

ENGLISH AS A SECOND LANGUAGE ACQUISITION FROM SCHOOL ACTIVITIES AND ONLINE VIDEO GAMES

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Abstract

Psycholinguistics is the study of mental processes involved in producing and understanding language, as well as the mechanisms through which humans acquire it. Second Language Acquisition (SLA) examines how individuals learn a language other than their mother tongue. In this context, a second language (L2) refers to any non-primary or additional language, regardless of its numerical order of acquisition. This study investigates how English, as a second language, is acquired through elementary school activities and online video games, applying Stephen Krashen's theory of SLA. Using a descriptive qualitative research method, data were collected through a phased interview process with 6th-grade elementary students, aged 12. The findings reveal that the respondents acquired 127 English vocabulary items and sentences, primarily from dominant vocabulary used in these two contexts. The results highlight how engagement in both formal educational settings and interactive gaming environments contributes to vocabulary acquisition, underscoring the practical application of Krashen's theory in varied learning environments.

Keywords: psycholinguistics, second language acquisition, student, school activities, online video games.

Abstrak

Psikolinguistik adalah studi tentang proses mental yang terlibat dalam memproduksi dan memahami bahasa, serta mekanisme yang digunakan manusia untuk memperoleh bahasa. Akuisisi Bahasa Kedua (Second Language Acquisition/SLA) mempelajari bagaimana individu mempelajari bahasa selain bahasa ibu mereka. Dalam konteks ini, bahasa kedua (L2) mengacu pada bahasa non-primer atau tambahan, tanpa memandang urutan akuisisinya. Penelitian ini mengkaji bagaimana bahasa Inggris sebagai bahasa kedua diperoleh melalui kegiatan di sekolah dasar dan video game online, dengan menerapkan teori SLA dari Stephen Krashen. Menggunakan metode penelitian kualitatif deskriptif, data dikumpulkan melalui proses wawancara bertahap dengan siswa kelas 6 SD yang berusia 12 tahun. Temuan penelitian ini mengungkapkan bahwa responden memperoleh 127 kosakata dan kalimat bahasa Inggris, terutama dari kosakata dominan yang digunakan dalam dua konteks tersebut. Hasil ini menyoroti bagaimana keterlibatan dalam lingkungan pendidikan formal dan lingkungan permainan interaktif berkontribusi terhadap perolehan kosakata, menggarisbawahi penerapan praktis teori Krashen dalam lingkungan belajar yang bervariasi.

Kata Kunci: psikolinguistik, pemerolehan bahasa kedua, siswa, kegiatan sekolah, online video games.

1. Introduction

According to The field of psycholinguistics, as defined by Richards, Platt, and Weber in the Longman Dictionary of Applied Linguistics (1985), is a multidisciplinary study that focuses on two main dimensions: (a) the mental processes involved in producing and understanding language, and (b) the mechanisms by which humans acquire language. This broad definition encapsulates a variety of cognitive and social factors that influence language learning and usage.

Specifically, psycholinguistics explores how individuals perceive speech, the role of memory in language processing, the mental frameworks involved in language use, and how social and psychological factors contribute to the way language is produced and comprehended (Richards et al., 1985, p. 234).

Clark and Clark (1977), in their book *Psychology and Language: An Introduction to Psycholinguistics*, further elaborate on the scope of psycholinguistics by breaking it down into three key domains: comprehension, production, and acquisition. Comprehension refers to how individuals understand spoken or written language; production involves the mental processes that enable individuals to construct and express thoughts through language; and acquisition pertains to the process through which humans, especially children, learn languages, whether it be a first language or subsequent languages (Clark & Clark, 1977, p. 4). These areas offer a comprehensive framework for understanding the interaction between cognitive processes and language learning, aligning well with the goals of SLA research.

The inclusion of both cognitive and social elements in psycholinguistic studies makes it a crucial framework for understanding language learning in various contexts. For example, when exploring second language acquisition (SLA), both the mental processes (such as memory, perception, and conceptualization) and the external factors (like social interaction and cultural exposure) must be considered. This dual perspective is essential for providing a holistic understanding of how learners acquire, comprehend, and produce language.

According to Hoque (2017), second language acquisition (SLA) refers to the process of learning an additional language beyond one's native or first language. This process encompasses both formal and informal contexts of language learning, allowing individuals to gain proficiency in a second language (L2) through structured instruction or natural exposure. SLA involves the development of skills such as speaking, listening, reading, and writing in the target language, and it is influenced by multiple factors, including cognitive abilities, motivation, age, and the learning environment.

