THE EFFECT OF ONLINE GAMES AS A MEDIUM FOR SELF CONFIDENCE IN ENGLISH SPEAKING SKILLS FOR TEENAGERS IN FACULTY OF ENGINEERING HASANUDDIN UNIVERSITY

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THESIS

THE EFFECT OF ONLINE GAMES AS A MEDIUM FOR SELF CONFIDENCE IN ENGLISH SPEAKING SKILLS FOR TEENAGERS IN FACULTY OF ENGINEERING HASANUDDIN UNIVERSITY

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It has been examined before the Board of Thesis Examination on Friday, 26 July 2024 and is declare to have fulfilled the requirements

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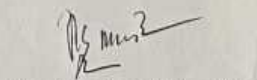
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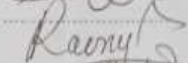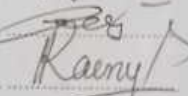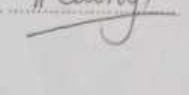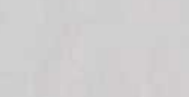
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AGREEMENT

On July 26, 2024, the Board of Thesis Examinaion has kindly approved a thesis by Muh Izzas Ramli (F041191108) entitled *The Effect of Online Games as a Medium For Self Confidence In English Speaking Skills For Teenager In Faculty of Engineering Hasanuddin University* submitted in fulfilment of one of the requirements to obtain Sarjana Degree in English Literature Study Program Faculty of Cultural Sciences. Hasanuddin University.

Makassar, July 26, 2024

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DECLARATION

The undergraduate thesis by **Muh Izzas Ramli** (F041191108) entitled *The Effect Of Online Games as a Medium for Self-Confidence in English Speaking Skills for Teenagers in Faculty of Engineering Hasanudding University* has been revised as advised during the examination on Friday, 26th July 2024 and is approved by the Board of Undergraduate Thesis Examiner:

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With reference to the letter of dean of faculty of Cultural Sciences Hasanuddin University No....../..../..../2024 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **MUH IZZAS RAMLI** (F041191108) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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STATEMENT OF ORIGINALITY

I, the undersigned,

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Hereby, the writer declares that this thesis entitled, "The Effect Of Online Game as a Medium for Self-Confident In English speaking for Teenagers" is written by himself with guidance from the supervisor **Dr. Abidin Pammu, M.A., Dipl.TESOL,.** as a first supervisor and **Sitti Sahraeny, S.S., M.AppLing** as a second supervisor. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references.

If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for his action.

Makassar, 5th June 2024

The undersigned,

Muh Izzas Ramli
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The Writer,

Muh Izzas Ramli

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ABSTRACT

MUH IZZAS RAMLI. *The Effect Of Online Game as a Medium for Self-Confidence In English speaking skills for Teenagers in Faculty of Engineering Hasanuddin University* (supervised by Abidin Pammu and Sitti Sahraeny)

Online games are the primary source of entertainment for teenagers in the digital age. Online games also serve as an interactive medium which can help teenagers improve on language skills especially in English. The majority of teenagers usually engage themselves into gaming perhaps because it is a crucial juncture for improving communication abilities. The implications over how they boost self confidence in terms spoken language are still being debated on whether they can be said to positively affect teenagers' English-almost invariably. This study therefore seeks to look into The Effect Of Online Game as a Medium for Self-Confidence In English speaking skills for Teenagers in Faculty of Engineering Hasanuddin University.

That will be aiming to know whether playing online games affect the confidence of teenagers in English speaking and if the skills obtained from such games can be used in practical circumstances. The study will target teenagers in order to determine how playing online games may affect their level of self-esteem as well as communication skills. Based on quantitative analysis and author use questioner as a means of gathering ample details. Notably, it centers on teenagers years who only knows basic English but are avid participants in playing video games online. Accordingly; through semi-structured interviews participants will let us know their reflections and actual experiences about how playing video games online has affect their English spoken language confidence.

The quantitative results reveal a impressive improvement in teenagers' confidence when speaking English after consistently engaging in online games that are in English. Participants noted an increase in their comfort and confidence levels in verbal communication.

Keywords: Online Games, Confidence, Speaking English, Teenagers, Verbal Communication

ABSTRAK

MUH IZZAS RAMLI. *Pengaruh Game Online Sebagai Media Terhadap Kepercayaan Diri Dalam Kemampuan Berbicara Bahasa Inggris pada Remaja.* (dibimbing oleh Abidin Pammu dan Sitti Sahraeny)

Game online merupakan sumber hiburan utama bagi remaja di era digital. *Game online* juga berfungsi sebagai media interaktif yang dapat membantu remaja meningkatkan kemampuan berbahasa khususnya bahasa Inggris. Sebagian besar remaja biasanya melibatkan diri dalam bermain game mungkin karena ini merupakan saat yang penting untuk meningkatkan kemampuan komunikasi. Implikasi mengenai bagaimana hal tersebut meningkatkan kepercayaan diri dalam bahasa lisan masih menjadi perdebatan apakah hal tersebut dapat dikatakan berdampak positif terhadap bahasa Inggris remaja. Oleh karena itu penelitian ini bertujuan untuk melihat Pengaruh *Game Online* Sebagai Media Terhadap Rasa Percaya Diri Dalam Kemampuan Berbicara Bahasa Inggris pada remaja di Fakultas Teknik Universitas Hasanuddin.

