

The Use of Mobile Legends to Facilitate English Procedure Text in Writing Skills Developments: Students' Perceptions

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ABSTRAK

Mobile Legends has been widely used in teaching and learning English. However, despite that, its impact on English Procedure text writing skills among students has not yet been explored. Thus, this study aims to explore students' perceptions regarding using Mobile Legends to enhance their English Procedure text writing skills. Six students in computer major and nine students from housekeeping major, this instruments of this research were using questionnaires and interviews and this research is qualitative. The participants' responses were analyzed using a descriptive and descriptive approach. The results show that the game's characters and backgrounds provide a wealth of material for graphically illustrating story components and substantially enhance descriptive skills, narrative coherence, and linguistic structures. The positive responses from the participants suggest a burgeoning potential for incorporating mobile gaming into language education, fostering a deeper connection between students and language learning. The study provides valuable insights into the positive impact of gamification on language proficiency, offering educators an exciting avenue to explore in creating dynamic and effective learning environments.

Keywords: *Mobile Legends, Procedure Text, Writing Skill*

INTRODUCTION

Since 2010, the word "gamification" has been used a lot in businesses, healthcare, and schools, and it has become more popular. Domínguez (2013) defined gamification as incorporating game elements into non- game applications to enhance user experience and interest. Gamification is the use of game design principles to non-game procedures.

Bozkurt (2018) described gamification as the application of game elements that enhance participant motivation and make the experience more enjoyable. Both

definitions emphasize that gamification can enhance user experience and inspire those who engage with it, making the process more enjoyable.

Gamification has the capability to enhance students' motivation in the learning process. As noted by Gökkaya (2014), it can help transform external motivations, rewards, and feedback into intrinsic ones. Analyzing the definitions mentioned reveals that gamification involves integrating elements of game design into activities that are not game-related.

Literature often confuses certain strategies with gamification. One of these is the concept of learning through games. The similarity in perception may stem from the term "game" being used in both gamification and game-based learning. However, in gamification, "game" serves as a concept rather than an active component, which sets it apart from game-based learning. Thus, it is crucial to differentiate between gamification and game-based learning (Asan & Çeliktürk Sezgin, 2020; Bozkurt & Durak, 2018).

The aim of gamification in education is to effectively utilize the lesson plan established within the specific activity to meet the defined learning objectives (Sanjaya, 2007). This suggests that gamification can serve as a valuable tool for student learning in the classroom. A specific example of gamification that can be applied in education is Mobile Legends.

The game Mobile Legends has gained significant popularity among late teens and college students who use smartphones (Rani et al., 2018). Mobile Legends: Bang Bang!, commonly referred to as Mobile Legends, is a mobile game where two teams compete to destroy the opposing team's base while protecting their own to gain dominance (Krishnapatria, 2019). In this game, there are 10 players split into two teams. Users can compete with all Mobile Legends players globally. Each participant can select one hero from a wide range of available options.

Each character in Mobile Legends possesses distinct abilities. Given that the majority of Mobile Legends players are from Southeast Asia, the characters are inspired by historical backgrounds and folklore from various Southeast Asian nations. This rich historical context and the inclusion of local characters in Mobile Legends present a valuable opportunity for crafting a procedure text.

The potential application of mobile legends in story writing can enhance more advanced writing abilities. Proficient writing skills are essential for fluency in language and are necessary for effective communication in academic, professional, and personal contexts. Writing demands that the author manage multiple cognitively demanding elements, including vocabulary and structure (Chandra et al., 2018; Pradana et al., 2023). This capability enables students to articulate their emotions, thoughts, or ideas, fostering a desire for their work to be shared with others.

Numerous studies have investigated the application of Mobile Legends in the context of teaching and learning English (Kobis & Tomatala, 2020), focusing on areas such as vocabulary enhancement (Adha, 2022; Dananjaya & Kusumastuti, 2019; Diantoro et al., 2020), pronunciation improvement (Deka, 2021), speaking practice (Prayogo, 2021), and narrative storytelling (Aulia & Nopita, 2023). Despite the extensive research on Mobile Legends for English education, there appears to be a lack of in-depth studies regarding students' perceptions of its role in enhancing English narrative writing skills. Consequently, this paper aims to explore students' views on utilizing Mobile Legends to support the development of their English narrative writing abilities.

