

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of the data analysis conducted to interpret the speaking proficiency levels of English Education students who actively play Mobile Legends. The findings are derived from a speaking proficiency that evaluates five key aspects: Vocabulary, Grammar, Fluency, Comprehension, and Pronunciation. This assessment integrated 12 objective items for theoretical components and oral performance tasks for practical skills.

Through descriptive statistical analysis, the findings reveal the distribution of scores and the average proficiency level, offering a systematic overview of the students' communicative competence in relation to their gaming activities.

#### **A. Findings**

This chapter provides the outcomes of the data analysis conducted to address the research purpose, which is to measure the average level of speaking proficiency among English Education Department (*Tadris Bahasa Inggris*) students who actively play Mobile Legends: Bang Bang. The analysis presented in this chapter utilizes descriptive statistics to describe the participants' speaking competency scores derived from a standardized assessment consisting of 12 objective items and oral performance tasks. This assessment evaluates five core components: vocabulary, grammar, fluency, pronunciation, and comprehension, providing a holistic view of the students' communicative skills.

## 1. Instrument Testing Results

Before analyzing the students' speaking proficiency scores, the researcher conducted a try-out to ensure the instrument's validity and reliability. The try-out was administered to 28 students who were not part of the main sample but shared similar characteristics.

### a. Validity

The validity of the speaking assessment was examined using the Corrected Item-Total Correlation technique. Based on the  $r$ -table for  $n=28$  at a 5% significance level, the critical value ( $r$ -table) is 0.374. An item is considered valid if its  $r$ -count is higher than 0.374. The results showed that all components were valid, with  $r$ -count values ranging from 0.476 to 0.970. Specifically, the objective items showed correlations between 0.476 and 0.839, while the oral performance aspects reached 0.970 for fluency and 0.930 for pronunciation. The summary of the validity test is presented in the table below:

Table 4.1 Instrument Validity Result

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1_baru	68,8929	795,951	,725	,923
item2_baru	69,2500	791,824	,668	,924
item3_baru	68,8929	784,099	,839	,921
item4_baru	69,2500	785,157	,725	,922
item5_baru	69,2500	776,639	,798	,921
item6_baru	69,0714	798,365	,651	,924
item7_baru	69,4286	804,847	,532	,927
item8_baru	69,6071	801,507	,538	,927
item13_baru	69,6071	792,988	,604	,925
item14_baru	69,0714	779,847	,817	,921
item15_baru	69,4286	811,884	,476	,928
item16_baru	69,9643	772,036	,733	,922
fluency	58,8571	590,349	,970	,916
pronunciation	58,4286	590,624	,930	,920

### b. Reliability

In addition to validity, the reliability of the instrument was tested using Cronbach's Alpha. The assessment is considered reliable if the Alpha coefficient is higher than 0.60. The calculation resulted in a Cronbach's Alpha value of 0.930, indicating that the instrument has very high reliability across all items, including the objective questions and oral performance tasks. This demonstrates that the data collection tool is consistent and dependable for measuring speaking proficiency.

## 2. Descriptive Statistics of Students' Speaking Proficiency Scores

Data were collected from 28 participants, each completing the integrated speaking assessment which consists of 12 objective items via Google Form and oral performance tasks. The results were evaluated using a standardized 5-point analytic scale, and the final scores were converted to a 100-point scale for interpretation.

### a. Distribution of Scores

The participants' proficiency scores ranged from 40 to 95, showing considerable variation in speaking ability among Mobile Legends players in the TBI department.