Krashen (1981), in his influential theory of second language acquisition, emphasizes the importance of meaningful interaction in natural communication settings as the foundation for learning a second language. Krashen's theory suggests that language acquisition mirrors the way children learn their first language, with a focus on meaningful communication rather than strict attention to grammatical form. In this context, learners are more concerned with understanding and conveying messages rather than mastering the structural accuracy of their speech. Krashen's model highlights the role of comprehensible input—language that is slightly beyond the learner's current proficiency level—as a crucial factor in language development. He argues that when learners are exposed to this kind of input in a natural and engaging way, they are more likely to acquire the language subconsciously, leading to more authentic and lasting language proficiency.

Saville-Troike (2006) similarly examines SLA as the process through which individuals and groups acquire a second language after learning their first language during childhood. Her work highlights the social and cultural dimensions of language learning, pointing out that SLA is not just a cognitive process but also a social one, where interaction with others in the target language plays a key role. Saville-Troike notes that language learners engage in both formal learning, such

as in classroom settings, and informal learning, such as through social interactions and immersion in the target language community. Both types of learning contribute to the acquisition of linguistic and communicative competencies in the second language.

The combination of Krashen's emphasis on natural communication and Saville-Troike's focus on the social aspects of language learning underlines the complexity of SLA, which is driven by both internal cognitive mechanisms and external social interactions. Whether through structured lessons or real-life interactions, SLA represents a dynamic process that can be enhanced by the right environment, exposure, and motivation. These theoretical perspectives serve as a foundation for understanding how individuals progress from initial exposure to proficiency in a second language.

SLA research is particularly relevant in today's globalized world, where the ability to speak multiple languages is increasingly seen as a critical skill for both personal and professional development. According to Hoque (2017), SLA involves acquiring an additional language after the first language (L1), or mother tongue, has been established. The scope of SLA research is broad, covering topics such as the cognitive processes behind language learning, the role of social interaction, and the pedagogical strategies that facilitate second language learning. Additionally, it investigates the factors that influence language acquisition, such as age, motivation, and the learning environment (Saville-Troike, 2006).

Theoretical Foundations of Second Language Acquisition

Krashen's (1981) theory of SLA is one of the most influential frameworks in this field. His work distinguishes between "learning" and "acquisition," asserting that acquisition occurs naturally through meaningful interaction in real-world settings. In contrast, learning involves a more formal, conscious effort to understand the rules and structure of a language. This distinction is central to understanding how languages are acquired both inside and outside the classroom. According to Krashen, successful language acquisition requires meaningful communication rather than a focus on linguistic form. This theory has been applied widely in both formal educational contexts and informal settings where learners are exposed to a second language in naturalistic environments.

Krashen's five hypotheses form the cornerstone of his SLA theory: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis. Each of these hypotheses provides a unique perspective on how second languages are learned. For example, the Input Hypothesis emphasizes the importance of exposure to comprehensible input, which is defined as language that is slightly beyond the learner's current level ($i+1$). Krashen argues that learners acquire language when they are exposed to input that they can understand, even if it contains elements that are unfamiliar or more complex than their current language level. This hypothesis highlights the importance of real-world language use and authentic communication in second language acquisition.

Krashen's theory has been both influential and controversial. While many researchers have embraced his ideas, others have criticized his model for being difficult to verify empirically. Gitsaki (1998) and Menezes (2013) argue that Krashen's hypotheses lack sufficient detail to be tested in rigorous scientific studies. Despite these criticisms, Krashen's model remains one of the

most widely cited frameworks in the field of SLA, particularly in discussions of informal language learning environments.

Contexts of Second Language Acquisition

A key aspect of SLA research is understanding the contexts in which language acquisition occurs. Saville-Troike (2006) distinguishes between formal and informal language learning contexts. Formal language learning typically takes place in classrooms, where instruction is structured and follows a curriculum. In contrast, informal language learning occurs in more naturalistic settings, where learners are exposed to the target language through interactions with native speakers or through media such as television, books, or online platforms. Both contexts are essential for understanding how second languages are learned, as they provide different opportunities for exposure to the target language.

