

**STUDENTS' PERCEPTIONS TOWARD THE USE OF
DEFENSE OF THE ANCIENTS 2 GAME FOR DEVELOPING
ENGLISH VOCABULARY**

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Shinta Adventin Ayodyawati

112011060

1956

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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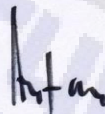
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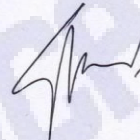
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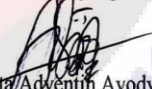
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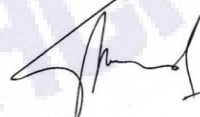
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TABLE OF CONTENTS

APPROVAL PAGE.....	ii
PERNYATAAN TIDAK PLAGIAT.....	iii
COPYRIGHT STATEMENT.....	iv
PERNYATAAN PERSETUJUAN AKSES.....	v
PUBLICATION AGREEMENT DECLARATION.....	vi
TABLE OF CONTENTS.....	vii
ABSTRACT.....	1
INTRODUCTION.....	1
LITERATURE REVIEW.....	3
Online Games and Learning.....	3
Online Games and Language Acquisition.....	4
Games and Vocabulary Learning.....	5
Interaction in Gaming in Practice.....	6
About Defense of the Ancients 2 (DotA 2) Game.....	7
Relevant Studies Related to Foreign Language Learning Using Online Games.....	8
THE STUDY.....	10
Context of the Study.....	10
Participants.....	10
Data Collection Instruments.....	11
Data Collection Procedures.....	11
Data Analysis Procedures.....	11
FINDINGS AND DISCUSSION.....	12
Becoming a Medium for Fun Learning.....	12
Increasing Students' Motivation.....	14
Enriching Vocabulary.....	16
Becoming an Alternative Tool for Learning Vocabulary.....	18
CONCLUSION.....	20
ACKNOWLEDGMENT.....	22
REFERENCES.....	23

APPENDIX A (Data Transcription).....24
APPENDIX B (Defense of the Ancients 2 (DotA 2) Game Display).....28



Students' Perceptions toward the Use of Defense of the Ancients 2 Game for Developing English Vocabulary

Shinta Adventin Ayodyawati

Abstract

Vocabulary is an important element in learning English. One way to learn vocabulary is by playing games which use English as a medium of interaction. This study was aimed to identify students' perception toward English vocabulary learning through an online game namely Defense of the Ancients 2. Defense of the Ancients 2 game gives opportunities to the players to choose their teammates from overseas and communicate with them using English. In order to investigate how the game could support vocabulary learning, 9 students of the Faculty of Information and Technology of Universitas Kristen Satya Wacana who joined a DotA players community were interviewed. The results of this study revealed that the participants showed positive responses toward the use of the game for their vocabulary learning. The study showed that Defense of the Ancients 2 game can: (a) become a medium for fun learning, (b) increase students' motivation, (c) enrich vocabulary and (d) become an alternative tool for learning vocabulary. Hopefully, this study could be an inspiration for English as foreign language learners and teachers also next researchers who are interested in games and vocabulary learning.

Keywords: *vocabulary learning, online computer game*

INTRODUCTION

The use of online games nowadays is rapidly increased among students. It begins to be part of daily routine, since it is considered as a fun and challenging activity which can be done only by sitting in front of a computer. Some important parts of online gaming are goals, rules, challenges, and interactions that occur within the game, as well as the support of internet network. Online games are a structured game that is used to gain pleasure, and it can also be an educational tool as well. There are some thoughts and studies examined that playing this kind of

game could improve one's ability in mastering English vocabulary. Of course it refers to online games which use English as its medium of interaction.

As discussed previously, one that comes with English as its medium of interaction and recently is a very well-known is Defense of the Ancients 2 (DotA 2) game. DotA 2 is a free-to-play multiplayer online battle arena (MOBA) video game developed and published by Valve Corporation. This game is played in matches between two teams that consist of five players, with both teams occupying their own separate base on the map. It is a common thing if the players choose their teammates or the opponents from overseas. It also happens to DotA 2 players in Indonesia who often communicate with other players overseas either as a team or as the opponent. Indonesian DotA 2 players need to use an alternative language in order to create a well communication with each other. The alternative language which is commonly used is English. For the fact that the game is not the only one that uses English as the medium of interaction, it is also one of the most played games which have no other languages choice to be set as language preferred. It means, the DotA 2 players should know English not only to communicate with foreign players but also to understand the game itself.