Hal ini bertujuan untuk mengetahui apakah bermain *game online* mempengaruhi kepercayaan diri remaja dalam berbicara bahasa Inggris dan apakah keterampilan yang diperoleh dari permainan tersebut dapat digunakan dalam keadaan praktis. Penelitian ini akan menargetkan remaja untuk mengetahui bagaimana bermain *game online* dapat memengaruhi tingkat kepercayaan diri dan keterampilan komunikasi mereka. Berdasarkan analisis kuantitatif dan penulis menggunakan kuesioner sebagai sarana untuk mengumpulkan rincian yang cukup. Khususnya, penelitian ini berpusat pada remaja yang hanya mengetahui Bahasa Inggris dasar, namun gemar bermain video game online. Demikian, melalui wawancara semi-terstruktur, peserta akan menyampaikan refleksi dan pengalaman nyata mereka tentang bagaimana bermain video game online memengaruhi kepercayaan diri mereka dalam berbahasa Inggris.

Hasil kuantitatif menunjukkan peningkatan yang mengesankan dalam kepercayaan diri remaja ketika berbicara bahasa Inggris setelah secara konsisten terlibat dalam game online berbahasa Inggris. Peserta mencatat peningkatan tingkat kenyamanan dan kepercayaan diri mereka dalam komunikasi verbal.

Kata Kunci: *Game Online*, Percaya Diri, Bahasa Inggris, Remaja, Komunikasi Verbal

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CHAPTER I
INTRODUCTION

This chapter presents the general background of the study. It also discusses the identification of problem, objective of the study, the scope of problem and significance of the study.

1.1 Background

English is a language that is used as an international language, as a bridge to communicate with other countries that have their own languages and English is not their first language.

In this era of globalization, where the development of the internet and technology is increasingly rapid, English has become very important, because English is the main language used as the main language in all social networks, both in social media applications and online games. English is the language most widely used in various countries in the world, making it the official language to be used in the international world. Currently, English is spoken by approximately 1.5 billion people globally as either a first, second, or foreign language.

Nowadays, English has become one of the things that we must know, even though it is only basic English, one of which is as a requirement for work, to support a career, socialize in social media and online games, as well as a requirement to continue education and scholarships to study abroad.

There are several countries in which English has been integrated into the school curricula despite not being a first-language speakers. Such countries recognize the place of English in the international business language, and governments such as Japan, Indonesia, and South Korea have made English a compulsory subject across their educational systems. The policy is meant to provide the necessary language competence that ensures that all learners are prepared to participate in the global economy. Education curricula have been key in charing the confidence to speak with pupils in both the United States and non-whose English varies in performance.

ntegration of English into their education system, there are still here the main language is not English or is mixed with English like in Indonesia, where in daily life they only use their main use English, and this causes the use of English, especially

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speaking English, to be very minimal, thus creating a lack of confidence in speaking English.

So, when the ability to speak English is lacking, this makes it less confident because it rarely speaks English. Due to the lack of use of English in their environment and academic circles. This also has an impact on the confidence of students in that country in speaking English. Thus, causing difficulties in capable speaking using English language.

However, online games, especially those related to English communication, can be an excellent alternative for bridging the gap. Many online games, such as Valorant, a tactical first-person shooter (FPS), have massive player bases from all over the world, and English is the main language to communicate. It is generally the sole language in which players communicate. They must actively communicate in English in both, voice and text chat, with teammates in the game.

When playing the game, the player must communicate with other players in clear, articulate English. Players require decent English to submit their complete strategies to their teammates, hoping to succeed. The risk pressure created by the game urges players to speak their thoughts clearly and quickly, which improves conversational English and relieves pressure. In this fast, high-pressure communication environment, the trial process ensures adequate language skills and proficiency by practicing more relaxed English communication elsewhere.

Another online game is Demonologist is a multiplayer horror game, the game includes extensive amounts of reading, and speaking English throughout the game's narrative, which can provide an exciting new context in which to engage with fresh vocabulary and read or listen to get the hang of languages in an entertaining mood.

The author conducted this study, because the author is a gamer and often interacts and feels the same thing in the research conducted, so the author decided to find out the facts and directly, whether online games as a medium affect self-confidence in speaking English.

In the research conducted by the author, to find out whether online games as a medium have an effect on teenagers self-confidence in speaking English. The author conducted a study using quantitative methods and used a a material for collecting information then, with 30 participants, t requirements must be 17-24 years old (teenagers), have basic target participants who come from faculties that are less related e author uses a questionnaire as a means to collect details and d will be managed into the final results of the study, with the g out whether online games as a medium have an effect on self-

confidence in speaking English, and what percentage of participants feel this. Does this self-confidence only occur when playing online games or can it be implemented in the real world, and find out what game genres are in demand with the aim, whether the game genre also has a different effect because it has different features, such as the First Person Shooter (FPS) online game genre has a voice in game feature and is required to speak in the voice in game using English and the Real-Time Strategy (RTS) game genre that does not have the voice in game feature. Then, find out how long the average playing time of the participants is, and find out whether the longer the participants play online games, the different effects will also be different, whether the more often we do it, can increase the self-confidence that is owned.