In the Indonesian context, the implementation of the Kurikulum Merdeka curriculum has introduced significant changes to the way English is taught in schools. This curriculum emphasizes flexibility and student-centered learning, allowing teachers to tailor their lessons to the needs and interests of their students. Unlike traditional curricula, which often focus on rote memorization and formal grammar instruction, Kurikulum Merdeka encourages project-based learning and informal learning experiences. One of the key components of this curriculum is the introduction of "Pembiasaan" activities, which are informal, out-of-classroom learning sessions designed to provide students with exposure to English in a more natural setting. These sessions are held once a week and focus on basic English vocabulary and conversational skills.

This research aims to explore how these "Pembiasaan" activities contribute to English language acquisition among elementary school students. Specifically, it seeks to measure the amount of English vocabulary acquired by students during these sessions and compare it to the vocabulary learned through other means, such as online video games. The novelty of this research lies in its focus on how informal learning environments, both in school and through digital media, contribute to second language acquisition in young learners.

English Language Learning Through Kurikulum Merdeka and "Pembiasaan" Activities

The Kurikulum Merdeka reform in Indonesia represents a shift towards a more flexible and inclusive educational framework that allows for the integration of diverse learning experiences. One of the unique features of this curriculum is the "Pembiasaan" activities, which provide elementary school students with opportunities to engage in English language learning outside the traditional classroom setting. These activities are designed to be informal and interactive, encouraging students to practice English through games, songs, and other playful activities.

The rationale behind incorporating such activities is rooted in the belief that language learning is most effective when it is meaningful and enjoyable. By participating in English-themed activities once a week, students are exposed to the language in a way that is less structured and more aligned with how they might encounter English in real-world settings. This approach aligns with Krashen's Input Hypothesis, which posits that learners acquire language when they are exposed to comprehensible input that is slightly beyond their current level of proficiency ($i+1$).

In the context of "Pembiasaan" activities, students are likely to encounter new vocabulary and grammatical structures in a way that feels natural and unforced, which may facilitate deeper language acquisition.

This study aims to quantify the amount of English vocabulary acquired by students through these activities. By analyzing the vocabulary that students are able to recall and use after participating in "Pembiasaan" sessions, this research will contribute to a better understanding of how informal learning environments, such as those created by Kurikulum Merdeka, can support second language acquisition. Additionally, this study will provide insights into how elementary school students in Indonesia are adapting to the new curriculum and how well it supports English language learning.

The Role of Online Video Games in Second Language Acquisition

In addition to examining the impact of school-based learning activities on SLA, this research also explores the role of online video games as a medium for second language acquisition. The growing popularity of online video games among young learners presents a unique opportunity to investigate how digital environments contribute to language learning. Many of the most popular online games, such as FIFA Mobile and Mobile Legends, are played in English, providing players with regular exposure to the language. These games often require players to read instructions, follow narratives, and communicate with other players in English, all of which create opportunities for vocabulary acquisition.

Research on the role of video games in language learning has shown that games can be a valuable tool for language acquisition. Winaldo and Oktaviani (2022) found that online games provide players with a rich linguistic environment, where they can learn new vocabulary and practice their language skills in a low-pressure setting. Similarly, Hafifah et al. (2022) observed that children who played online games regularly acquired new English vocabulary that they might not have encountered in a formal educational setting. These findings suggest that online video games can be an effective medium for SLA, particularly for learners who are motivated by the immersive and interactive nature of gaming.

One of the key advantages of online games is that they offer authentic language use in real-time. Unlike classroom learning, where language practice is often contrived and focused on specific learning objectives, online games require players to use language in spontaneous and unpredictable ways. This type of interaction aligns with Krashen's theory of language acquisition, which emphasizes the importance of meaningful communication in the target language. By participating in online gaming communities, learners are exposed to a wide range of linguistic inputs, including different accents, dialects, and colloquial expressions, all of which contribute to a more holistic understanding of the English language.

This research will explore the extent to which online video games contribute to English vocabulary acquisition among elementary school students. By comparing the vocabulary learned through gaming to that acquired through "Pembiasaan" activities, this study seeks to determine whether one medium is more effective than the other in supporting SLA. Furthermore, this research will investigate whether students who regularly play online games demonstrate greater

fluency and confidence in using English than their peers who rely solely on school-based learning.

The primary objective of this research is to measure the amount of English vocabulary acquired by elementary school students through two distinct learning environments: "Pembiasaan" activities and online video games. To achieve this objective, the study will address the following research questions:

- 1 How much English vocabulary is acquired from "Pembiasaan" activities in elementary school?
- 2 How much English vocabulary is acquired from playing online video games, specifically FIFA Mobile and Mobile Legends?
- 3 How do these two learning environments compare in terms of their effectiveness in supporting second?

