

**EXPLORING THE WAY OF ROBLOX AS A MEDIA
TO BOOST EFL LEARNERS' MOTIVATION IN
LEARNING ENGLISH AT DARUL FALAH ISLAMIC
JUNIOR HIGH SCHOOL**

SKRIPSI



Presented to

IKIP PGRI BOJONEGORO

In partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:

Wulan Kumala Sari

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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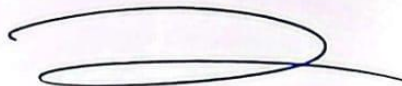
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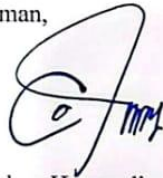
The skripsi entitled “EXPLORING THE WAY OF ROBLOX AS A MEDIA TO BOOST EFL LEARNERS’ MOTIVATION IN LEARNING ENGLISH AT DARUL FALAH ISLAMIC JUNIOR HIGH SCHOOL” is compiled by:

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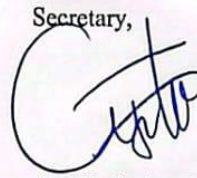
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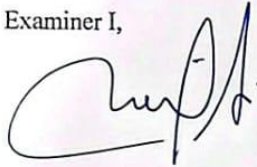
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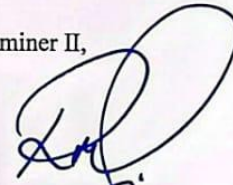
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MOTTO

“Every problem has two sides: one that brings obstacles and another that teaches us how to move forward. Choose to see the lesson.”

STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I here by declare that the skripsi entitled:

EXPLORING THE WAY OF ROBLOX AS A MEDIA TO BOOST EFL LEARNERS' MOTIVATION IN LEARNING ENGLISH AT DARUL FALAH ISLAMIC JUNIOR HIGH SCHOOL

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 08 July 2026



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ABSTRACT

Sari. W. K. (2026). Exploring the Way of Roblox as a Media to Boost EFL Learners' Motivation in Learning English at Darul Falah Islamic Junior High School. Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, S.Pd., M.Pd., (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Keywords: Roblox, EFL learners, learning motivation, game-based learning, qualitative descriptive study

This study aimed to explore the use of Roblox as a learning media to enhance students' motivation in learning English as a Foreign Language (EFL) at Darul Falah Islamic Junior high school. This research was conducted due to the limited use of interactive digital media in English classrooms, despite students' familiarity with game-based platforms such as Roblox. A qualitative Descriptive research design was employed, involving ten students as the research participants. The data were collected through classroom observations, semi-structured interviews, and documentation during English learning activities using the English Tower feature in Roblox. The data were analyzed descriptively through data reduction, data display, and conclusion drawing. The findings indicated that Roblox created an interactive and enjoyable learning environment that increased students' motivation to learn English. The platform encouraged students' active participation, engagement, confidence, and enthusiasm during the learning process. In addition, collaborative activities and authentic English instructions provided meaningful learning experiences that supported students' language development. Overall, Roblox demonstrated its potential as an innovative technology-based learning media for improving students' motivation in EFL classrooms. This study contributed to the development of technology-integrated English language teaching, particularly in the context of Indonesian junior high schools.

ABSTRAK

Sari. W. K. (2026). Eksplorasi Penggunaan Roblox sebagai Media untuk Meningkatkan Motivasi Peserta Didik EFL dalam Pembelajaran Bahasa Inggris di MTs Darul Falah. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing (I) Fitri Nurdianingsih, S.Pd., M.Pd., dan Pembimbing (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Kata Kunci : Roblox, pembelajar EFL, motivasi belajar, pembelajaran berbasis permainan, penelitian kualitatif.