1.2 Identification of the problem

Based on the background that had been explain, the identification of the problems are:

1. Lack of time for direct speaking practice outside of academic hours.

2. The environment is less supportive for speaking English.

3. Lack of direct interaction and direct listening that use English to speak.

4. No encouragement to speak English.

1.3 Scope of problem

Based on the above problems, the writers will limit the scope of the problems as follows:

1. Lack of time for direct speaking practice outside of academic hours, because the environment is less supportive for speaking English.

2. No encouragement to speak English.

1.4 Research Question

The formulation of the research issue based on the background research

line games and time spent in playing online games affect self-
enagers in English speaking skills?

f games do the teenagers play the most?

1.5 Objective of the study

From the research questions above, the objective of this study are;

1. To explain the way playing online games and time spent playing online games affect teenagers' self-confidence in speaking English skills.

2. To describe types of online games among teenagers and asses how these games contribute to affect their self-confidence in speaking English skills.

1.6 Significance of the study

The study's findings contain both theoretical and practical implications.

1. Theoretical Benefit

This research aims to explore and validate the affect of playing online games on English-speaking confidence. It's more than just as source of entertainment, online games can offer a unique environment where players are frequently exposed to English in real-time communication, fostering their language skills. The study seeks to provide evidence that engagement in online gaming can affect a player's confidence in speaking English by immersing them in interactive scenarios that require quick thinking and verbal interaction in English, and can get more time to practice speaking using English in the game, in conditions that are not stressful and there is a need to encourage communication using English. By understanding this effect, the research contributes to the broader field of language acquisition, offering insights into how unconventional platforms like online games can play a significant role in language development.

2. Practical Benefit

The findings of this research will serve as a valuable resource for future researchers, educators, and communities interested in studying the effects of online games on language learning. Specifically, this study will offer concrete evidence and practical insights into how online gaming can be used as a medium to get more self-confidence in English-speaking skills. Educators and language learners can use these insights to develop innovative teaching strategies or self-learning techniques that incorporate online games as a tool for improving language skills. Additionally, this research could inspire further studies exploring other potential benefits of online

l contexts, contributing to the ongoing discussion on the role of ge learning.

CHAPTER II
LITERATURE REVIEW

2.1 Previous Study

Before beginning research, the researcher studied and evaluated a number of similar studies., "The Effect Of Online Game as a Medium for Self-Confident In English speaking for Teenagers". There have been some previous studies on the subject of the research.

A journal entitled "The Effect of Time Spent on Online Gaming on Problematic Game Use in Male: Moderating Effects of Loneliness, Living Alone, and Household Size" by (Park,K., et al., 2024). This journal analyzes time spent on Online Gaming, one of the new sociological phenomenon that has evolved in community and is actively influencing ordinary social behaviors.

A journal entitled "Online game as a media to improve students' speaking skill" by (Darihastining et al., 2019). The purpose of this study is to research students' use of online games in order to communicate and improve their oral skills. Research that need to be addressed are: What drives students to use online games when acquiring speaking proficiency. How do English as a Foreign Language (EFL) students employ online games in speaking acquisition.

A journal entitled "The Effect of online game as a medium to students' Speaking Skill" by (Wirawati, 2022). The methods used are quantitative by research online as a medium to students speaking skill. The results of this study indicating that playing games is not all negative, but also has good aspects as a medium to Speaking Skill.

A journal entitled "Online Game as a Tool of Teenagers' Vocabulary Acquisition" by (Fajaria, N. H., & Azzahrain, F., 2019). The methods used are qualitative by field observation and interview. The results of this study show that from the description above, it can be seen that online game players carry out the process ~~ary~~ excessively, such as by guessing the meaning of unknown ~~as~~, vocabulary that they have never heard before. They need it ~~m~~ to pass the challenges. They get more fun while acquiring ~~n~~line game than learning in the classroom. It is also happened ~~o~~ is studied in the English Department.

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A journal entitled "*FAKTOR-FAKTOR PENGHAMBAT PENINGKATAN KEMAMPUAN BERBICARA BAHASA INGGRIS MAHASISWA JURUSAN BAHASA INGGRIS DI KOTA MALANG"* by (Irmawati, D. K., 2016). This study is done qualitatively. The purpose of this study is to find out the inhibiting factors inhibiting the ability to speak English comes from two parties, namely lecturers and students. From the lecturer's side, it includes the lack of giving assignments about speaking which makes students reluctant to do preparation before the learning process in class begins, monotonous learning activities, lack of use of learning media, lack of opportunities for students to practice speaking (lack of practice), the way of delivering input or feedback that makes students feel embarrassed and afraid, and the lecturer's attitude is too serious when teaching. Meanwhile, from the student's side, it includes the lack of courage to actively participate in speaking activities because they are afraid of making mistakes.

A journal entitled "Playing Online Video Games as a Learning Strategy to Enhance EFL Learners' Speaking Skill" by (Bennacer, F., 2022). The research was quantitative distributing a questionnaire online to Algerian university learners belonging to different departments of English language and literature. Two hundered and ten learners whose level ranges from first year undergraduate to master two participated in the survey. The discussion of the results showed that learners do not play videogames for learning purposes, but they agreed with their positive impact on increasing vocabulary acquisition, enhancing pronunciation, lowering anxiety, and raising motivation which affects their speaking skill positively and unconsciously.

