developing English vocabulary (Adha, 2022; Dananjaya & Kusumastuti, 2019; Diantoro et al., 2020), learning pronunciation skills (Deka, 2021), practicing speaking skills (Prayogo, 2021), and narrative story (Aulia & Nopita, 2023). While studies on the use of Mobile Legends for teaching and learning English have been very extensive, the study about students' perception of the use of Mobile Legends to facilitate English narrative writing skills seems to have not yet been richly explored. Therefore, this paper discusses students' perception of using Mobile Legends to facilitate English narrative writing skills development.

Thus, the aim of this study is to find out how students feel about utilizing Mobile Legends as a tool to improve their narrative writing in English. As proved by previous research, using its captivating narratives and rich character development, Mobile Legends can be used in educational activities to encourage students' imaginations and storytelling skills. To encourage students to investigate many facets of storytelling, such as character development, conflict resolution, and descriptive language, teachers can, for instance, assign students to write narratives based on the characters and storylines of the game. By providing empirical evidence of the game's positive impact on narrative writing skills, which is lacking, the study opens up a new starting place for incorporating interactive and enjoyable methods into language education to foster a more engaging and effective learning environment.

RESEARCH METHOD

The study used a qualitative method, a precise and in-depth scientific inquiry (Ary et al., 2014). The research was conducted at a state Indonesian school in Malaysia. The researcher took two classes, class 11 MIPA with 6 students and class 11 IPS with 9 students in the first semester, and studied English narrative text material at the beginning of the 2023/2024 academic year. The rationale of this sampling is that these students play Mobile Legends.

In this study, the researchers employed a questionnaire and an interview. The questionnaire had 19 items, mainly exploring students' perception of the role of Mobile Legends in developing students' ability to organize ideas, develop ideas, and improve of coherence and cohesion of their English narrative writing. As many as 15 respondents participated in the research. The participants were selected based on their being active in playing Mobile Legends. All 15 respondents gave their responses to the questionnaire through Google Forms. Similar main questions were used in the interview guide to confirm the data from the questionnaire further and enrich the insights related to the main inquiry of the research. Out of the fifteen replies, only five were chosen. They were selected to perform interviews to verify

and delve deeper into the responses they had provided on the provided questionnaire. Furthermore, interviews were conducted to verify if the respondents' responses to the questionnaire aligned with their responses during the interviews.

FINDING AND DISCUSSION

The study sought to understand how Mobile Legends, a popular smartphone game, promoted the development of students' English narrative writing abilities. It employed a qualitative methodology, using questionnaires and interviews to concentrate on two classrooms, 11 MIPA and 11 IPS, where students were actively playing Mobile Legends.

The word "gamification," frequently used in the business, medical, and educational fields, refers to incorporating game elements into non-gaming contexts to improve user engagement and interest (Dananjaya & Kusumastuti, 2019). In this sense, Mobile Legends is a gamification tool, giving students a special venue to express their creativity via tale writing (Aulia & Nopita, 2023). The characters in the game, which draw inspiration from Southeast Asian folklore and historical contexts, provide a wide range of possibilities for students to use in their narratives, encouraging creativity and expression.

Language fluency requires simultaneous control of several cognitive processes, including narrative writing (Kobis & Tomatala, 2020). Students are encouraged to express their ideas and thoughts creatively by playing Mobile Legends, which shows promise as a catalyst for developing narrative writing. Yusron (2022) highlights that the game's varied characters and tales resonate with the storytelling element of narrative writing, enabling students to relate to and craft engaging narratives.

The impact of Mobile Legends on English language skills, including vocabulary development, pronunciation, and speaking proficiency, has been the subject of numerous studies (Deka, 2021; Gkinko & Elbanna, 2023; M Rhodiwa Adha, 2022; Yusron, 2022), but its precise role in narrative writing skills has received less

attention. By looking into how students use Mobile Legends as a tool for improving their English story-writing abilities, this study attempts to close that gap.