Since English is the medium of interaction in DotA 2, and Indonesian players commonly use English when they do chatting with players from other countries, the players indirectly will be pushed to enrich their English vocabulary. Beside they need to chat in English, they also have to know and understand names and functions of the game item itself which are instructed in English. If they don't, they will not be able to play the game properly. Therefore, the enrichment process of English vocabulary can actually be done while playing DotA 2.

Considering that online games nowadays could help students in improving their English vocabulary, this study is aimed to identify students' perception towards English vocabulary learning through DotA 2 within the scope of a DotA players community formed by the Faculty of Information and Technology students in Universitas Kristen Satya Wacana, Salatiga. Moreover, this study focuses also on answering research question "What are students' perceptions toward the use of Defense of the Ancients 2 (DotA 2) game for English vocabulary learning?"

This study can be employed as a reference for English as foreign language learners and teachers. The readers especially language learners are expected to not just play game but also to look for the chance to acquire English vocabulary while playing online games so it does not have a role as entertaining tools only. Furthermore, this study hopefully could become an inspiration for next researchers who are interested in games and vocabulary learning. It is recommended for any researchers to dig deeper towards this issue by taking different subjects and using different instruments.

LITERATURE REVIEW

Playing online games referred as virtually engaging in games with other people via the internet. This means the players can participate in all kinds of events in those games depending on the type of game. Usually, they can progress and compete in games, while chatting with each other. The conversations are usually very centered for the sake of the game between players, and thus the

language content in games often shapes what kind of language input the players dealt with while playing the game.

Online Games and Learning

Linderoth (2007) presented the fact that playing computer games will help players develop various qualities, such as the ability of analyzing, contemplating, and to become observant to details. This fact indicates that gaming has positive effects on players. Moreover, Linderoth (2007, p.28) mentioned that the industry of computer games is thriving and new technologies are constantly developing. Hence, it is difficult to distinguish which games will be of assistance in the learning process and which games will lead to a dangerously high consumption and affect players in a damaging way. Possibly, Linderoth (2007, p.28) refers to the fact that to invest too much time playing such games could have the effect of lacking social competence, as it could become an isolating activity in a worst-case scenario. However, one could assume that a high consumption of computer games that stimulates the learning process could be positive for pupils' development.

Online Games and Language Acquisition

Following psychologist Lev Vygotsky's theory in McLeod (2007) which sees learning as a predominantly social phenomenon has proved that learners are in fact able to accomplish more with the help of more experienced peers than what they could on their own. If we relate the theory to the context game players, then game players can maximize their language input by playing games with other players and communicating with them.

Another, perhaps even more important theory considering language acquisition is that by Stephen Krashen (1980, 1982), who pointed out that we acquire language in one and only one way - through comprehensible input. What he means is that we learn language through understanding messages. In many digital games, one must be able to understand at least parts of the language used in games in order to make progress in them. This is taken to a whole new level with in-game peer conversations where players acquire language automatically when working together to create meaning for different events in the game and so on. The game also offers its players some universally understandable input which can help in interpreting messages, such as different visual figures, gestures, arrows to point out what to do, et cetera. Krashen also continued in his theory on language acquisition that learners of languages need to be motivated in order to acquire language efficiently, and motivation is best produced in a low-stress environment. Games are in general very motivating, and motivation is also a crucial part of language learning.

Games and Vocabulary Learning

Studies have suggested that games could be an effective tool for vocabulary learning. Game according to Haldfield (1999) is “an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus....” (p.8). This definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusing as well. Haldfield further emphasizes the effective use of games. Students are always lazy to do the tasks. Therefore, games are used

suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time.

In this study, games are the main tool to help student able to understanding more in vocabulary learning. As Huyen and Nga (2003) said that students tend to learn new vocabulary better in a relaxed environment such as playing vocabulary games. This is one of the advantages of the application of games in vocabulary learning. It was also supported by Ersoz (2000) who explained that it is the amusement factor of games that plays an important role in its application in the classroom. In summary, playing a game that supports vocabulary learning is a way to make the lessons more interesting, enjoyable and effective.