This study is different from the four the previous studies above, the four studies do not explain in percentage of online game affect on self-confidence in English speaking skills and correlation between time spent playing online games with get a more time hours to practice English speaking skills outside Academic. The researchers also are trying to develop research, and to find the results of whether the online games can affect self-confident of English in speaking skills.

The similarity between this study and the four studies above is the object of research from the four studies discusses about the effect of online games.

2.2 Online Games

2.2.1. Definition of Online Games

Online games are virtual-based games that can be played only via the internet, worldwide, where the country also has an internet connection, connection can be via satellite or underwater cable, which is and cables and then to the customer's home to be connected to rvice Provider (ISP) of each country, Darihastining et al., (2019) lly, an online game is played with the use of internet access.

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In online games, we can interact directly with other players from millions of people worldwide, and players are particularly young. Online games have potential positive effects on self-confidence in speaking English skills include increased practice time with real-time communication, more hours spent playing online games, and more hours spent using English in speaking because players often need to communicate quickly and effectively, which can improve verbal skills and lead to better fluency and comfort. This can reduce anxiety in the informal setting of games and reduce pressure often associated with traditional language learning environments. Interacting via text chat and voice in the game, which can speak directly and must use English.

There are several goals for teenagers at that age to play games, some play seriously and enter the competitive scene to find additional income and become pro gamers or game streamers, there are also those who play just for fun with friends, whether they are friends from the same country or in different countries. Statista (2024), claims there are 618 million (20%) gamers under the age of 18 of gamers in the world are under the age of 18, and 1.17 Billion (38%) of gamers are age between 18 to 34 years old.

2.2.2. Development of Online Games

Before the popularity of online games, we usually play games on computers without using the internet. Games that were successful in America in the 1970s were Pong, Space Invaders, Monaco GP, and Pac Man (Flew, 2005: 102).

The development of online games itself cannot be separated from the development of computer technology and computer networks themselves. The explosion of online games itself is a reflection of the rapid development of computer networks that were previously small-scale (small local networks) until they became the internet and continue to develop to this day. When they first appeared in 1969, computers could only be used by two people to play games. Then computers appeared with time-sharing capabilities so that more players could play the game and did not have to be in the same room (Multiplayer Games) (Jessica Mullagan, 1999).

Febriany (2022) concluded, in the early 2000s, it was dominated by the growth of online games or massively multiplayer online games (MMOGs). Ultima online was launched in October 1997 and in 2001 had almost 250,000 customers. The growth of MMOGs itself was then followed by other games such as Dark Age of Online, and Star Wars Galaxies which exceeded 200,000

line games require an internet connection to play, where an closely related to the development of computer technology and Hence, the development of online games is of course in line with

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and following developments in computer technology and computer networks, because online games are closely related to computer technology and computer networks, where computer technology is a medium for playing online games and computer networks are a link so that you can play online games, or what is usually called the internet.

2.2.3. Kinds of Online Games

Nasrizen (2011: 8) describe, there are numerous sorts of online games, including:

1. First Person Shooter (FPS): When we play these kinds of games, we get the impression that we are doing some of the game's mechanics, such as taking part in war games using actual military hardware.
2. Real-Time Strategy (RTS) : is a game that players generally play many role of character to relies on great strategy
3. Cross-Platform Online is a sort of game that can be played on two or more distinct platforms while relying on the internet network.
4. Game Browser: This is a sort of game which can be operated via browsers such as Google Chrome, Opera, Firefox, and Internet Explorer. To play the game in a browser, you must have a browser that supports javascript, PHP, and flash

2.3 Online Game as Media

2.3.1. Type of Online Game as Media

Unlike other media, games appear to be a one-way flow where the player must passively interpret the information. Games are a major source of amusement for many children, and educators are beginning to see the potential of online games as tools for experience-based learning and problem-solving. Online games can be in variety of types of media. There are three types of media: entertainment, communication and learning.

1. Entertainment

Peter Vorderer's Media Entertainment Theory believes that escapism comes out of daily routines' everyday worries and tiredness. It is often assumed that it is odd for one to turn to video games, television or music seeking for relief from tensions ...ues. When people seek for entertainment, they at least have in ... f being happy. Escapism motive also implies experiencing ... on not only in a part of playing video games but all along.

2. Communication

The use of games may increase the effectiveness of this communication process. The way games seem to be part of other media sets them apart. It is 'active'. This means that it requires complete concentration from the players, hence making communication efficient through listening without distractions on the recipients' side.

3. Learning

Online and offline games may be utilized as learning media at many levels of education (elementary, junior high, high school), as well as majors such as language, medical, engineering, civil engineering, and other fields based on McEnroe-Petitte& Farris (2020); Yunanto et al., (2019). Schulz et al., (2020) conclude, by utilizing the existence of the game, which functions to eliminate tiredness or boredom, and also to relax the mind so that it is not frustrated, if educational value is inserted into it, users will gain more knowledge that is inserted with fun also without noticing they have learned.