Fifteen participants' responses were gathered for the study, and each one gave insightful information about how they felt Mobile Legends affected their ability to write narratives in English. The participants, mostly from 11 IPS and 11 MIPA classes, discussed a range of topics about how the game affected their ability to write. The following may be concluded based on the data collected from the questionnaire.

Table 1. The Result of Questionnaire about Organization of The Narrative Text

No.	Statements	Percentage (%)				
		1	2	3	4	5
1	The characters that can be selected in the Heroes feature in Mobile Legends help me manage the characterization of the characters in my English narrative writing.	0	8,3	33,3	50	8,3
2	The plot adapted from the background of the Heroes in Mobile Legends helped me to create the opening storyline in my English narrative writing.	0	16,7	25	33,3	25
3	The arena setting in Mobile Legends helps me determine the setting in the English narrative writing that I write.	0	8,3	50	25	16,7
4	The characters that can be selected in the Heros feature in Mobile Legend help me organize the conflicts (problems) that become the core of the story in my English narrative writing.	0	8,3	58,3	25	8,3
5	The plot that I adapted from the background of Heroes in Mobile Legends helped me create conflicts (problems) that became the core of the story in my English narrative writing.	0	0	41,7	41,7	16,7
6	The characters that can be selected in the mobile legend heroes feature help me organize	0	0	50	41,7	8,3

	the solution to the conflict in my English narrative writing.					
7	The characters that can be selected in the mobile legend heroes feature help me organize how to write the lessons learned in my English narrative writing.	0	0	41,7	25	33,3

With an average rating of 3.85 and a rating of 4.08 for conflict structure and resolution, respectively, these ratings demonstrated how much the characters in Mobile Legends influenced the fundamentals of English narrative storytelling. Their usefulness in provoking conflict, resolving it, and imparting moral lessons through their stories was acknowledged by the participants.

The mean scores for improved descriptive abilities, narrative coherence, and linguistic structures were 4.00, 4.08, and 4.00, respectively. This suggests that the characters and surroundings of Mobile Legends, in particular, provided a wealth of material for graphically illustrating story components and substantially enhanced the tales' clarity and flow.

Table 2. The Result of the Questionnaire About Development of Ideas of Narrative Text

No.	Statements	Percentage (%)				
		1	2	3	4	5
1	The characters that can be selected in the Heroes feature in Mobile Legends help me describe the characterization of the characters in my English narrative writing.	0	0	50	33,3	16,7
2	The plot adapted from the background of Heroes in Mobile Legends helps me explain/describe the storyline in my English narrative writing.	0	8,3	41,7	25	25
3	The arena setting in Mobile Legends helps me to describe the setting in my English narrative writing.	0	8,3	33,3	16,7	41,7
4	The characters that can be selected in	0	8,3	41,7	33,3	16,7

	the Heros feature in Mobile Legends help me describe the conflicts (problems) that are the core of the story in my English narrative writing.					
5	The characters that can be selected in the Heroes feature in Mobile Legends help me describe the solution to the conflict in my English narrative writing.	0	8,3	41,7	33,3	16,7
6	The characters that can be selected in the Heroes feature in Mobile Legends help me to describe the lessons learned in my English narrative writing.	0	8,3	41,7	16,7	33,3

According to the participants' replies, Mobile Legends generally benefit their ability to write English narratives. Characters, settings, and narratives from the game are useful resources for generating ideas, structuring story points, and improving writing skills in general.

The results of the participants' comments show that Mobile Legends has had a favorable impact on their ability to write narratives in English. With an average rating of 4.08, the characters in Mobile Legends' Heroes feature were regarded as useful resources that greatly facilitated the organization of character characterization in their narrative writing (Shabry & Faiq, 2022). Furthermore, participants gave the background story adaptation from Mobile Legends' Heroes a positive average grade of 4.00, indicating that they found it useful for developing interesting plot developments in their English narrative writing.

It is significant to note that participants still recognized the value of setting determination in Mobile Legends despite the game's setting receiving a somewhat lower average rating of 3.92. Setting determination guides story development. The game had a beneficial effect on their writing abilities, even if this component had a little less impact.