Penelitian ini bertujuan untuk mengeksplorasi penggunaan Roblox sebagai media pembelajaran dalam meningkatkan motivasi belajar Bahasa Inggris sebagai Bahasa Asing (English as a Foreign Language/EFL) pada siswa MTs Darul Falah. Penelitian ini dilatarbelakangi oleh masih terbatasnya penggunaan media pembelajaran digital yang interaktif dalam proses pembelajaran Bahasa Inggris, meskipun siswa telah terbiasa menggunakan platform berbasis permainan seperti Roblox. Penelitian ini menggunakan pendekatan kualitatif dengan melibatkan sepuluh siswa sebagai partisipan. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi selama kegiatan pembelajaran Bahasa Inggris menggunakan fitur English Tower pada Roblox. Data dianalisis secara deskriptif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Roblox mampu menciptakan lingkungan belajar yang interaktif dan menyenangkan sehingga meningkatkan motivasi belajar Bahasa Inggris siswa. Penggunaan Roblox mendorong partisipasi aktif, keterlibatan, rasa percaya diri, serta antusiasme siswa selama proses pembelajaran. Selain itu, aktivitas kolaboratif dan instruksi berbahasa Inggris yang terdapat dalam permainan memberikan pengalaman belajar yang bermakna dan mendukung perkembangan kemampuan berbahasa siswa. Dengan demikian, Roblox berpotensi menjadi media pembelajaran berbasis teknologi yang inovatif untuk meningkatkan motivasi belajar siswa dalam pembelajaran EFL. Penelitian ini diharapkan dapat memberikan kontribusi terhadap pengembangan pembelajaran Bahasa Inggris yang terintegrasi dengan teknologi, khususnya pada jenjang sekolah menengah pertama di Indonesia.

PREFACE

First and foremost, I would like to express my gratitude to God for His blessings and guidance, which have enabled me to complete this paper successfully. This paper was written to provide information and a better understanding of the topic discussed. I hope that this paper can be useful and provide valuable knowledge to the readers.

I would like to express my sincere appreciation to everyone who has supported and helped me throughout the process of completing this paper. I also realize that this paper is not perfect and may still contain mistakes. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. Finally, I hope that this paper will be beneficial to all readers.

Bojonegoro, 08 July 2026



Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language learning is an important part of education because it enables learners to communicate, access information, and participate in wider social and academic contexts. In Indonesia, English is generally learned as a Foreign Language (EFL), meaning that students have limited opportunities to use English for everyday communication outside the classroom. Therefore, classroom instruction plays an important role in providing students with opportunities to encounter and practice English. In this context, teachers need to provide learning activities that are meaningful, engaging, and appropriate to students' needs and characteristics.

One important factor that influences the success of English language learning is students' motivation. Motivation influences learners' willingness to participate, invest effort, and persist in completing learning activities. When students are motivated, they are more likely to participate actively and maintain their involvement in the learning process. Conversely, insufficient motivation may lead to passive participation and reduced interest in English learning. Therefore, developing learning environments that can maintain students' interest and encourage active participation is an important consideration in EFL instruction.

In addition to motivation, students' learning experiences are also important in determining how they respond to English learning activities. Conventional classroom instruction that relies heavily on textbooks, explanations, and written

exercises may not always provide sufficient opportunities for students to interact with English in meaningful situations. In contrast, technology-supported learning can provide more interactive learning experiences and enable students to engage with learning materials in different ways. Gamification and game-based learning have increasingly been explored as approaches that can make learning activities more engaging and motivating for EFL learners. A systematic review by Susaniari and Santosa (2024), which examined eleven studies published between 2017 and 2024, reported that game-based learning can increase EFL students' motivation and engagement, while also supporting vocabulary learning, reducing anxiety, and encouraging collaborative learning.

Game-based learning provides learners with opportunities to learn through challenges, tasks, feedback, and interaction. Such features can create a learning environment in which students are actively involved rather than simply receiving information from teachers. Ahmed et al. (2022) found that game-based learning increased EFL learners' motivation and had the potential to reduce language-learning anxiety. Their study also indicated that game-based learning could create a more enjoyable and relaxed learning environment for EFL learners. Similarly, Gamlo (2019) reported that students perceived mobile game-based language-learning applications as beneficial for learning English and for improving their motivation. These findings suggest that game-based learning can be considered a potential approach for creating more motivating English learning experiences.

