

ABSTRACT

Amania, Dana., 2025. EFL Students' Perception of Game Online Mobile Legends to Improve Their English Vocabulary Mastery. A Thesis. English Education Study Program. Faculty of Teacher Training and Education of Universitas Jambi in Academic Year 2024/2025. The first supervisor: Dr. Tubagus Zam Zam Al Arif, S.Pd., M.Pd. The second supervisor: Robi Soma, S.Pd., M.Pd.

Keywords: EFL Students, Game Online, Mobile Legends, Vocabulary Mastery

The purposes of this quantitative research were to find out the EFL students' perception of games online mobile legends to improve their English vocabulary mastery. This research was conducted at Jambi University, targeting EFL students in the English Education Department who are members of the Ice-Sport organization. The total population is 72 students from two divisions (ML and PUBG). Using purposive sampling, 68 Mobile Legends members were selected as the sample for this study. The researcher used survey method and to collect the data, the researcher used close-ended questionnaire as an instrument. The questionnaire consists of positive influence, negative influence and questions about vocabulary mastery from the online game Mobile Legends. The data were then analyzed using percentile formula. The results indicated that EFL students' perceptions of using Mobile Legends to improve their English vocabulary tend to be positive. Based on this finding, most respondents (over 60%) expressed a favorable perception of the game's impact on their vocabulary development. They generally agreed that Mobile Legends provided them with opportunities to discover and learn new English words. These included technical terms related to the game, informal expressions used in communication with teammates, and various forms of slang. This suggests that the game's interactive and immersive environment can support vocabulary acquisition in a more engaging and contextualized manner. However, there was also an awareness that the vocabulary learned from the game was mostly used in informal contexts and may not be fully relevant to academic or professional contexts.