Table 3. The Result of the Questionnaire about Coherence & Cohesion of Narrative Text

No.	Statements	Percentage (%)				
		1	2	3	4	5
1	The storyline in Mobile Legends helped me to write my English narrative storyline to be clearer and easier to follow.	0	0	41,7	33,3	25
2	The text in Mobile Legends helped me to choose the right words that fit the context in my narrative English writing.	0	0	41,7	33,3	25
3	The heroes' background in Mobile Legends helped me to determine a clear and understandable theme in my English narrative writing.	0	8,3	58,3	16,7	16,7
4	The vocabulary or text in Mobile Legends helps me to connect the paragraphs in my narrative English writing.	0	0	50	25	25
5	The text in Mobile Legends helped me to write correct and appropriate punctuation in my narrative English writing.	0	0	50	33,3	16,7

According to the participants, the plot of the game greatly enhanced the coherence and smoothness of their English narrative writing. Mobile Legends' text also helped students choose the right words, use proper punctuation, and make strong paragraph connections. Mobile Legends' protagonists' backgrounds were considered crucial in choosing distinct and simple-to-understand topics for their English story writing. The players also recognized the game's influence on creating a coherent and interconnected story by connecting words across paragraphs.

Mobile Legends had a favorable impact on participants' English narrative writing skills, as evidenced by the assessment of distinct themes (3.92), linking vocabulary across paragraphs (4.00), and overall language support (4.00). While the game was viewed as a helpful aid for language development, including proper word choice

and punctuation, the backgrounds of Mobile Legends' heroes were thought to be crucial in establishing distinct and readily accessible themes.

According to the participants' answers, Mobile Legends has various beneficial effects on their ability to write narratives in English, demonstrating its potential as an imaginative and entertaining language-learning tool. This is supported by the results of interviews conducted with students.

"*I believe playing Mobile Legends can improve my ability to write narrative texts in English because through interacting with the characters and stories in the game, I can enrich my imagination and vocabulary, thus making me more creative in writing stories*."

Investigating the participants' viewpoints regarding incorporating Mobile Legends into English tale writing, we uncover an encouraging environment for the possible enhancement of language proficiency. The game has a strong beneficial impact on the creative components of narrative, as seen by the continuously high average scores for everything from character development to conflict resolution (Shabry & Faiq, 2022). These results provide a positive outlook for the direction of educational technology by indicating that gamification may develop into a vibrant and captivating medium for fostering language competence.

The recognition of Mobile Legends as a helpful resource for language development in general, emphasizing proper punctuation and word choice, highlights the game's potential to function as an approachable and entertaining language enhancement tool. This feature is promising for teachers looking for creative ways to pique pupils' interest in learning a language. As the participants see how Mobile Legends has improved their narrative writing abilities, this bodes well for the wider adoption of gamified teaching strategies in educational settings, allowing students to interact more fully and enjoyably with language learning.

The participants' positive reactions point to a growing possibility of using mobile gaming as an additional tool in language instruction in the future. According to the

research, Mobile Legends' captivating stories and deep character backgrounds can help students connect with language acquisition on a deeper level. This gives educators an intriguing new direction to develop a dynamic and productive learning environment.

CONCLUSION

The study explores the impact of Mobile Legends on English narrative writing skills among students. The positive responses from 15 participants indicate a promising avenue for integrating gamification into language education, particularly through popular mobile games. The game's Heroes feature has a significant positive influence on character characterization, fostering creativity and imagination. The game's lore provides a foundation for students to shape their narratives, indicating that incorporating game elements contributes to compelling storylines. The game's characters and backgrounds significantly shape core elements of English narrative writing, provide moral lessons, and enhance descriptive skills, story flow, and language mechanics. The game's background of heroes helps determine clear themes and links vocabulary between paragraphs, enhancing overall language support. The positive responses from participants suggest a burgeoning potential for incorporating mobile gaming as a supplementary tool in language education, fostering a deeper connection between students and language learning. The study provides valuable insights into the positive impact of gamification on language proficiency, offering educators an exciting avenue to explore in creating dynamic and effective learning environments.