2.3.2 Online Games must use Communication

There are many types of online games that can be played, such as MMORPG, FPS, and Real Time Strategy, but there are several online games where players are required to communicate, otherwise the game will not run smoothly or run at all without communicating. And will cause defeat or loss for other players. These online games are:

A.Valorant

Valorant is an online game based on Tactical First-Person Shooter (FPS), this Valorant is one of the most famous games in 2024, playerauction found by using algorithm based on GoogleTrends, Starfield's player count for May 18, 2024 is estimated to be 833,076 players.
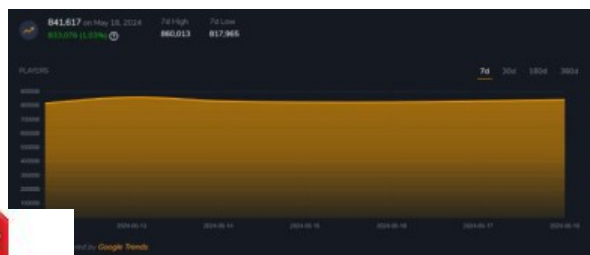

Figure 2.1 *Data on Valorant*

n online game that is connected to worldwide players in real-
the Valorant game, we will meet players from other countries,

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and of course, to communicate with other players, we will definitely use English, which is the official international language. They must actively communicate in English in both voice and text chat with teammates in the game. When playing the game, the player must communicate with other players in clear, articulate English. Players require decent English to submit their complete strategies to their teammates, hoping to succeed. The risk pressure created by the game urges players to speak their thoughts clearly and quickly, which improves conversational English and relieves pressure. In this fast, high-pressure communication environment, the trial process ensures adequate language skills and proficiency by practicing more relaxed English communication elsewhere.

And Riot Games is the developer of the game Valorant. Valorant is an online game based on Tactical First-Person Shooter (FPS), where the game contains 10 players in a match. The 10 players are divided into 2 teams; each team consists of 5 players, each of whom will be hostile to each other. Create a scenario of 5 players against 5 players, one of which aims to win the match. If you want to win the match, of course you have to make a plan and provide the right and quick information to your teammates so you can win the match. So, Valorant provides a solution for players to interact in real-time. The features are:

1.) In-game Text Chat in the online game

In-game text chat in the online game Valorant is useful for sending a text to teammates or an enemy team with the intent and purpose depending on the player. It is usually used by teammates to provide information on the use of utilities that the enemy has used, the whereabouts of the enemy, or damage caused by the player to the opposing player's character. And for the feature of sending a text to the opposing team, players usually give respect to the opposing team, such as "gg," which means good game, or "ns," which means nice shoot to the opposing team, but there are also negative effects, generally players who get angry at the team.

The opponent sends inappropriate texts to the opposing team, and the same thing happens to teammates. When they get a player who is not able to play well, there are players who are angry because it can reduce the winning percentage, but Riot, who is the developer of Valorant, gives strict sanctions for players who send disrespectful messages to opposing teams or teammates.
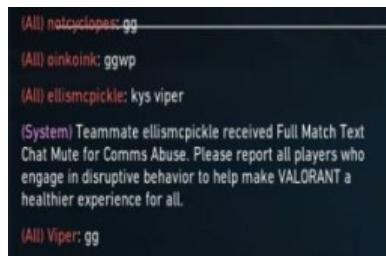
Figure 2.2 *Text Chat In-game Valorant*

2.) Voice in Game

Voice-in-game in the online game Valorant is useful for providing information quickly rather than sending a text. The significant difference in this feature is that voice-in-game is only for teammates; it will not be heard by enemy teammates.

Valorant Apart from providing information to teammates, players also use it to talk to teammates, such as getting acquainted or other pleasantries. They also usually use it to share an idea or plan to win the match. In-game voice in the online game Valorant is very important and also vulnerable, because if one teammate doesn't speak, the match will be very difficult due to the lack of information the player receives, resulting in defeat. So it is very necessary for in-game voice in this Valorant online game, and of course we must use English with clear articulation so teammates can understand.
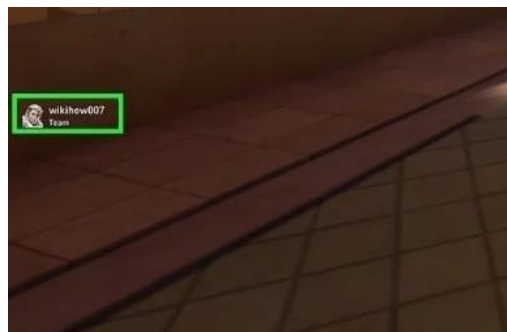
Figure 2.3 *Voice In-game Valorant*

B. Demonologist

Demonologist is a multiplayer horror game that can be played with at least 1 and up to 4 players. Your goal is to identify the type of evil spirit in cursed places and exorcise it using your equipment, either alone or with your team. A fictional location plagued with supernatural events. The game includes extensive amounts of reading and speaking English throughout the game's narrative, which can provide an exciting to engage with fresh vocabulary and read or listen to get the an entertaining mood.

t offers a very interesting gameplay to play for 4 players for se, the features are very many and sophisticated, one of which

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is the voice command feature in the game and also voice in the game. The features are:

1.) Voice in Game

Voice in Game is a feature in the Demonologist game that functions to communicate with other players in real-time, and what's great is that the further away our character is from other players, the in-game voice sound automatically becomes smaller because the distance is greater, and vice versa. If a player character gets close to another player character, it feels very close, like screaming.

