



## An Experimental Research of Using Heroes Mobile Legends Bang-Bang (MLBB) Games on Writing Legend Stories

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Received January 24, 2023; Revised September 28, 2023; Published September 30, 2023

<https://doi.org/10.31629/juliet.v4i2.5440>

### *Abstract*

*This research aimed to know whether is there any effect or not of using heroes Mobile Legends Bang-Bang (MLBB) on writing a legend story at tenth grade students of SMA Negeri 5 Batam in the academic year 2022/2023. The researcher selected X Science 1 as a sample and totaled 44 students as the research object. The researcher used a quantitative method to find out the answer to the research problem. The design of this research used an experimental design with a one- group pre-test and post-test control design and gave four times for the treatments. This research used a writing test as the Instrument to collect the data. Based on the data analysis result, showed the null hypothesis (H0) and alternative hypothesis 2 (H2) were rejected and alternative hypothesis 1 (H1) was accepted. It could be seen from data calculated using paired sample t-test formula that the significance was 0.728 and distributed normally because  $0.728 > 0.005$  while the Sig. 2 tailed was 0.000 which means that there was the effect of using heroes Mobile Legends Bang-Bang (MLBB) on writing a legend story at tenth grade students of SMA Negeri 5 Batam because the Sig. 2 tailed  $0.000 < 0.005$ . Based on the findings, researcher suggested to the teacher to use heroes Mobile Legends Bang-Bang (MLBB) for teaching writing a legend story because this material gave effect on students' writing skills.*

**Keywords:** Heroes Mobile Legends Bang-Bang, Writing Skill, Legend Story

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## **I INTRODUCTION**

Writing is a tool to express and impress feelings by using words (Nunan, 2013). The writing activities focused on expressing ideas, organizing words into clear statements, feeling by using words, and grammatical sentences (Noviana, 2015). There are several writing problems for high school students, one of the writing problems come from students' interest and motivation who are not familiar with it and did not practice at all, the students also assumed how the teacher teaching, the use of medium and material for teaching writing, and the student's environment (Winastiti, 2016). Therefore, students thought that learning writing in formal education is more boring and difficult to understand than learning by using games, movies, or music (Lamb, M. and Eka, F., 2018).

Games was one of effective medium in teaching a foreign language for making a great contribution to the students' psychological and pedagogical development (Liu, 2021). Games used not only to attract the students' thinking processes and increase the motivation to learn an English language including role play, improvisation, group discussion, and individual work or group work, but also give dynamic environment and help to refine the aspects of English such as pronunciation, syntax, vocabulary, grammar, spelling, listening and writing comprehension (Tandem, 2021). Games gave fun activities to build up class cohesion, raised energy levels, and provided framework in which learners are motivated to produce the target language (Fithriani, 2018). Therefore, the goal of this form of the educational game was not only the formation of pronunciation, lexical, and grammatical skills but also the development of interest in the language being studied.

When the teacher taught a foreign language by using games, it meant the teacher needs several aspects to consider like age, level of the students, target language (e.g. vocabulary, grammar, language features, etc.), and the learning stage (e.g. teaching process, reviewing process and assessment process) (Nunan, 2013). In the teaching process, the teacher often faced problems with students who have different ages, and sometimes it could impact students' cognition, to respond this phenomenon the teacher must use the creative and interactive mediums to teach foreign languages and one of the interactive mediums is games and the use of games was important for the student's development in which the students are involved to help the team in the competition or trying to find the right answer based on certain games (Albano, 2020). Games as the medium had six main purposes formation of certain skills, certain speaking skills development, learning to communicate, the necessary mental abilities and functions development, cognition (within the scope of language formation itself), and memorizing speech material (Eva, K., 2022). Therefore, learning by using games could arouse students' interest and become the basis in studying a foreign language.

These statements are supported by experts who said to carry out a writing process, the writer must pay attention to the writing aspects (Jacob, 2018) and mastering the writing English skills is the most complex skill for students who are a second language user (Richard, 2020). The writing component was the organization and logical development of ideas such as content, style, and quality of expression, this matter in students not being able to elaborate on their ideas and making writing texts themselves to other people. Thus, the teacher must find out what is the writing components that students are not be able yet using an analytical analysis of writing components to make students are good on writing skill, especially on writing a legend story for senior high school (Asri, YN., 2022).