2. Method

This study employs a descriptive qualitative research method, which is designed to explore and understand specific phenomena through rich, detailed descriptions. As Creswell (2013) explains, qualitative research seeks to capture the complexity of human behavior in its natural context by using various data collection techniques that provide deep insights into participants' experiences. By focusing on the experiences and perceptions of the research subject, the study aims to produce a comprehensive and nuanced understanding of second language acquisition in elementary school students, especially as it relates to online video game activities.

According to Moleong (2005, as cited in Qotrun, 2021), "Qualitative methods aim to understand the phenomena experienced by research subjects by exploring and explaining their behaviors, perceptions, motivations, and other aspects within particular linguistic and natural settings." The study utilizes a descriptive approach to capture the phenomena in a detailed and systematic manner, allowing the researcher to interpret the collected data deeply and meaningfully. Creswell (2014) further emphasizes that descriptive qualitative research allows the researcher to describe trends, themes, and patterns observed in the data, thereby enabling a holistic interpretation of the research problem.

Participant Selection

The participant in this study was selected through purposive sampling, a common method in qualitative research that allows for the intentional selection of participants based on specific criteria relevant to the research question. The chosen participant is a 12-year-old male, a 6th-grade elementary school student, who regularly engages in online video games and has demonstrated noticeable progress in English language acquisition. This participant was selected based on the following inclusion criteria: (1) active engagement in online video gaming, (2) exposure to English as a second language through these gaming activities, and (3) enrollment in elementary school.

The participant's demographic information was essential for understanding the context in which second language acquisition occurs, as children at this age are generally still developing their language skills. According to Mackey and Gass (2015), it is important in SLA studies to

focus on specific participant characteristics—such as age, language proficiency, and exposure to the target language—since these factors can significantly influence language acquisition outcomes.

Data Collection Process

The data collection process for this study was conducted using a combination of in-depth interviews, audio recordings, and field notes to ensure the richness and accuracy of the data. In-depth interviews are a primary method for qualitative research because they allow for the exploration of participants' thoughts, experiences, and perceptions in an open and flexible manner (Kvale & Brinkmann, 2009). The interviews were conducted on three different dates: May 22, 2023, May 26, 2023, and June 04, 2023. Each interview session was scheduled to allow the researcher to gather detailed and extensive data without overwhelming the participant.

During the interviews, a semi-structured approach was adopted, enabling the researcher to ask both predetermined questions and spontaneous follow-up questions based on the participant's responses. This flexibility facilitated a deeper exploration of the participant's language experiences. Each interview lasted approximately 30–45 minutes and focused on eliciting detailed information about the participant's language use during online gaming activities and the influence of these activities on his English language learning.

The interviews were supplemented by observations of the participant during gaming sessions, which provided additional insights into how he interacted with other players and utilized English in real-time communication. Field notes were taken to record non-verbal cues and contextual factors that influenced language use, aligning with Patton's (2015) recommendation that qualitative data collection should capture both verbal and non-verbal communication for a more holistic understanding of the phenomena.

Data Analysis

The collected data were analyzed using thematic analysis, a method used in qualitative research to identify, analyze, and report patterns (themes) within data (Braun & Clarke, 2006). Thematic analysis is well-suited to this study, as it allows the researcher to systematically review the interview transcripts, audio recordings, and field notes to uncover recurrent themes and meaningful insights related to the participant's second language acquisition process through online gaming.

The data analysis process followed a series of steps as outlined by Braun and Clarke (2006):

1. **Familiarization with Data:** The first step involved listening to the interview recordings and reading through the transcripts and field notes multiple times to become deeply familiar with the content.
2. **Generating Initial Codes:** The next step was to generate initial codes from the data. Codes were identified based on recurring concepts, phrases, or behaviors that were relevant to the study's focus on language acquisition.
3. **Searching for Themes:** Once codes were identified, they were grouped into broader categories to form themes. The researcher specifically looked for themes related to English

language usage, interaction patterns in online gaming, and the role of gaming in language learning.

4. **Reviewing and Defining Themes:** In this step, the themes were reviewed and refined to ensure they accurately represented the data. Themes that did not fit the overarching research question were either discarded or redefined.
5. **Writing the Report:** Finally, the identified themes were synthesized into a coherent narrative that explained the participant's experiences with second language acquisition through online gaming. Key themes included "language exposure through peer interaction," "informal language learning strategies," and "the influence of gaming culture on language use."