Interaction in Gaming in Practice

In playing online games, collaboration with other players is often an essential part of gameplay and this requires language use of some kind. In fact, according to Freiermuth (2011), collaboration in e-conversations is one of the best ways of learning language in the internet. In most online games, players from all over the world play together with the ability to interact with each other in more ways than just by playing the game. Each gaming platform has their own account system which allows players to create accounts to play online games on. It acts as their profile and other players see the name they have created when playing with each other. This name is also called a gamer tag. Players can usually send e-mail-

type messages to each other via their accounts, and share media, just like on a personal computer.

Related to language practice in playing a game, Michael Long (1996) has a term 'negotiation for meaning' which means that two persons interact with each other using language to reach a common understanding. This happens most of the time in online gaming when players discuss with each other in order to resolve obstacles in game or to attain an agreement on what is to be done next. In this way, when language is used without focusing on language itself, language will be acquired as a by-product of interaction. It can be assumed that communication between game players is even more beneficial in terms of language acquisition than just playing games with no contact with other players.

About Defense of the Ancients 2 (DotA 2) Game

According to Gamepedia, DotA 2 is an RTS (Real Time Strategy)-styled competitive team game with RPG (Role playing Game) elements. Two competing teams (Radiant and Dire) consist of five players each. The main objective in DotA 2 is to destroy the enemy Ancient inside their stronghold. These strongholds are protected by multiple towers down 3 lanes. Instead of building armies of units like in classical RTS games, each player controls a single Hero, a strategically-powerful unit with unique abilities and characteristics which can be improved over the course of the game. Experience is earned when nearby creeps and heroes die, and once collecting enough experience, the hero gains a level, which increases the hero's stats, and at most levels the hero gains a skill point which can be spent to unlock or upgrade one of the hero's abilities. Alongside a hero's fixed

abilities, each hero has 6 inventory slots which can be filled with items which provide various benefits and abilities. To purchase these items, gold is gained passively over time, by killing creeps, by killing enemy heroes and by destroying buildings. DotA 2 game has a heavy emphasis on tactics and team co-ordination, and a deep amount of strategy focused on building up strength as fast as possible, optimal itemization, and selecting what order to upgrade your hero's spells. This game is only available for computer users and the only language that is used as the medium for interaction in this game is English.

Relevant Studies Related to Foreign Language Learning Using Online Games

Matias Mäki-Kuutti (2014) investigated the communicative preferences of Finnish game players and found out what role the English language played in their online gaming communication. More specifically, his study attempted to find out exactly how interaction in gaming could affect language skills and be of benefit in terms of language acquisition and learning. The results of his study suggested that gamers use the English language a great deal in communication and feel that it develops their language skills very effectively. English is the most common language to use in digital games, and Finnish game players use it with pleasure.

Lam (2014) investigated the usefulness of using Web 2.0 games to help students learn vocabulary in a tertiary institution in Macau. In her study, she used online games “Fling the Teacher” and “Jeopardy” to identify the effectiveness of using online flash games in learning and reviewing vocabulary. The results showed that students preferred using technology to learn vocabulary not only because it was more fun and exciting but also because it facilitated vocabulary

retention. In conclusion, she stated that the appropriate use of “gamification” can enhance learning.

Another study done by Wijiarti (2016) also investigated students’ perceptions of the impacts and learning strategies of using online gaming in learning English. The results of her research showed that there were some negative and positive impacts of using online games in learning English according to students’ perception. Besides, there were also some learning strategies used by the students to increase their ability in learning English skills. The strategies include metacognition, cognition, affection, and social.

In Universitas Kristen Satya Wacana, there was also a study conducted by Setiyoko (2015), which focused on students’ perceptions toward the use of Criminal Case game for vocabulary learning. The results of this study revealed that the students showed positive responses toward the use of the game for their vocabulary learning. The discussion of the results was divided into 2 main themes; pedagogical benefits and psychological benefits.

Both Mäki-Kuutti and Wijiarti’s studies relate online games and English skills acquisition. In Lam and Setiyoko’s studies, the focus was on the vocabulary development through an online game. Lam used Web 2.0 game and Setiyoko used Criminal Case game. Similar to Lam and Setiyoko’s, this study aims at finding English vocabulary development using another online game namely Defense of the Ancients 2 (DotA 2) game.