The use of digital games is particularly relevant to students who are already familiar with digital technology and online games. Digital games can provide interactive environments in which learners encounter language while completing tasks and interacting with other players. In language learning, this can

create opportunities for students to encounter vocabulary, instructions, and expressions in meaningful contexts rather than only through isolated exercises. Therefore, digital game-based learning has the potential to connect students' existing digital experiences with educational objectives.

One digital platform that has attracted attention in relation to learning is Roblox. Roblox is an interactive online platform in which users can explore virtual environments, complete tasks, and interact with other players. Its interactive and social characteristics make it potentially useful as a supporting media for language learning. In particular, students may encounter English through game instructions, vocabulary, written communication, and interaction with other players. Recent research by Wicaksono et al. (2025) found that students perceived Roblox positively as a media for English learning. The participants reported vocabulary development through exposure to new words and phrases during gameplay, although difficulties with grammar and language proficiency were also identified.

Roblox may also provide opportunities for students to use English in interactive and socially tied situations. Junaidi et al. (2026), in a qualitative study involving students who used Roblox as a supporting tool for English speaking, reported positive perceptions of the platform. Students described improvements in fluency, confidence, vocabulary, and willingness to communicate. The researchers also found that the interactive game-based environment provided opportunities for spontaneous communication and helped create a relatively low-pressure environment for language practice. Furthermore, Zikrina et al. (2026) found that Roblox could function as a social learning environment for EFL vocabulary learning, particularly through contextual vocabulary acquisition,

willingness to communicate, and socially mediated learning strategies.

The relationship between digital games and motivation is also supported by research on gamification in EFL learning. Tsai (2024) found that gamification can support EFL learners' motivation and engagement by incorporating interactive elements into language learning activities. The study emphasizes that enjoyable and interactive learning experiences can encourage learners to participate more actively and maintain their engagement. Therefore, digital game-based activities may be particularly useful when they are carefully designed to connect game activities with clear language-learning objectives.

Despite the potential benefits of game-based learning, the implementation of digital games in formal English classrooms also requires careful consideration. Games may not automatically produce effective learning outcomes if their activities are not connected to instructional objectives. Technical problems, limited access to appropriate devices, unstable internet connections, and students' attention being directed toward entertainment rather than learning can also influence the effectiveness of digital game-based learning. Consequently, teachers need to provide appropriate guidance and classroom management so that game activities remain focused on English learning objectives.

Although previous studies have investigated game-based learning, motivation, and the use of Roblox for language learning, there is still a need to explore students' experiences and motivation in specific EFL classroom contexts. Recent Roblox studies have examined students' perceptions, speaking practice, vocabulary learning, and general engagement, while different educational settings and learner characteristics may produce different experiences. Therefore,

examining students' experiences directly can provide a deeper understanding of how Roblox is perceived and how it may influence students' motivation during English learning activities.

In the context of Darul Falah Islamic Junior High School, English is taught as a foreign language, and the students have limited opportunities to use English outside the classroom. The present study therefore focuses on the use of Roblox as a learning medium in English learning activities. More specifically, the study uses the English Tower game in Roblox, in which students encounter English instructions and quizzes as part of the learning activities. This context provides an opportunity to examine how students experience English learning through an interactive game-based environment and how they perceive their motivation during the learning process. The research setting and the use of English Tower as the learning medium are consistent with the research design described in the existing manuscript.

Based on the discussion above, game-based learning and digital platforms such as Roblox have potential to create more interactive, enjoyable, and motivating English learning experiences. Previous research has demonstrated positive relationships between game-based learning, learner motivation, engagement, confidence, vocabulary learning, and reduced anxiety. However, students' experiences may vary depending on the learning context, the type of game, the instructional design, and the teacher's guidance. Therefore, this study aims to explore seventh-grade EFL learners' experiences in using Roblox as a medium for learning English and to describe their perceptions of motivation when learning English through Roblox.

B. Formulation of the problems

Based on the above considerations, the research problems of this study are formulated as follows:

1. How do seventh-grade EFL learners experience using Roblox as a for learning English?
2. How do seventh-grade EFL learners perceive their motivation when learning English through Roblox?

C. Objectives of study

Based on the formulation of the research problems, the objectives of this study are formulated as follows:

1. To describe the learning experiences of 7th-grade EFL learners when using Roblox as an English learning .
2. To describe the learners perceive their motivation when learning English through Roblox.

