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Students' Motivation in Learning English Through Roblox at Darul Falah Islamic Junior High School

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abstrak— Penelitian ini dilakukan untuk mengeksplorasi motivasi siswa dalam mempelajari bahasa Inggris dengan memanfaatkan Roblox di MTs Darul Falah. Penelitian ini menggunakan desain penelitian kualitatif dengan melibatkan siswa kelas tujuh sebagai partisipan penelitian. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara, serta dokumentasi selama proses pembelajaran bahasa Inggris yang mengintegrasikan Roblox. Hasil penelitian menunjukkan bahwa Roblox menciptakan suasana belajar yang lebih interaktif, menyenangkan, dan berpusat pada siswa. Siswa menunjukkan antusiasme, partisipasi, rasa percaya diri, dan keterlibatan yang lebih tinggi selama kegiatan pembelajaran bahasa Inggris. Melalui aktivitas permainan, siswa menjadi lebih termotivasi untuk memahami instruksi bahasa Inggris, menjawab kuis, dan menyelesaikan tugas dalam permainan. Roblox juga mendukung pengalaman belajar kontekstual karena siswa menemukan kosakata bahasa Inggris secara alami selama aktivitas bermain. Selain itu, interaksi kolaboratif antar siswa meningkatkan partisipasi dan komunikasi di dalam kelas selama kegiatan pembelajaran. Namun, beberapa kendala teknis seperti koneksi internet yang tidak stabil dan perangkat yang lambat terkadang mengganggu proses pembelajaran. Meskipun demikian, sebagian besar siswa tetap antusias selama kegiatan kelas berlangsung. Oleh karena itu, Roblox dapat dianggap sebagai media pembelajaran digital alternatif yang efektif untuk mendukung motivasi dan keterlibatan siswa dalam belajar bahasa Inggris.

Kata kunci — motivasi, Roblox, pembelajaran EFL, game-based learning, pembelajaran bahasa Inggris

Abstract— abstract— This study aimed to investigate students' motivation in learning English through Roblox at Darul Falah Islamic Junior High School. The research employed a qualitative research design involving seventh-grade students as the participants of the study. Data for this study were obtained through classroom observation, interviews with participants, and documentation conducted throughout the Roblox integrated English learning process. The findings revealed that Roblox created a more interactive, enjoyable, and student-centered learning atmosphere. Students showed higher enthusiasm, participation, confidence, and engagement during English learning activities. Through gameplay activities, students became more motivated to understand English instructions, answer quizzes, and complete tasks in the game. Roblox also supported contextual learning experiences because students encountered English vocabulary naturally during gameplay. In addition, collaborative interaction among students increased classroom participation and communication during learning activities. However, several technical obstacles such as unstable internet connections and lagging devices occasionally

interrupted the learning process. Despite these challenges, most students remained enthusiastic during classroom activities. Therefore, Roblox may serve as an alternative digital platform that effectively promotes students' motivation and participation in English language learning.

Key Words – motivation, Roblox, EFL learning, game-based learning, English learning

INTRODUCTION

English is one of the most important international languages used in communication, education, business, and technology. In Indonesia, English is introduced as a foreign language and is taught across various educational stages, ranging from primary schools to universities. Nevertheless, a considerable number of students continue to face challenges and demonstrate limited motivation when studying English. Because they consider English difficult and less interesting. Motivation is an important factor that influences students' participation and success in language learning. Brown (2007) states in principles of language learning and teaching that motivation is an essential factor influencing students' interest, engagement, and commitment to learning activities. Traditional classroom learning methods that mainly focus on textbooks and teacher explanations often make students passive and bored during classroom instruction. As a result, students tend to participate less actively during English learning activities. Therefore, educators are expected to design learning environments that are more engaging and enjoyable in order to enhance students' motivation as well as their active involvement in classroom activities. One learning approach that has gained attention in recent years is gamebased learning.

Game-based learning combines educational objectives with enjoyable activities that encourage students to participate actively during learning activities. Through games, students can interact with learning materials meaningfully and experience contextual learning situations. Students also become more enthusiastic because learning activities are presented in more entertaining ways. In addition, game-based learning may reduce students' anxiety and improve confidence in learning English.

Nowadays, technological development has significantly influenced students' daily activities and learning habits. Most students are familiar with smartphones,

online games, and digital platforms. Therefore, integrating digital technology into classroom instruction may create more engaging learning experiences for students. Recent studies have also highlighted the importance of integrating digital media into English language learning. Nurdianingsih et al. (2025) argue that digital media literacy can improve students' engagement and support the development of English language skills by providing meaningful and interactive learning experiences. Therefore, integrating digital platforms into English classrooms may enhance students' motivation and participation during learning activities. One digital platform that has become highly popular among teenagers is Roblox Corporation Roblox. Roblox is an online game platform that allows users to communicate, interact, and complete tasks within virtual environments.

Roblox has strong potential to support English learning because many games within the platform contain English instructions, quizzes, and communication activities. Students are exposed to English vocabulary and expressions naturally during gameplay activities. This condition allows students to experience contextual English learning while participating in enjoyable game-based activities. This finding is in line with Rohmah (2019), who states that integrating language learning with meaningful content enables students to develop English competence through contextual learning experiences.

Several previous studies have discussed the implementation of game-based learning in English classrooms. However, most studies focused mainly on students' achievement and general perceptions toward digital learning media. Research specifically investigating students' motivation and learning experiences through Roblox in Indonesian EFL classrooms remains limited. This condition becomes the research gap of the present study.