THE STUDY

This section will discuss context of the study, participants, data collection instrument, data collection procedures and data analysis procedures. This study is a qualitative study which is aimed to answer the question: “What are students’ perceptions toward the use of Defense of the Ancients 2 (DotA 2) game for English vocabulary learning?”

Context of the Study

This study was conducted in the Faculty of Information and Technology at Universitas Kristen Satya Wacana. This is a qualitative study and used interview as the instrument of the data collection. The objects are the students who belong to DotA players community. Even though they are Faculty of Information and Technology students, they had some English course required such as Basic English 1, Basic English 2, English for Profession and etcetera, that qualifies them to be the participants. This study started in April, 2018 at the end of the semester.

Participants

The participants were chosen from a community of DotA players, who often participated in global server for DotA’s tournaments where English is used when they interacted with fellow players. The community was formed by the Faculty of Information and Technology students, consisted of 25 players but only 9 who were qualified for this study. Those 9 players were chosen since the members play DotA 2 almost every day so they can be observed easily.

Data Collection Instruments

In this research, the interview session was conducted to collect the data. Three main questions for the interview were formulated in Bahasa Indonesia to get informations related to the game and English vocabulary learning. The interview was semi-structured. This kind of interview was flexible and allowed the interviewer to add follow up questions if necessary. The interview was conducted to find the students' perceptions toward the DotA 2 game for vocabulary learning. The interview consisted of three main questions: (1) why do you like DotA 2 game? (2) could the DotA 2 game be a medium for learning English vocabulary? and (3) how could the game help you in learning English vocabulary?

Data Collection Procedures

The data was collected by interviewing the participants and it was a face-to-face meeting with each of the chosen participants. The participants were also asked to show parts of the game that helped them in developing their English vocabulary. All of the conversation during interview was recorded.

Data Analysis Procedures

The data analysis was done through some processes: first, the recorded interviews were transcribed. Since the original data were in Bahasa Indonesia, it was translated into English. Second, the data were analyzed by comparing and contrasting them with the relevant theories and the relevant previous studies. Afterwards, the results of the analyzed data were divided into four benefits as the

findings of this study include: (a) becoming a medium for fun learning, (b) increasing students' motivation, (c) enriching vocabulary and (d) becoming an alternative tool for learning vocabulary. The explanation related to the data was given after the excerpts of the participants were displayed in each theme. Lastly, the conclusion was drawn after the findings were completed.

FINDINGS AND DISCUSSION

This section presents the findings of the study. The findings are discussed by comparing and contrasting them with the relevant theories and the relevant previous studies. There are four findings of this study which show that the Defense of the Ancients 2 (DotA 2) game can: (a) become a medium for fun learning, (b) increase students' motivation, (c) enrich vocabulary and (d) become an alternative tool for learning vocabulary.

Becoming a Medium for Fun Learning

A fun game like Dota 2 can create an atmosphere that decreases boredom. Making DotA 2 game as a medium for learning vocabulary could be a great way to revive participants' interest in learning and often also help them absorb and retain more information rather than have to study or doing assignments. Based on the data collected, it was found that 7 out of the total 9 participants in this study revealed that the use of DotA 2 game could help them increase English vocabulary due to its fun activity. The following is an example of the participant's response toward the DotA 2 game which could be a medium for fun learning:

Excerpt 1

“Walaupun isi game-nya bahasa Inggris semua tapi ya senang kan hobi. Ngafalin kata-kata sebanyak ini nggak masalah.”

“It is fun even though the contents are all in English and it does not matter if I have to memorize vocabulary a lot since playing this game is my hobby.” (Participant 5) – my own translation.

As we can see from excerpt 1, the participant agreed that learning English vocabulary was more fun when it was done by playing DotA 2. The willingness of memorizing the new words would appear since the medium of the learning is an online game he loves to play. Another response is from participant 6:

Excerpt 2

“Selain game-nya asik, game-nya juga pakai bahasa Inggris, mau nggak mau kalau mau belajar hero baru atau play style baru kan harus ngerti apa yang diomongin sama game-nya. Trus banyak video tutorial di internet yang bahasa pengantarnya mostly bahasa Inggris, jadi belajar dari situ juga.”