Nowadays, many students in senior high school assume they are addicted to playing online games and spend more time on a regular daily (Ružić Baf, 2016). The popular online game circulating among young people is Mobile Legends Bang-Bang (MLBB) games (Rani, D. H., 2019). The MLBB games are developed by Moonton and regularly collaborate with many countries in Southeast Asia to create characters based on each country legends or folktales to further enhance the game's appeal (Gi Dion, 2021). Indonesia also contributes to creating new characters in Mobile Legends Bang-Bang (MLBB) games, for instance, a local artist named Mr. Yuniarto, he is a creator of the hero Gatot kaca and Kadita related to Indonesian history named the legends of Gatot kaca and the legends of Nyi roro kidul (Fikrie, M., 2021).

Teaching and learning in English writing activities has been stated in every basic competency in the curriculum 2013. Relate to the curriculum 2013 in English subject for tenth grade, the basic competencies in point 4.8 explain that students must be able to present legend stories by oral text or writing text and paying attention to the social function, structures, and language features.

In writing a legend stories, students must tell past story with chronological order or sequence of events to entertain readers (Raoul, 2013). In writing a legend stories, students also expected to be able to the content, organization, grammar, vocabulary, and mechanics on writing legend story (Tendem, 2021). This research conducted when the researcher did the internship for approximately six months. The researcher is an English Language Education student at Universitas Maritim Raja Ali Haji in Tanjungpinang who did an internship at SMA Negeri 5 Batam.

During the researcher's internship of teaching tenth grade students of SMA Negeri 5 Batam, there were several learning problems on writing a legend story. The first problem is the students were quite difficult to write a legend story by using chronological order because the students are not able to identify structures and language features. The second is the students did not able to write and pay attention to the content, organization, grammar, vocabulary, and mechanics. The last problem is the students like to play Mobile Legends Bang-Bang (MLBB) and are more interested to learn legend stories by using Mobile Legends Bang-Bang (MLBB) games than by using textbooks.

These learning problems were supported by the first research conducted by Ria Seprina (2020) and got the result of her research that Mobile Legends can be used as a learning medium to write procedure text and can solve the problem of improving students' writing skills by using Mobile Legends in procedure text at MAN 1 Lampung Timur. The second research was conducted by DAF Fadilla (2020) and got the result of her research that the Mobile Legends Bang-Bang can be used as a medium to learn English and got positive students' perceptions of using heroes MLBB as a medium to learn English at SMA 1 Malang. The third research was conducted by Dewi Christa Kobis and Michel Farrel Tomatala (2020) and got the result of their research that MLBB is an effective medium for learning English at STMIK Multicom Bolaang Mongondow and got positive of students' perceptions in using heroes Mobile Legends: Bang- Bang (MLBB) as the English learning medium especially in vocabulary, listening, spelling, writing, and speaking skills. The fourth research was conducted by Maria Rumiris Tamba and Rorim Panday's (2021) and got the result of their research that the Mobile Legends game had positive effects on the student learning process for college students in Universitas Bhayangkara, Jakarta Timur.

The existences of Mobile Legends Bang-Bang (MLBB) games give some advantages to the students, not only for playing games as usual and interacting with others by using the English language but also for learning a legend story based on the heroes' histories with various modes of characters, visual graphics, interesting story to read, understandable, and even explore or analyze the heroes' stories from various perspectives. The MLBB existences need to be researched, therefore the researcher is interested to choose the title and would like to find out is there any students' effect using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam in the academic year 2022/2023 with experiment research.

## **II METHOD**

This research used quantitative method that is analyzed and measured using statistics in which to explain how variables affected another variable and belong to the type of experimental research (Creswell, 2012: 13). Experimental research was a study to find the effect of certain variables on other variables under tightly controlled conditions (Sugiono, 2016). This research, research consisted of two variables, namely the effect of using heroes Mobile Legends Bang-Bang (MLBB) games as the independent variable and on writing a legend story at tenth grade of SMA Negeri 5 Batam as the dependent variable.