This rigorous approach to data analysis allowed the researcher to draw meaningful conclusions about the relationship between online gaming activities and second language acquisition in elementary school students.

Ethical Considerations

Ethical considerations were a priority throughout the study, particularly because the participant was a minor. Parental consent was obtained prior to the commencement of data collection, and the participant was fully informed about the purpose of the study and the nature of his involvement. All interviews and observations were conducted with sensitivity to the participant's comfort and well-being. In line with the British Educational Research Association's (BERA) ethical guidelines (2018), the participant's anonymity was preserved, and all data were stored securely to protect confidentiality.

3. Results and Discussion

The results of this study highlight the vocabulary acquired by the participant from three different contexts: online video games, school-based activities, and everyday interactions. The data, gathered through interviews and observations, demonstrate how various media and activities contribute to second language acquisition (SLA) and provide insight into the participant's language learning journey. The following section presents these findings in a structured format, using both narrative and tabular elements to enhance clarity.

Vocabulary Acquired from Online Video Games

Online gaming emerged as a significant medium through which the participant learned new English vocabulary. The participant engaged in two main video games—FIFA Mobile and Mobile Legend—and through regular gameplay, he encountered specific English terms that were necessary to understand and participate in the game. The process aligns with Krashen's (1981) Input Hypothesis, which posits that language learners acquire a second language through meaningful interactions in natural communication settings. In this case, the gaming environment acted as a context where English was used for communication, requiring the participant to focus on understanding game instructions and interacting with other players.

The vocabulary acquired from each game is listed in Table 1 below:

Table 1: Vocabulary Acquired from Online Video Games

Video Game	Words Learned
<i>FIFA Mobile</i> (started February 2023)	shooting, crossing, out, juggling, handball, heading, over, goal, position, tackle/tackling, again, free kick, goalkeeper, coach (14 words)
<i>Mobile Legend</i> (started 2019)	inbox, store, event, savage, coin, title, profile, match, account, database, like, lane, base, star pass, shop, spin, hero, skill, item, training, classic, voice hero, battle, died, defeat (25 words)

In FIFA Mobile, the participant learned words primarily related to soccer, such as "goal," "tackle," and "free kick." These terms are directly tied to in-game actions, which the participant needed to understand in order to play effectively. Similarly, in Mobile Legend, the participant acquired words associated with gaming mechanics and team-based play, such as "savage," "match," "hero," and "defeat." In both cases, the vocabulary was embedded in the game environment, making the learning process immersive and meaningful. The constant repetition of these terms during gameplay likely aided in retention, in line with Krashen's Natural Order Hypothesis, which emphasizes that language learning follows a predictable sequence, often starting with simpler and more frequently used vocabulary.

Vocabulary Acquired from School Activities

In addition to gaming, the participant was exposed to English in his elementary school through structured activities, referred to as Pembiasaan activities. These school activities involved daily exposure to English vocabulary in various categories, such as days of the week, colors, animals, numbers, and objects found in the classroom. This reflects the notion that school-based activities, even in non-immersive environments, can contribute to SLA by providing repetitive and contextualized exposure to language (Lightbown & Spada, 2013).

The vocabulary learned from school-based activities is summarized in Table 2 below:

Table 2: Vocabulary Acquired from School Activities

Category	Words Learned
Days of the Week	Monday, Friday, Saturday, Sunday
Colors	white, black, brown, red, grey, blue
Animals	dog, pig, fish, horse, cat, monkey, rabbit, elephant
Numbers	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
Objects	bag, clock, door, handphone, computer, internet, painting, flower, stairs, chair, table, lamp, ball, aquarium
Body Parts	hair, tooth, eyes, ears
Stationery	book
Fruits	apple, mango, banana, grape, melon, dragonfruit, starfruit
Family Members	daddy, mother, sister, grandfather, grandmother, friend
Vegetables	broccoli, carrot
Vehicles	car, bicycle, bus, airplane, train, boat

These words are foundational to basic communication and are often introduced to young learners in English as a Foreign Language (EFL) settings. The daily repetition of these words in class activities likely reinforced the participant's retention, in accordance with the Lexical

Approach (Lewis, 1993), which argues that language learners acquire vocabulary through repeated exposure to words and phrases in meaningful contexts.