And of course, we can play with friends from the same region or country by creating an in-game party, and we can also join other players' in-game parties, which of course are players from various countries, where we have to speak English to provide information to them about their whereabouts.

Because the sophisticated voice feature in the Demonologist game is one of its advantages, when a horror phenomenon occurs in the game and we hear the astral voice of a supernatural creature in the game, the closer the astral creature is, the closer and louder the sound that the player hears.

Figure 2.4 *Voice In-game Demonologist*

2.) Voice-Command in Game

Demonologist presents a very unique feature, namely Voice-Command in the game. The meaning of Voice-Command in this game is that in the Demonologist game, it has a script that contains a command, and if we say the command, then a
cording to the output in the script. The contents of the Voice-
ain how we can interact with supernatural phenomena by asking
ng like "Where are you?" it is a command in the form of a
nd gives a command output to the creature. If we issue this
its presence either through sound or direct appearance, there
ands which are in the form of a direct command such as "show

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yourself" then the creature will immediately respond by showing his form. Not only for interacting with supernatural phenomena, Voice-Command in the Demonologist game has lots of tools or properties that contain these scripts.

In "properties" that have a text in the Demonologist game, if we read it, then a reaction will occur. Of course, when reading the text, the reaction will not be the same; different texts mean different reactions will occur. Usually, the text that if we read this is in the photo frame on the Demonologist game map can be on the wall or on property such as a table or piano, but the voice command on this property is very difficult to react to; we have to pronounce it correctly and with very clear articulation, so it can make the player who is not a native speaker of English learn to pronounce these sentences correctly and with clear articulation.

That property are walls, photo frame, table, and piano. Walls, when the player plays the Demonologist game, the player will be presented with a building that has not been lived in for a long time and gives off a horror vibe, so of course there is

graffiti on the wall of the building, if the player reads the graffiti on the wall a reaction will occur that the player will experience.

Figure 2.5a *Wall property in Demonologist*

Figure 2.5b *Wall property in Demonologist*

Photo Frame, a photo frame is a very important property for a building, of course all buildings must have a photo frame, the photo frame has an inscription, and if we say the inscription a supernatural phenomenon will occur, it could be the person in the frame. will appear but in a scary form, or in the form of a sound.

Figure 2.6 *Photo Frame property in Demonologist*

Table, in the demonologist game there is a bar table, which text it "beer" ~~be initially the bar~~ table is empty, and if we read it then there will be beer flying ~~straight~~ straight to the table.

Figure 2.7a *Table property in Demonologist*

Figure 2.7b *Table property in Demonologist*

Piano, in the demonologist game there is a piano, which says "piano" where when we read the text the piano, which was initially just silent, will sound as if someone is playing the piano.

Figure 2.8 *Piano property in Demonologist*

2.3.3 The effect of Online Games

Eskasasnanda (2017) conclude, playing online video games is beneficial when done only for fun, pleasure, and to kill boredom brought on by academic fatigue. Problems arise when children get overly dependent on internet video games and play them nonstop. Participants who invest a substantial sum of money, time, and effort into playing it demonstrate this.

A. Positive effect

Suryanto (2015: 11) claims that online games have the following good effects:

1. Quickly solve issues (problem solving) lessons, it implies that their ability to solve difficulties connected to classes (problem solving) that need pupils to learn to solve subject matter is impacted by their problem-solving habits and/or levels in online games.

2. Relieve tension, this allows to have fun and manage their fatigue from regular schoolwork by using online games.

nputer science is the most useful topic taught in schools, children n understanding of the subject's foundation by using a computer net café. One-handed keyboarding is a technique that increases ts' typing speed.

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4. The biggest advantage of playing games online is that it's easy to meet new people who share your interests. Even while student socializing is limited to friends and new acquaintances who have similar interests, it nonetheless benefits still-adolescent students in terms of helping them develop their socialization process and mature thought processes.

B. Negative effect

Suryanto (2015: 11) claims that online games have the following negative effects:

1. Skipping school because uncontrolled addiction to play online games at rentals or internet cafés.

2. Inappropriate use of cash: using cash that given by their parents or by salary to buying online gaming vouchers and computer at internet cafés.

3. Students rarely exercise every week, despite the fact that sports are taught in school. This is insufficient for their physical well-being.

4. The most commonly perceived negative consequence of playing online games is that it is a waste of money because it is spent on their game items.

2.4 English Speaking Skill

It encompasses various subskills, such as knowledge about how particular words are pronounced as well as knowledge of how to construct sentences in coherent ways so that they make sense when spoken. These include pronunciation, which deals with how individual sounds are made from the members of the English phonetic alphabet.

Effective communication in many contexts, including academic, professional, and social environments, requires good English-speaking skills. It allows people to air their opinions, share details, and have meaningful conversations with fellow

English Speaking Skills

he most important ability that should learn and develop since it
ommunication. Developing oral proficiency is perhaps the most

difficult part of learning any language. Conversing in English poses problems for many people who have trouble speaking. Essentially, most of them have the language barrier.

