

CHAPTER V

CLOSURE

A. Conclusion

Based on the research findings and discussion presented in the previous chapter, the researcher draws the following conclusions regarding the speaking proficiency levels of Mobile Legends players in the English Education Department at UIN Antasari Banjarmasin.

The speaking proficiency level of the participants is predominantly categorized as 'Fair', with an overall mean score of 73.1. Despite the moderate average, the data reveal a significant finding where 60.7% of the participants (17 out of 28) successfully achieved scores within the 'Good' and 'Excellent' brackets. This indicates that a large portion of the students possesses a high level of communicative competence, suggesting that active engagement in *Mobile Legends: Bang Bang* provides a productive digital environment for practicing English fluency and vocabulary acquisition.

The study further concludes that these proficiency results are a product of the synergy between the students' formal academic background as English Education majors and their informal interactions within the game. The game's features, particularly real-time voice chat and strategic commands, create a low-anxiety environment that encourages spontaneous verbal communication. Consequently, for students at UIN Antasari, *Mobile Legends* functions as a supplementary "**digital laboratory**" where they can

bridge the gap between classroom theory and practical, goal-directed linguistic application in a real-time context.

B. Suggestions

Drawing from the findings and conclusions of this study, the researcher offers the following suggestions:

1. English Education Students

Students are encouraged to be more conscious of the language learning potential within online games. While playing *Mobile Legends*, students should actively utilize English-mediated features (voice chat and game interface) to practice their speaking skills. However, they should also remain mindful of grammatical accuracy and formal language use, as gaming interactions tend to be highly informal.

2. Lecturers and Educators

Educators may consider acknowledging and integrating students' digital hobbies, such as online gaming, into the learning process. Utilizing elements of gamification or discussing gaming contexts in *Speaking* classes could potentially lower students' affective filters and increase their motivation to speak English more naturally and confidently.

3. Future Researchers

Since this study is descriptive in nature, future researchers are suggested to conduct a correlational study to examine the relationship between gaming frequency and speaking scores. Additionally,

considering the longevity and sustainability of *Mobile Legends*, subsequent studies could explore other variables such as listening comprehension or perform a qualitative analysis of code-switching and communication strategies used by players during live matches.