REFERENCES

Adha, M. R. (2022). *The Influence of Online Game Mobile Legends in Students' Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi*. Universitas Batanghari.

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. (2014). *Introduction to Research in Education* (9th ed.). Wadsworth.

Asan, H., & Çeliktürk Sezgin, Z. (2020). Effects of the Educational Games on Primary School Students' Speaking Skills and Speaking Anxiety. *Kuramsal Eğitimbilim*, *13*(4), 685–700. https://doi.org/10.30831/akukeg.707517

Aulia, V., & Nopita, D. (2023). An Experimental Research of Using Heroes Mobile Legends Bang-Bang (MLBB) on Writing Legend Stories. *Journal of Language, Literature, and English Teaching (JULIET)*, *4*(2), 86–93.

Bozkurt, A., & Durak, G. (2018). A Systematic Review of Gamification Research. *International Journal of Game-Based Learning*, *8*(3), 15–33. https://doi.org/10.4018/IJGBL.2018070102

Chandra, V., Rao, S., Satya, M. V, Durga, S., & Rao, C. S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, *2*(6). http://www.jrspelt.com

Dananjaya, A., & Kusumastuti, D. (2019). Students' Perception on Online Game Mobile Legends for Vocabulary. *ELLITE: Journal of English Language, Literature, and Teaching*, *4*, 53–58. http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/view/2626

Deka, D. P. (2021). *Students' Perception on Online Game Mobile Legends for Their Pronunciation Ability*. UIN Raden Intan Lampung.

Diantoro, A., Mulyati, T., & Halim, A. (2020). *The Effect of Mobile Legend Game on Vocabulary Mastery of the Tenth Grade Student of SMAN 1 Cluring*.

Domínguez, A., Saenz-De-Navarrete, J., De-Marcos, L., Fernández-Sanz, L., Pagés, C., & Martínez-Herráiz, J. J. (2013). Gamifying Learning Experiences: Practical Implications and Outcomes. *Computers & Education*, *63*, 380–392. https://doi.org/10.1016/J.COMPEDU.2012.12.020

Gökkaya, Z. (2014). A New Approach of Adult Education: Dramatization. *HAYEF: Journal of Education*, *11*(1), 71–84.

Kobis, D. C., & Tomatala, M. F. (2020). Students' Perceptions on Mobile Legends: Bang-Bang (MLBB) as Medium to Learn English. *LINGUA : JURNAL ILMIAH*, *16*(2). https://doi.org/10.35962/lingua.v16i2.52

Krishnapatria, K. (2019). From Unsung Hero to Savage Hero: Shaping Characters' Roles in The Adaptation between Literary Works and Mobile Legends: Bang Bang! MOBA. *J-ELLiT (Journal of English Language, Literature, and Teaching)*, *3*(1), 22.

Prayogo, B. (2021). *The Use of Mobile Legends to Teach Speaking Skill to Junior High School Student*. Universitas Wijaya Kusuma Surabaya.

Rahman, M. F. (2016). *The Use of Cohesion in Students Narrative Writing at English Department of Maulana Malik Ibrahim State Islamic University of Malang*. Maulana Malik Ibrahim State Islamic University.

Rani, D., Hasibuan, E. J., & Barus, R. K. I. (2018). *Dampak Game Online Mobile Legends: Bang Bang terhadap Mahasiswa*. https://doi.org/10.31289/perspektif.v7i1.2520

Sanjaya, W. (2007). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana.

Shabry, M., & Faiq, N. (2022). *The Underlying Linguistic Factors Affecting Gamers to Play Mobile Legend*. Universitas Islam Malang.

Yudha, G. T. (2022). An Analysis of the Translation Procedures Used by Digital Happiness. *English Education: Jurnal Tadris Bahasa Inggris,* 15(2), Article 2. https://doi.org/10.24042/ee-jtbi.v15i2.14283