(Bygate, 1987) describes speaking as the production of speech sounds that bring about various verbal responses from listeners. Speaking is defined by (Brown, 1994) and (Burns & Joyce, 1997) as an interactive process for producing meaning that comprises information creation, reception, and processing. Speaking, Chaney (1998) describe, is the process of producing and communicating meaning via the use of verbal and nonverbal symbols in various circumstances.

People need to have high level proficiency English Language in order to convey ideas to one another. Achievement of one's own goals is dependent upon effective communication. We observe every day how good speech is all about speaking well. As a result, conversation takes place as it were instantly and in collaboration with other individuals. Richards (1990) conclude, teachers and textbooks employ either a direct strategy that focuses on specific components of verbal contact such as turn taking and subject management, or an indirect approach that uses group work, task work, and other tactics to create opportunities for oral interaction.

2.4.2 Characteristic of Speaking Skills

A characteristic in speaking skill should include both fluency and accuracy. Mazouzi (2013) conclude, student activities should be organized around the equivalent of fluency and accuracy. We can improve communication ability through practicing.

Fluency is the first characteristic of a good speaking performance. Fluency, Hughes (2002) conclude, is the capacity of learners to talk in an intelligible manner such that conversation does not break down while listeners lose confidence.

People need to understand stress, intonation, and pitch. They help a lot in speaking English fluently and effectively. The development of spoken English for special purposes is closely related to the principles of public speaking.

2.4.3 Problems of Speaking Skills

s problems and challenges to overcome problems of speaking m is come from in one reason why people do not become good is because they are not sure about themselves and lack ility to speak well. People may not practice speaking because emselves when they make errors or their friends correct them. ey are in a country where English is not widely spoken because

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they do not get many chances of using the language. As a result, they are unable to improve and fear talking before an audience. Consequently, they have problems with pronunciation when they have inadequate vocabulary. (Lasiyah, 2017, p.12) claims, when someone has self-confidence, they have faith in themselves and are motivated toward outstripping the rest.

The next issue is that students complain about not being able to memorize what they want to say and not having the desire to do so. (Baker & Westrup, 2003) agree, noting that students find it difficult to respond in a different language because they have few opinions, are unsure of the vocabulary to use, or the proper syntax.

The third problem is in English. Speaking skill is a lack of exposure for native speakers; inhibited development of natural speech forms and accents results from small interactions with native speakers of English. Teenagers find it a challenge to understand subtleties and colloquialities due to a lack of regular exposure. At times, perfect grammar and pronunciation are encouraged in the environment more than fluency. This makes them too careful and reluctant when it comes to speaking because they are afraid of making errors, thus creating social anxiety, which deprives them of an opportunity to practice speaking the language.

2.5 Self-Confidence

Speaking skills would not be complete without self-confidence because it offers learners encouragement, boldness, and reinforcement. According to (Mega, Iful Rahmawati, 2020), self-confidence, which is a factor in students learning success, has several components. They are 1) identity, strong and coherence sense of self; 2) self-concept, special evaluation for self-evaluation; 3) self-esteem, level of compliment that someone has; 4) self-efficacy, someone's belief on students' success. Self-confidence is not a talent (innate), but rather mental quality, meaning self-confidence is achievements resulting from the educational process or empowerment. Self-confidence can be trained or habitual.

2.5.1 Definition of Self-Confidence

Self-Confidence is one's belief in their ability to succeed in a particular situation. And that involves believing in one's ability, skills and judgment. It largely determines how a person reacts in the face of different challenges or opportunities. Hendriana (2014) claims, building the learners' self-confidence is needed to provide ~self. In line with (Anggelis 1997), self-confidence is a belief in do something in life that begins with self-restraint. Besides, , 2011) told that self-confidence is someone's belief to do nly, and lively in front of the public.

Self-confidence will grow automatically in a person, if they have mastered it and the activity has been done for a long time or repeatedly so it will make it an ingrained experience. (Iqbal, Muhammad, 2014) claims, experience can be a factor in the emergence of self-confidence. On the contrary experience can also be a factor in decreasing self-confidence somebody.

2.5.2 Kinds of Self-Confidence

Lindenfield in Nur'asyah (2005) stated that Self-confidence is divided into two different types, namely self-confidence outer and inner self-confidence, but both support each other. Innate self-confidence is belief in yourself manifested in the form of behavior so that it can be understood by the environment social. This consists of be able to communicate, be able to present oneself. be able to control emotions, and have firmness. Inner self-confidence is self-confidence that gives feelings and assumptions that the individual is in good condition. This consists of self-love, self-understanding. have clear goals, and think positively.

2.5.3 Characteristic of Self-Confidence

The application of self-confidence characteristics as an indication to distinguish the level or state of a person's self-confidence or whether or not a person has self-confidence.

Self-Confidence person based on (Ghufron, et al., 2012) stated that the characteristics of Individuals who have self-confidence are:

a. Self-efficacy beliefs, namely a person's positive attitude about himself. He is truly capable of what he does.

b. Optimistic, namely a positive attitude that someone always has have a good outlook in dealing with everything about yourself and his abilities.

c. Objective, namely a person who views a problem or something as appropriate with proper truth, not according to personal truth or according to himself.

d. Responsibility, namely a person's willingness to bear everything something that has become a consequence.

e. Rationalist and realistic, namely analysis of a problem, something, and an ...g acceptable thinking by reason and in accordance with reality.