Analysis and Implications

The findings of this study reveal the importance of context and activity type in vocabulary acquisition. The participant's learning from online video games and school activities demonstrates that both informal and formal learning environments contribute to second language development, though in different ways. The informal learning from online video games allowed for vocabulary acquisition through direct interaction and immersion, while the formal learning in school focused on structured, repetitive exposure to basic vocabulary.

Connecting these findings to existing SLA theories, the participant's experience reflects several key principles:

1. Krashen's Input Hypothesis: The participant acquired vocabulary in an unstructured but meaningful setting (online video games), where the focus was on understanding and participating in the game rather than learning language forms explicitly. This supports Krashen's idea that language is best acquired through comprehensible input.
2. Swain's Output Hypothesis: While gaming, the participant was not only exposed to English but also required to produce language in response to other players, especially in team-based games like Mobile Legend. According to Swain (1995), output plays a critical role in SLA, as learners need to use language to consolidate their knowledge.
3. Sociocultural Theory: The interactive nature of gaming aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction in language learning. By engaging with other players, the participant was exposed to real-time communication, enhancing his ability to negotiate meaning and use language in context.

Practical Applications for Educators

These findings have practical implications for educators, particularly in EFL settings where opportunities for natural language use are limited. The success of online gaming in promoting vocabulary acquisition suggests that educators could incorporate similar interactive, game-based learning activities into the classroom. By providing students with opportunities to use English in engaging, real-world scenarios, teachers can foster more meaningful language learning experiences.

Additionally, the structured nature of the *Pembiasaan* activities in the participant's school highlights the importance of daily, repetitive exposure to basic vocabulary. Teachers might consider incorporating thematic word lists, as seen in the school activities, into their lessons to ensure that students receive consistent, repeated exposure to foundational vocabulary.

Finally, educators should recognize the value of both formal and informal learning environments in SLA. While classroom instruction provides the necessary structure and foundation for language learning, informal settings like gaming can offer students a dynamic and immersive space to practice and use English in real-world contexts.

4. Conclusion

This study explored second language acquisition (SLA) through daily activities, including school-based routines and online video games, with a focus on a Grade 6 elementary student's acquisition of English vocabulary. Psycholinguistics, which examines the mental processes behind language production, comprehension, and learning, provided the theoretical foundation for understanding how a second language can be acquired beyond formal classroom settings. Specifically, SLA, as a branch of psycholinguistics, deals with how individuals learn a second language, often resembling the way children learn their first language, through meaningful interaction and contextualized experiences.

The results of this study highlight how daily activities such as *Pembiasaan* routines at school and playing online video games (FIFA Mobile and Mobile Legend) significantly contributed to the participant's acquisition of 127 English vocabulary items. These activities offered natural, engaging opportunities for the participant to encounter and use English, supporting Krashen's (1981) theory that language is acquired through comprehensible input in meaningful contexts. The variation in vocabulary learned from different contexts also underscores the role of diverse activities in SLA—school-based routines provided foundational vocabulary, while video games exposed the participant to more context-specific and action-oriented terms.

The findings of this study are significant for understanding the potential of integrating both formal and informal language learning contexts in second language acquisition. The data suggest that students can benefit from a combination of structured learning, such as daily school routines, and informal, immersive environments like video games, where language use is a byproduct of engaging in interactive tasks. This offers valuable insights for educators who are looking to diversify their teaching methods and provide students with more authentic language experiences.

While this study has shown that daily activities, including school routines and video games, can contribute to second language acquisition, further research is needed to expand on these findings. One potential area for future investigation is the long-term effects of video game use on vocabulary retention and overall language development. Specifically, researchers could examine whether vocabulary learned through gaming is retained over time and how it compares to vocabulary learned in formal educational settings. Another valuable area for future research is the exploration of different types of games and their specific impacts on language acquisition. For instance, do games with higher levels of interaction, such as team-based strategy games, lead to greater language acquisition compared to individual or narrative-driven games?

Additionally, it would be beneficial to examine the role of other informal learning environments, such as social media or streaming platforms, in second language acquisition, particularly in comparison with traditional classroom-based instruction. The impact of these environments on language learners of different ages, proficiency levels, and cultural backgrounds could also be explored to provide a more comprehensive understanding of SLA in the digital age.

In conclusion, this study not only reinforces the idea that second language acquisition can occur in diverse, everyday contexts but also opens the door for more nuanced research into how

informal learning environments, like video games, contribute to long-term language development. Understanding these dynamics better will help educators and researchers develop more effective strategies for facilitating second language acquisition in and outside of the classroom.

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