Therefore, this study aimed to investigate students' motivation in learning English through Roblox at Darul Falah Islamic Junior High School. The researcher focused on students' participation, enthusiasm, confidence, and learning experiences during Roblox-based English learning activities.

RESEARCH METHODE

This study used a qualitative research design to explore students' motivation in learning English through Roblox at Darul Falah Islamic Junior High School. Qualitative research was chosen because it focuses on understanding participants' experiences, perceptions, and responses during the learning process. According to Creswell (2014) in qualitative inquiry and research design, qualitative research aims to explore and understand the meaning of social or human issues based on participants' perspectives.

The participants of this study were seventh-grade students of Darul Falah Islamic Junior High School. The researcher selected the participants because they were familiar with digital games and actively used smartphones in their daily activities. The participants were involved directly in Roblox-based English learning activities during classroom instruction.

The data were gathered using observation, interviews, and documentation techniques. Observation was carried out during classroom activities to examine students' participation, enthusiasm, confidence, and interaction while Roblox was used as a learning medium. Interviews were conducted more in depth information about students' opinions and learning experiences during Roblox-based learning activities. Documentation such as photographs and screenshots was used to support and strengthen the research findings.

The data analysis process consisted of data reduction, data display, and drawing conclusion. The researcher organized and interpreted the collected data systematically to identify important themes related to students' motivation and engagement during English learning through Roblox. To ensure trustworthiness of the findings, the researcher employed triangulation by comparing data obtained from observations, interviews, and documentation.

RESULT AND DISCUSSION

The findings of this study showed that Roblox created a more interactive and enjoyable classroom atmosphere during English learning activities. Students became more enthusiastic and actively participated during gameplay sessions. They

attempted to understand English instructions, answer quizzes, and complete challenges provided in the game. The implementation of game-based learning encouraged students to become more focused and motivated during classroom instruction.

Based on observation results, students demonstrated positive responses toward Roblox-based English learning activities. Most students appeared enthusiastic and excited while participating in gameplay sessions. Students paid attention to the English instructions appearing in the game and attempted to complete the tasks actively. Several students also discussed answers together and helped classmates understand unfamiliar vocabulary during the learning process.

The interview results revealed that students felt more comfortable learning English through Roblox because the activities combined learning and playing simultaneously. One student stated that learning English through Roblox was enjoyable because the game environment reduced boredom during classroom activities. Another student explained that repeated English instructions appearing during gameplay helped students understand vocabulary more easily.

The findings also indicated that Roblox supported contextual English learning experiences. Students encountered English vocabulary, instructions, and quizzes directly during gameplay activities. This exposure allowed students to understand English expressions more naturally through context rather than memorization only. Students therefore practiced comprehension skills while interacting with meaningful learning situations.

Another important finding was related to students' emotional engagement during classroom instruction. Most students appeared happy, relaxed, and excited while participating in Roblox-based learning activities. The game environment reduced students' anxiety because the activities were presented in enjoyable ways. Consequently, students became more confident in understanding English instructions and participating actively during the lesson.

The collaborative aspect of Roblox also positively influenced classroom participation. Students frequently interacted with classmates while discussing answers and helping each other complete tasks during gameplay activities. These

collaborative learning situations encouraged students to communicate more actively and participate confidently during English learning.

The findings of this study are consistent with theories of game-based learning, which explain that interactive digital environments may increase students' motivation and participation in learning activities. Roblox provided contextual English learning experiences where students encountered vocabulary and instructions naturally during gameplay situations. Therefore, students were able to understand language meaning contextually rather than through memorization only. These findings are also supported by Rohmah (2019), who argues that integrating language learning with meaningful content enables students to develop English competencies through contextual learning experiences. The use of Roblox in this study provided students with authentic situations in which they learned English while completing meaningful tasks, making the learning process more engaging and relevant. Similarly, Nurdianingsih et al. (2025) emphasize that the integration of digital media in EFL learning promotes students' active participation, engagement, and meaningful language learning experiences. This is reflected in the present study, where students demonstrated higher motivation, confidence, and participation during Roblox-based English learning activities.

However, several limitations were identified during the implementation process. Technical problems such as unstable internet connections, loading delays, and lagging devices occasionally interrupted the learning activities. Some students also became distracted by non-educational game features during gameplay sessions. Therefore, teacher supervision and effective classroom management were necessary to ensure that learning activities remained focused on educational objectives.

Overall, the findings suggest that Roblox has considerable potential to be utilized as an alternative digital learning medium in EFL classrooms. The platform provides interactive, enjoyable, and student-centered learning experiences that can enhance students' motivation, participation, confidence, and engagement in learning English.

CONCLUTION

1. Based on the findings of this study, seventh-grade EFL learners at Darul Falah Islamic Junior High School experienced positive learning activities when using Roblox as a medium for learning English. Students felt more enthusiastic, active, and interested during classroom activities because Roblox created an interactive and enjoyable learning atmosphere. Through gameplay activities, students were able to understand English instructions, answer quizzes, and participate more actively during the learning process. In addition, students felt more comfortable and less bored because the learning process combined educational activities with entertainment.
2. The findings also showed that Roblox positively influenced students' motivation in learning English. Students became more motivated to understand English vocabulary, instructions, and tasks that appeared during gameplay sessions. Most students demonstrated higher confidence, participation, and engagement during classroom instruction. The collaborative interaction among students also encouraged communication and teamwork during learning activities. Although several technical problems such as unstable internet connections and lagging devices occasionally interrupted the learning process, most students still showed positive responses and enthusiasm toward learning English through Roblox. Therefore, Roblox can be considered an effective alternative digital learning medium to support students' motivation in EFL learning contexts.

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