This research used one group pre-test and post-test control designs which means the research is conducted by adjusting the existing condition in the field, where the researcher is not allowed to randomize the existing classes with the aim of forming new class (White, H., & Sabarwal, S., 2014). Therefore the researcher only chooses one class from many existing classes without changing the other initial class.

Table 3.1 Research Design

Sample	Pre-Test	Treatment	Post-Test
Experiment (X Science1; totaling 44 students)	01	√	02

(White & Sabarwal, 2014)

Notes:

Sample = X Science1

01 = Pre-test

√ = Treatment

02 = Post-test

The research was conducted at SMA Negeri 5 Batam in the first semester of the academic year 2022/2023. In this research, the researcher used a writing test to collect the research data. An instrument was a tool that is used throughout the analysis of data by using certain methods (Hermansyah, 2018). Relate to Brown, to measure a person's ability, knowledge, or skill in a particular domain, the assessor must use the writing or oral test as a method for measuring. In this research, the researcher collected the data by using writing test. The writing test was a way to know the students' understanding about using heroes Mobile Legend Bang-Bang (MLBB) on writing a legend story. The writing test was used to determine the student's skills and performance on writing a legend story which is one kind of narrative text. To collect the data and to find out the experimental students on writing a legend story result, the researcher gave two writing tests, namely pre-test and post-test which would be attached by the researcher and based on the curriculum and the syllabus of Senior High School at tenth grade about legend story. The researcher used an essay question which is an assessment that is expected students to be able on writing a good legend story and pay attention to the structure and language features. The writing test must be prepared by the researcher in the first meeting as a pre-test and in the last meeting as a post-test to find out whether there is any effect of using heroes MLBB on writing a legend story at tenth grade of SMA Negeri 5 Batam.

The process will begin by giving a pre-test to X Science 1. In the pre-test process, the researcher asked the students to write one of the related topics in the legend stories. Then, from the second meeting to the five meetings, the researcher prepared the treatments. The last meetings, the researcher gave a post-test with a different format in the pre-test question but at the same level. In the post-test process, the researcher asked the students to write one of related topics in the legend stories. The data result was analyzed by using SPSS application version 23.

### III RESULT

This research focused on the effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam. This section would be described the obtain data like the mean score, the standard deviation score, the standard error score, and the figure from using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story.

#### 3.1 Pre-Test Score

The students' pre-test score could be distributed in the following table to analyze the students' knowledge before conducting the treatments.

Table 4.2 The calculation of Mean, SD, SE using SPSS 23 for Pre-Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PreTest	44	30	25	55	35,86	1,217
Valid N (listwise)	44					

Descriptive Statistics					
	N	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error
PreTest	44	8,071	65,144	,080	,702
Valid N (listwise)	44				

Relate to table 4.2 which explained about the calculation of the mean, the standard deviation (SD), and the standard error (SE) by using SPSS version 23 application. In this research, the minimum score of pre-test was 25, the maximum score of pre-test was 55, the mean was 35,86, the standard error was 1,217, and the standard deviation was 8,071. The distribution of students' pre-test score can be seen in following figure.

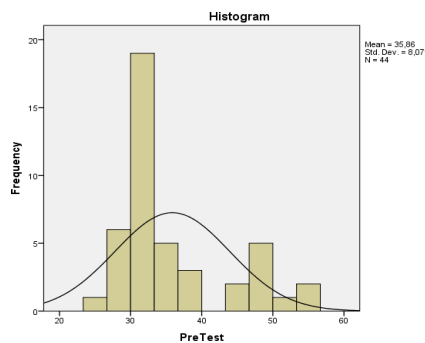


Figure 4.1 Distribution of the Pre-Test Score

Relate to the figure 4.1, the data showed the distribution of pre-test score that there were one student got score 25, six students got 28, eight students got 30, eleven students got 33, five students got 35, three students got 38, two students got 45, five students got 48, one student got 53, two students got 55.