Table 4.2 Distribution of Scores

NO	Initials	Score	CEFR Level
1	R2	100	Excellent
2	R8	100	Excellent
3	R13	100	Excellent
4	R16	100	Excellent
5	R20	100	Excellent
6	R22	100	Excellent
7	R23	100	Excellent
8	R24	100	Excellent
9	R7	91	Excellent
10	R19	91	Excellent
11	R26	91	Excellent
12	R1	87	Good
13	R28	87	Good
14	R17	82	Good
15	R18	82	Good
16	R3	78	Good
17	R21	78	Good
18	R4	73	Fair
19	R14	73	Fair
20	R5	69	Fair
21	R11	64	Fair
22	R6	60	Fair
23	R9	41	Poor

24	R25	41	Poor
25	R10	22	Very Poor
26	R12	13	Very Poor
27	R15	13	Very Poor
28	R27	8	Very Poor

- 1) Excellent: A total of 11 participants (39.3%) achieved this level, demonstrating superior speaking competency with scores ranging from 91 to 100.
- 2) Good: This category consisted of 6 participants (21.4%) who showed a strong command of English-speaking skills with scores between 78 and 87.
- 3) Fair: There were 5 participants (17.9%) who reached this intermediate threshold, with scores ranging from 60 to 73, indicating moderate proficiency.
- 4) Poor: This level included 2 participants (7.1%) whose scores of 41 indicated limited speaking abilities in the tested context.
- 5) Very Poor: A total of 4 participants (14.3%) fell into this lowest category, with scores ranging from 8 to 22, representing the minimum performance in the study.

b. Measure of Central Tendency

The descriptive results are summarized as follows:

Table 4.3 Measure of Central Tendency

Statistical Measure	Result
Mean (Average)	73

Median	82
Mode	100
Standard Deviation	30
Range	8-100

- 1) The average score (Mean) of 73.1 indicates that, overall, the participants' speaking proficiency falls into the 'Fair' category. This suggests that English Education Department students who play Mobile Legends possess a moderate level of communicative competence.
- 2) A median of 78 reveals that 50% of the participants achieved scores at or above this value, placing them in the 'Good' proficiency bracket. This indicates a significant divide between the high-performing and low-performing students within the sample.
- 3) The most frequent score (Mode) is 100, which is classified as 'Excellent'. This reflects a specific cluster of 8 participants who demonstrated mastery across both objective and oral assessment components.
- 4) The scores range from a minimum of 8 to a maximum of 100, resulting in a spread of 92 points. This substantial range demonstrates highly diverse individual speaking abilities among the participants despite their shared engagement in playing Mobile Legends.

## B. Discussion

### 1. Speaking Proficiency Levels of Mobile Legends Players in the English Education Department at UIN Antasari Banjarmasin

The descriptive analysis shows that the speaking proficiency of TBI students who play Mobile Legends falls into the '**Fair**' category, with a mean score of **73**. However, a significant **60.7% of participants** reached 'Good' and 'Excellent' levels, indicating a strong communicative foundation. This suggests that Mobile Legends serves as a digital environment providing the necessary "input" for natural language internalization (Lightbown & Spada, 2013). The students' ability to maintain this level aligns with previous findings by (Aflah, 2023) and (Putri, 2022), where in-game interactions like character dialogues and commands contribute to language development..

### 2. Factors Contributing to Students' Speaking Proficiency through Mobile Legends Interaction

The participants' proficiency is influenced by three key interactional features:

#### a. Vocabulary and Comprehension

Constant exposure to English commands (e.g., "Initiate retreat") helps students internalize contextualized language input (Brown, 2014).

#### b. Fluency Through Goal-Directed Coordination

The requirement for real-time strategy negotiation forces players to communicate quickly and effectively, enhancing their fluency (Cheong, Filippou, & Cheong, 2014).

### c. Social Confidence

Social features like voice chat act as a "low-anxiety" practice zone, boosting confidence and responsiveness (Raihan, 2025).

## 3. Synergy Between Academic Background and Digital Practice

The findings reveal a synergy between the students' formal academic training and their informal practice. While lectures provide theoretical logic, Mobile Legends functions as a "Digital Laboratory" where students apply these theories in goal-directed tasks (Cheong et al., 2014). This is reflected in the high **mode of 100** and **median of 78**, showing that the participants are not just playing but actively utilizing their academic skills in a gaming context.

In conclusion, this study highlights Mobile Legends as a viable supplementary platform for speaking proficiency. Future researchers could conduct longitudinal studies to observe long-term proficiency development or explore other components like listening comprehension and code-switching in live matches.