Mobile Legends very user friendly to make a steps or how to make something in English we called as Procedure Text, Procedural text refers to a type of writing that outlines a sequence of actions to accomplish a task. It is a prevalent form of factual text that students frequently encounter in literacy, across the curriculum, and throughout their lives, The primary aim of procedural text is to present a clear and continuous set of instructions that guide the reader in performing a task, enabling them to achieve English.

RESEARCH METHODS

The study uses qualitative methods, precise and extensive scientific research (Ary et al., 2014). This research was conducted at the Vocational Senior High School Tanjungbumi Bangkalan Madura Secondary School in the field of computer programming. The researcher took two classes in the first semester, with 6 students in the computer major class 11th and 9 students in the hospitality major 11th and studied the procedure text of the English procedure in the first semester of 2024-2025. The reason for this sample is that these students play mobile legends, the purpose of this sample is that these students play mobile legends.

In this study, the researchers used questionnaires and interviews. The questionnaire contains 19 items, it means to investigate the perception of students of the role of mobile legends in developing the ability of students to organize ideas, develop ideas and improve the consistency and coherence of their English narratives. A total of 15 respondents participated in the study.

Participants were chosen because they were active Mobile Legends players. All 15 respondents completed the questionnaire using Google Forms. Similar primary questions were utilized in the interview guide to corroborate the questionnaire results and deepen the insights linked to the research's major question.

Similar primary questions were utilized in the interview guide to corroborate the questionnaire results and deepen the insights linked to the research's major question. Only five of the fifteen replies were picked. They were picked to conduct interviews to verify. Then explore more into their responses to the questionnaire provided. In addition, interviews were conducted to ensure that the respondents' responses to the questionnaire were consistent with their comments during the interviews.

RESULTS & DISCUSSION

The research endeavor aimed to elucidate the way Mobile Legends, a widely recognized mobile gaming application, facilitated the enhancement of students' proficiency in English narrative writing. It adopted a qualitative research methodology, utilizing both questionnaires and interviews to focus on two specific classrooms, those are 11 computers major and 11 hospitality major, where in students were actively engaged in playing Mobile Legends.

The term "gamification," commonly utilized within the realms of business, healthcare, and education, denotes the integration of game-like elements into non-gaming environments to enhance user engagement and interest (Dananjaya & Kusumastuti, 2019). In this regard, Mobile Legends serves as a gamification instrument, providing students with a distinctive platform to articulate their creativity through procedure text construction (Aulia & Nopita, 2023). The characters featured in the game, which are inspired by Southeast Asian folklore and historical procedure texts, present an extensive array of opportunities for students to incorporate into their stories, thereby fostering creativity and self-expression.

Being fluent in a language means being able to manage different mental processes at the same time, such as writing stories. Playing Mobile Legends can help students improve their procedure text writing skills by encouraging them to express their thoughts and ideas creatively.

According to Yusron (2022), the game's diverse characters and stories align with the storytelling aspect of procedure text writing, making it easier for students to connect with and create interesting procedure. Many studies have examined how playing Mobile Legends can improve English language skills like vocabulary, pronunciation, and speaking fluency. However, there is less research on its impact on procedure writing skills. This study aims to fill that gap by investigating how students use Mobile Legends to enhance their English in describing something abilities.

Table 1. The Result of Questionnaire about Organization of The Procedure Text

No	Statements	Percentage (%)				
		1	2	3	4	5
1	The characters that can be selected in the Heroes feature in Mobile Legends help me manage the characterization of the characters in my English narrative writing.	0	8,3	8,33	50	8,3
2	The plot adapted from the background of the Heroes in Mobile Legends helped me to create the opening storyline in my English narrative writing.	0	16,7	25	33,3	25
3	The arena setting in Mobile Legends helps me determine the setting in the English narrative writing that I write.	0	8,3	50	25	16,7
4	The characters that can be selected in the Heros feature in Mobile Legend help me organize the conflicts (problems) that become the core of the story in my English narrative writing.	0	8,3	58,3	25	8,3
5	The plot that I adapted from the background of Heroes in Mobile Legends helped me create conflicts (problems) that became the core of the story in my English procedure	0	0	41,7	41,7	16,7
6	The characters that can be selected in the mobile legend heroes feature help me organize the solution to the conflict in my English narrative writing.	0	0	50	41,7	16,7

7	The characters that can be selected in the mobile legend heroes feature help me organize how to write the lessons learned in my English narrative writing.	0	0	41,7	25	33,3
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With an average rating of 3.85 and a rating of 4.08 for conflict structure and resolution, respectively, these ratings demonstrated how much the characters in Mobile Legends influenced the fundamentals of English narrative storytelling. Their usefulness in provoking conflict, resolving it, and imparting moral lessons through their stories was acknowledged by the participants.