### 3.2 Post-Test Score

The students' post-test score could be distributed in the following table to analyze the students' knowledge after conducting the treatments.

Table 4.4 The calculation of Mean,SD,SE using SPSS 23 for Post-Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
PostTest	44	25	68	93	76,39	,996
Valid N (listwise)	44					

Descriptive Statistics					
	N	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error
PostTest	44	6,609	43,684	,082	,702
Valid N (listwise)	44				

Relate to table 4.4 which explained about the calculation of mean, the standard deviation (SD), and the standard error (SE) by using SPSS version 23 application. In this research, the minimum score of pre-test was 68, the maximum score of pre-test was 93, the mean was 76,39, the standard error was 0,996, and the standard deviation was 6,609. The distribution of students' pre-test score can be seen in following figure.

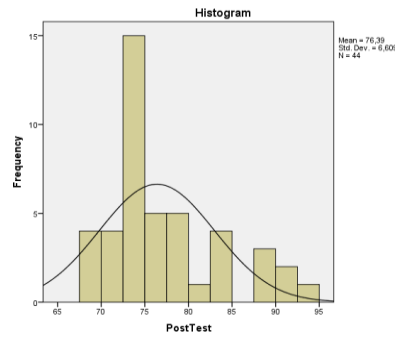


Figure 4.2 Distribution of the Post-Test Score

Relate to the figure 4.2, the data showed the distribution of pre-test score that there were four students got score 68, four students got 70, fifteen students got 73, five students got 75, five students got 78, one student got 80, four students got 83, three students got 88, two student got 90, one student got 93.

### 3.3 Paired Sample T-test

After getting the normality data, the researcher conducted the hypothesis test. The hypothesis test was purposed to find out whether there is effect of using heroes Mobile Legends Bang-Bang (MLBB) on writing a legend story at tenth grade of SMA Negeri 5 Batam. The researcher used SPSS application version 23 to analyze the pre-test score and the post-test score.

Table of 4.6 Paired Samples T-test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	PreTest - PostTest	-40,523	10,704	1,614	-43,777	-37,268

		t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-25,111	43	,000

Related to table 4.6 which explain about Paired Sample T-test data, it could be seen that the Sig. 2 tailed was 0.000. It means that there is a positive effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam because the Sig.2 tailed  $0.000 < 0.005$ . Therefore, null hypothesis (H0) and alternative hypothesis 2 (H2) was rejected and alternative hypothesis 1 (H1) was accepted.

## IV DISCUSSION

This research was conducted for six meetings and could be described as follows. In the first meeting, the researcher gave pre-test to know the students' knowledge on writing legend stories before conducted the treatment. The pre-test was given to the X Science 1 students which are totaling 44 students as the research sample. The students were given 45 minutes to do the writing test and must write down their story relate to the following topics. In this research, the researcher put four topics like *Malin Kundang*, *Tangkuban Perahu*, *Danau Toba*, and *Sangkuriang*. The pre-test score was calculating by using SPSS version 23 application and get the mean result was 35,86.

The second to the fifth meetings were conducted as the treatment of using heroes Mobile Legends Bang-Bang (MLBB) games as material on writing a legend story. Each activity was conducted in the classroom and using in focus to see and learn the learning material, and the researcher always gave short movie about heroes Mobile Legends Bang-Bang as brainstorming. In the last meeting of the research, the researcher gave the post-test to the students to know the students' knowledge after getting the treatments. It means the researcher would like to see the students' achievement or the result of increasing students' on writing a legend story by using heroes Mobile Legends Bang-Bang. The students were given 45 minutes to do the writing test and must write down their story relate to the following topics. In this research, the researcher put four topics like *Legenda Kesodo Feast*, *Legenda Rawa Pening*, *Legenda Takatuliang*, and *Legenda laut asin*. The post-test score was calculating by using SPSS version 23 application and get the mean result was 76,39.

The result of pre-test showed the mean score was 35,86 and the ranged in pre-test score was 25 to 55 whereas the result of post-test showed the mean score was 76,39 and the ranged in post-test score was 63 to 93. The score indicated students' performance in post-test was better than the pre-test, and showed that there was effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam.