D. The Significances of the Study

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of knowledge in EFL education, particularly concerning students' motivation and learning experiences in digital game-based learning environments. Motivation is an important aspect of language learning because it influences students'

willingness to participate, invest effort, and persist in learning activities. Previous research has shown that game-based learning can positively support EFL learners' motivation and create a more engaging learning environment (Ahmed et al., 2022). Therefore, this study provides further insight into the role of game-based learning in supporting students' motivational experiences in English learning.

This study also contributes to the understanding of how gamified and interactive learning environments may encourage students' engagement. Tsai (2024) found that the integration of gamification into EFL learning can enhance learners' motivation and engagement by creating enjoyable and interactive learning experiences. In relation to this finding, the present study provides a qualitative perspective by exploring students' experiences and perceptions when English learning activities are conducted through Roblox.

Furthermore, this study is expected to contribute to the growing literature on Roblox as a digital learning medium for English language learning. Wicaksono et al. (2025) reported that students perceived Roblox positively as a medium for English learning, particularly because gameplay provided exposure to vocabulary, instructions, communication, and interaction. The present study extends this discussion by focusing specifically on seventh-grade EFL learners' experiences and perceptions of motivation when using Roblox in an English learning context.

The study may also provide contextual evidence for understanding the potential of digital game-based learning in an Indonesian junior high school setting. Since the present research employs a qualitative descriptive design, its theoretical contribution lies not in establishing a causal relationship between Roblox and motivation, but in providing a deeper description of students' experiences,

responses, and perceptions during Roblox-based English learning activities. In this way, the findings may complement previous studies that have examined game-based learning and motivation through quantitative or mixed-method approaches.

2. Practical Significance

a. For English Teachers

This study is expected to provide practical information for English teachers about the potential use of Roblox as an additional learning medium in EFL classrooms. The findings may help teachers understand how students respond to interactive and game-based English learning activities. Research on game-based learning has indicated that interactive game environments can encourage students' motivation and engagement in language learning (Ahmed et al., 2022; Tsai, 2024).

The findings may also help teachers design English learning activities that are more interactive, enjoyable, and relevant to students' interests. Roblox can provide opportunities for students to encounter English through instructions, vocabulary, quizzes, and interaction during gameplay. Wicaksono et al. (2025) found that students perceived Roblox positively for English learning and reported vocabulary development through exposure to words and phrases during gameplay. Therefore, teachers may consider Roblox as a supplementary medium when its activities are appropriately connected to specific English learning objectives.

However, the findings may also remind teachers that digital games should not be used only for entertainment. Teachers need to provide clear instructions, select appropriate game activities, and monitor students' participation so that the use of Roblox remains connected to the intended learning objectives. Thus, this study may support teachers in developing more student-centered and engaging

EFL learning activities.

b. For Students

For students, this study is expected to provide insight into the potential benefits of learning English through an interactive digital game environment. Game-based learning can create enjoyable learning experiences and encourage learners to participate more actively in classroom activities (Ahmed et al., 2022). Through Roblox-based activities, students may have opportunities to encounter English in contextualized situations while completing tasks, answering quizzes, and interacting with peers.

The use of Roblox may also provide students with a learning environment that is different from conventional classroom activities. Because Roblox is an interactive platform, students can participate directly in learning tasks rather than only receiving information from the teacher. Previous research has also reported positive student perceptions of Roblox for English learning, particularly in relation to vocabulary exposure and interaction (Wicaksono et al., 2025). Therefore, the study may help students recognize that digital games can be used not only for entertainment but also as a possible medium for supporting English learning.

c. For Other Researchers

For other researchers, this study is expected to serve as a reference for further research on game-based learning, digital learning, Roblox, and students' motivation in EFL contexts. The study provides qualitative evidence regarding students' experiences and perceptions when Roblox is used as a medium for learning English.