The mean scores for improved descriptive abilities, narrative coherence, and linguistic structures were 4.00, 4.08, and 4.00, respectively. This suggests that the characters and surroundings of Mobile Legends, in particular, provided a wealth of material for graphically illustrating story components and substantially enhanced the tales' clarity and flow.

Table 2. The Result of Questionnaire about Organization of The Procedure Text

No	Statements	Percentage (%)				
		1	2	3	4	5
1	The characters that can be selected in the Heroes feature in Mobile Legends help me describe the characterization of the characters in my English procedure writing.	0	0	8,33	33,3	25
2	The plot adapted from the background of Heroes in Mobile Legends helps me explain/describe the storyline in my English procedure writing.	0	0	41,7	33,3	25
3	The arena setting in Mobile Legends helps me to describe the setting in my English procedure text	0	8,3	58,3	16,7	16,7
4	The characters that can be selected in the Heros feature in Mobile Legends help me describe the conflicts (problems) that are the core of the story in my English procedure.	0	0	50	25	25
5	he characters that can be selected in the Heroes feature in Mobile Legends help me describe the solution to the conflict in my English narrative writing.	0	0	50	33,3	16,7

6	The characters that can be selected in the Heroes feature in Mobile Legends help me to describe the lessons learned in my English procedure writing.	0	0	50	33,3	
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Table 3. The Result of the Questionnaire about Coherence & Cohesion of Narrative Text

No	Statements	Percentage (%)				
		1	2	3	4	5
1	The characters that can be selected in the Heroes feature in Mobile Legends help me manage the characterization of the characters in my English narrative writing.	0	8,3	8,33	50	8,3
2	The plot adapted from the background of the Heroes in Mobile Legends helped me to create the opening storyline in my English narrative writing.	0	16,7	25	33,3	25
3	The arena setting in Mobile Legends helps me determine the setting in the English narrative writing that I write.	0	8,3	50	25	16,7
4	The characters that can be selected in the Heros feature in Mobile Legend help me organize the conflicts (problems) that become the core of the story in my English narrative writing.	0	8,3	58,3	25	8,3
5	The plot that I adapted from the background of Heroes in Mobile Legends helped me create conflicts (problems) that became the core of the story in my English procedure	0	0	41,7	41,7	16,7

CONCLUSION

The responses from the participants indicate that playing Mobile Legends helps them improve their English narrative writing skills. They find characters, settings, and storylines in the game helpful for coming up with ideas, organizing story points, and enhancing their overall writing abilities.

Overall, the feedback from the participants suggests that Mobile Legends has had a positive impact on their narrative writing in English. The characters in the game's Heroes feature are considered valuable resources for character development in their writing, with an average rating of 4.08 (Shabry & Faiq, 2022). Additionally, the adaptation of background stories from the game received an average grade of 4.00, showing that participants found it beneficial for creating engaging plot twists in their English procedure text.

Participants in the study still saw the importance of setting determination in Mobile Legends, even though the game's setting received a lower average rating of 3.92. Setting determination helps shape the story in the game. The game had a positive impact on their writing skills, even though this aspect had a slightly smaller influence.

The story of the game Mobile Legends helped the players improve how they wrote stories in English. The text in the game helped them pick the right words, use correct punctuation, and connect paragraphs smoothly. The backgrounds of the game's characters helped the players come up with clear and easy-to-understand story topics. By linking words between paragraphs, the players were able to create a coherent and connected story.

Participants showed improvement in their English writing skills when playing Mobile Legends, with high scores in themes (3.92), vocabulary linking (4.00), and language support (4.00). Even though the game was seen as a helpful tool for language development, especially in choosing the right words. The origins of the heroes in Mobile Legends were considered very important for creating unique and easily recognizable themes.

The heroes in the game's background influence the themes and connections in the writing, which improves language support overall. People who played the game responded positively, indicating that mobile gaming could be a useful tool for language education and help students connect better with the material.

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