It can be seen from the results that showed the score of Sig. 2 tailed was less than 0.005. It means that the null hypothesis (H<sub>0</sub>) and alternative hypothesis 2 (H<sub>2</sub>) was rejected whereas alternative hypothesis 1 (H<sub>1</sub>) was accepted and also answered the research problem that there is there any effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing legend stories at tenth grade of SMA Negeri 5 Batam. Mobile Legends Bang-Bang (MLBB) games are making a great contribution to the students' psychological and pedagogical development (Liu, 2021). The MLBB games are not only attract the students' thinking processes and increase the motivation to learn an English language including role-play, improvisation, group discussion, and individual work or group work, but also give dynamic environment and help to refine the aspects of English such as pronunciation, syntax, vocabulary, grammar, spelling, listening and writing comprehension (Tandem, 2021). The statements were supported from previous researchers named Ria Seprina Rahayu (2020) and got the result that Mobile Legends can be used as a media to write procedure text and answered the research question about improving students' writing skills by using Mobile Legends in procedure text at MAN 1 Lampung Timur by using CAR method. The second was from DAF Fadilla (2021) and got the result that the students had positive perception of Mobile Legends Bang-Bang as a medium to learn English and answered the research question about students' perceptions of MLBB's role as a medium to learn English by using a quantitative method at SMA 1 Malang. The third was from Dewi Christa Kobis and Michel Farrel Tomatala (2020) and got the result that Mobile Legend Bang-Bang give an impact like 58.1% in their vocabulary, 61.3% in their listening, 58.1% in their spelling, 48.4% in their writing, and 67.7% in their English pronunciation and speaking skill. The fourth was from Maria Rumiris Tamba and Rorim Panday's, (202) and got the result that the Mobile Legends game had a positive effects on the student learning process.

When the teacher taught a foreign language by using games, it meant the teacher needs several aspects to consider like age, level of the students, target language (e.g. vocabulary, grammar, language features, etc.), and the learning stage (e.g. teaching process, reviewing process, and assessment process) (Nunan, 2013). In the teaching process, the teacher often faced problems with students who have different ages, and sometimes it could impact students' cognition, to respond this phenomenon the teacher must use creative and interactive medium to teach foreign languages and one of the interactive medium is games (Albano, 2020). Therefore, learning by using games could arouse students' interest and become the basis in studying a foreign language.

The researcher used heroes Mobile Legends Bang-Bang on writing a legend story and hopes the students can learn English writing skill effectively. Through the heroes MobileLegends Bang-Bang (MLBB) games on writing a legend story has many advantages that was help students' to learn writing skills and gave fun activities to build up class cohesion, raise energy levels, and provide a framework in which learners are motivated to write a legend story (Fithriani, 2018). Therefore, writing a legend story by using heroes Mobile Legends Bang-Bang games can arouse students' interest and become the basis on writing a legend story.

## **V CONCLUSION**

The research result was concluded that there is positive effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5Batam. Related to the data result in pre-test and post-test, the data showed that was increasing between mean score in pre-test which is 35, 86 and mean score in post-test was 76,39 on writing a legend story. Then, the hypothesis test by using Paired Sample T-Test showed the score of Sig. 2 tailed was less than 0.005. It means that the null hypothesis (H0) and alternative hypothesis 2 (H2) was rejected and alternative hypothesis 1 (H1) was accepted and also answered the research problem that there is there any effect of using heroes Mobile Legends Bang-Bang (MLBB) games on writing a legend story at tenth grade of SMA Negeri 5 Batam. ccThe material has many advantages that was help students' to learn writing skills and gave fun activities to build up class cohesion, raise energy levels and provide a framework in which learners are motivated to write a legend story (Fithriani, 2018). Therefore, writing a legend storyby using heroes Mobile Legends Bang-Bang (MLBB) games can arouse students' interest in the subject, and become the basis on writing a legend story, especially in the writing legend stories at tenth grade.

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