The findings may encourage future researchers to investigate the use of

Roblox with different participants, educational levels, language skills, or learning objectives. Future studies may also use quantitative, mixed-method, or experimental research designs to examine particular aspects of Roblox-based English learning more systematically. In addition, researchers may compare Roblox with other digital game-based learning platforms to investigate their different contributions to students' motivation and engagement.

d. For Educational Institutions

For educational institutions, this study is expected to provide information about the potential implementation of digital game-based learning in English classrooms. The findings may encourage schools to consider innovative learning that are relevant to students' digital experiences while maintaining clear educational purposes.

The study may also provide considerations for schools when supporting technology-enhanced learning. Appropriate facilities, internet access, teacher preparation, and classroom management are important factors in ensuring that digital learning activities can be implemented effectively. Therefore, the findings of this study may support educational institutions in developing learning environments that are more interactive, student-centered, and responsive to technological developments in education.

E. Definition of Key Terms

To avoid misunderstanding, the key terms used in this study are defined as follows:

1. EFL Learners

English as a Foreign Language (EFL) learners are learners who study

English in a context where English is not commonly used as the main language of everyday communication. In EFL contexts, classroom instruction becomes an important source of exposure to English because learners have relatively limited opportunities to use the language in their daily environment. This condition makes meaningful classroom interaction and appropriate learning activities important for supporting students' English development.

In this study, EFL learners refer specifically to seventh-grade students of Darul Falah Islamic Junior High School who learn English as a foreign language through Roblox-based learning activities. The students are considered EFL learners because English is primarily learned within the formal classroom context. Their experiences and responses toward Roblox-based English learning are explored through classroom observations and semi-structured interviews.

2. Motivation

Motivation refers to the factors that encourage learners to initiate, maintain, and invest effort in learning activities. In foreign language learning, motivation is closely related to learners' willingness to participate, persistence, interest, and engagement in learning tasks. Ahmed et al. (2022) found that game-based learning can have a positive role in EFL learners' motivation and can create a more engaging learning environment.

In this study, motivation refers to students' enthusiasm, attention, confidence, participation, persistence, and willingness to engage in English learning activities through Roblox. Students' motivation is identified through their observable classroom behaviors and supported by their responses during semi-structured interviews. These indicators are used to understand how students

perceive their motivation when learning English through Roblox.

3. Game-Based Learning

Game-based learning refers to an instructional approach that uses games as part of the learning process to achieve specific educational objectives. It differs from playing games solely for entertainment because the game activities are connected to learning goals. Game-based learning can encourage active participation, interaction, feedback, and engagement. In EFL contexts, research has shown that game-based learning can support learners' motivation and reduce anxiety during language learning (Ahmed et al., 2022).

In this study, game-based learning refers to the use of Roblox as an instructional medium in English learning activities. Students learn English by completing game-based tasks, answering English quizzes, following English instructions, and interacting with classmates while playing the English Tower game. Thus, the game is not used merely as entertainment but as a medium through which students participate in English learning activities.

4. Roblox

Roblox is an interactive digital platform that provides virtual environments in which users can explore, participate in games, and interact with other users. Its interactive and social characteristics have also attracted attention in language-learning research. Recent research has examined Roblox in relation to English language learning and learner engagement, suggesting that interaction within the platform can provide opportunities for learners to encounter and use English in meaningful contexts (Larekeng et al., 2026).

In this study, Roblox refers to the digital platform used as the primary learning medium during English lessons, particularly through the English Tower game. Students use Roblox to complete English-related tasks, follow English instructions, answer quizzes, and interact during classroom activities. Therefore, Roblox is operationally positioned as a game-based learning medium rather than simply as a recreational game.

5. Learning Experience

Learning experience refers to what learners perceive, feel, and encounter during their participation in learning activities. It includes learners' responses to the learning environment, their interaction with learning materials and other participants, and their perceptions of the benefits and challenges of the learning process. Qualitative research on students' learning experiences commonly focuses on learners' perceptions and descriptions of what they experience during educational activities (Horn et al., 2025).

In this study, learning experience refers to students' perceptions, feelings, responses, and opinions after participating in Roblox-based English learning

activities. The learning experiences explored in this study include students' enjoyment, participation, confidence, interaction, difficulties, challenges, and overall responses during the learning process. These experiences are investigated through classroom observations and semi-structured interviews