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Not Self-Confidence person based on (Jacinta, 2002) stated that the characteristics of Individuals who don't have self-confidence are:

a. Trying to show a conformist attitude, just for the sake of it gain group recognition and acceptance.

b. Fear about rejection.

c. Difficulty accepting reality and underestimating one's own abilities - but on the other hand thinking unrealistic expectations of yourself.

d. Pessimistic, easy to judge everything from the negative side.

e. Fear of failure, so you avoid all risks and don't dare set targets for success.

f. Tends to reject compliments, that are intended sincerely (because undervalue yourself).

g. Always put yourself in last position, because considered himself not capable

h. Has an external locus of control that easily gives in to fate, is very dependent on circumstances and acceptance also help from others.

2.6 Relationship between Self-Confidence and Speaking Skill

Self-confidence will not grow by itself, we need sufficient experience and knowledge to be able to grow self-confidence in ourselves, self-confidence is closely related to our ability to communicate, especially in public, because a lack of self-confidence can cause fear so that the ability to communicate will be reduced due to this fear.

When we are afraid and feel anxious, we will not be able to express all our speaking abilities in public. Philips (in Ririn, 2013) stated public speaking anxiety a term reticence, namely the individual's inability to develop a conversation which is not caused by a lack of knowledge but due to an inability to convey the message perfectly, which is characterized by psychological and physiological reactions.

Also, Osborne (in Dewi et al., 2007) conclude, this feeling of anxiety arises because of fear physical towards listeners, such as fear of being laughed at people, afraid that they will become a spectacle people, afraid that what will be put forward ___ nentioning, and taste afraid that maybe he would be boring. So, ___ nfident about themselves, it will affect that person's speaking

2.6.1 Forming Self-Confidence

Self-confidence will not grow by itself, self-confidence will slowly grow from experience and knowledge, so that self-confidence can grow. Experience grows from activities or habits that we do repeatedly, and is also something that teenagers have experienced, where they spend their daily free time playing online games, and continuing to interact by talking in-game to other players. from various countries, who of course have to speak English because English is an official international language, which of course becomes a bridge to be able to speak from countries where the main language is not the same, this can bring habits to us and will be confident. when speaking in English, it has become a habit when interacting with players from various countries in online games.

A. Formation of Self-Confidence

(Thursan, 2005) describe the formation of a strong sense of self-confidence occurs through process as follows:

a. A person's understanding of the advantages he has and gives birth to a strong belief in being able to do anything by using his advantages.

b. A person's understanding and positive reaction to their weaknesses so as not to give rise to feelings of inferiority or difficulty adjusting.

c. Good personality development is in line with the process of development that yields specific benefits.

d. Experience in living various aspects of life with use all the advantages he has.

2.7 Conceptual Framework

This study will focus on Hasanuddin University in the Faculty of Engineering who are users Online Games as a regular learning resource. So that it may be determined whether online games have an effect on users' Self-Confident to speak in English and can be described in the following framework
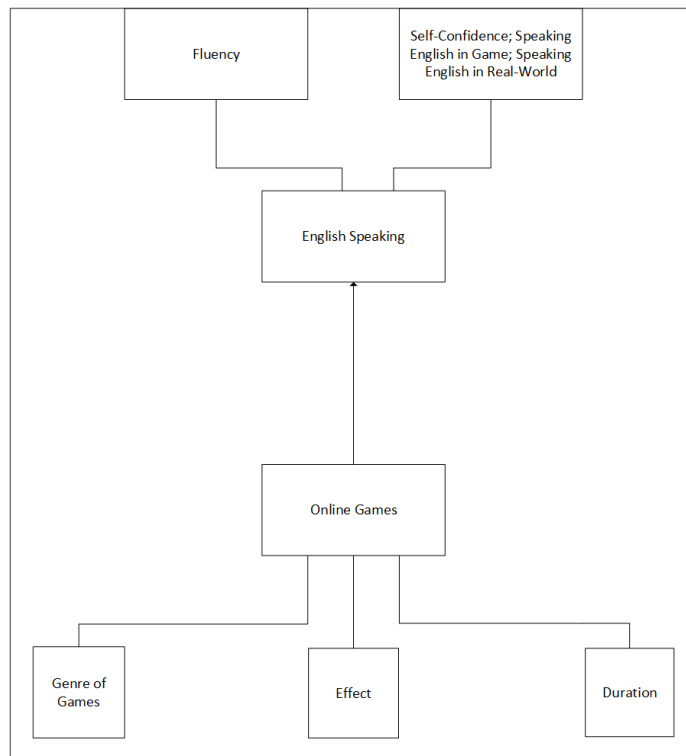
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Figure 2.9 *Conceptual Framework*

2.8 Hypothesis of Formulation

The hypothesis is a temporary solution to the study formulation of the problem until it can be confirmed by the problem data obtained. It is described as transitory since the solutions provided are based solely on appropriate beliefs rather than empirical facts gathered via data collecting (Sugiyono, 2016). The following are the theories offered in this study.

H0: There is no concurrent effect of online games on Self-Confident to speak in English.

H1: There is a concurrent effect between online games and Self-Confident to speak in English.