“Beside it is fun, the game itself uses English so that if I want to learn how to use new hero or the play style I need to understand what the game says. Also there are many tutorial videos in the internet which mostly uses English as its medium language so I can learn vocabulary from those videos too.” (Participant 6) – my own translation.

Based on the participant’s opinion in excerpt 2, playing game increase their enthusiasm in learning process. It is because DotA 2 provides an interesting and challenging activity. It requires the participants to comprehend the game content description in order to use the entire game item and how to play the game appropriately.

The finding as mentioned previously is similar to Ersoz's claim (2000) who stated that games are highly appreciated due to their amusement and attractiveness. From the participants' responses, it can be concluded that the DotA 2 game create a fun atmosphere to support the process of learning since it offers different activities from what the participants usually have in formal learning process. The finding is also in accordance with the previous study conducted by Lam (2014) who investigated the use of Web 2.0 game to help students learn vocabulary in a tertiary institution in Macau. In his study, he found out that the students preferred using technology to learn vocabulary not only because it was more fun and exciting but also because the game was facilitated with vocabulary retention. Participants would be more active in learning vocabulary by doing an activity that can be used as a hobby. It enables the participants to learn better when they having fun in their participation. The colorful and interactive online game like DotA attracts players more since it gives the feeling of experiencing information. Hence, learning vocabulary becomes a more enjoyable experience.

Increasing Students' Motivation

Playing game can increase participants' motivation to learn. DotA 2 has a number of information and instructions to be comprehended in English. As the players are eager to know each content, their motivation unconsciously increased. Motivation also raised when awards or good scores in the game drive the players to take an action. From the data collected, there were 5 out of the total 9 participants expressed that the DotA 2 game could be a motivation in learning vocabulary. Here is the example:

Excerpt 3

“Memang sebenarnya game ini membantu belajar bahasa Inggris. Aku juga pengen ikut turnamen yang internasional kan butuh bahasa Inggris, jadi bisa terbentuk lewat salah satunya hobiku main game sekaligus belajar.”

“This game actually helps me learn English. I wish I could join the international DotA tournament which requires me to use English. I can increase my English through one of my hobbies that is playing game which simultaneously is a learning medium.” (Participant 4) – my own translation.

The participant in excerpt 3 argued that motivation for learning gained mostly during his activity in upgrading his skill in playing the game or when he choose to play with players from outside Indonesia. He believes that playing DotA 2 as his hobby helps him enriching vocabulary. Another example is from participant 7 who said:

Excerpt 4

“Soalnya kalau bahasa Inggrisnya jelek malu-maluin misalnya pas lagi chatting jadi termotivasi belajar bahasa Inggris.”

“It would be embarrassing if my English is bad when I chat, so I am motivated to learn English” (Participant 7)

As what the participant 7 said, motivation in learning a language would appear when the participant faces a situation that requires him to practice the language. By playing DotA 2, the participant can maximize his language input by playing a game with other players and communicating with them.

In accordance with the theory on language acquisition by Krashen (1980, 1982), learners of languages need to be motivated in order to acquire language

efficiently and motivation is best produced in low-stress environment. In, comparing to the theory and the participants' responses, DotA 2 might be one of the ways to increase learners' motivation in learning. It offers more challenging activities of vocabulary learning process since the game has various descriptions of the game items to be understood. When the learners have the ability to solve the problem but they are not motivated, they might not end up solving it. On the other side, when the learners are highly motivated even though they have limited ability, the motivation will assist them to find the means to accomplish a task and eventually enhance the ability. Thus, when the participants feel they are challenged by playing such game, they might give more effort to upgrade their account level that also means they were unconsciously will know more new word while playing the game.

Enriching Vocabulary

DotA 2 provides words that the players rarely acquired in daily conversation. By finding the meaning of those words, the players would enhance their vocabulary bank. Based on the interview, all of the participants agreed that the game could assist in enriching vocabulary. The following are some of the excerpts:

Excerpt 5

“Game-nya bisa bantu belajar bahasa Inggris soalnya disini cerita background hero-nya tu bahasa Inggrisnya agak aneh bukan bahasa sehari-hari, jadi bisa nambah vocab.”

“The game can help me learn English because here the background heroes stories are rather strange in everyday English, so I know some new vocabulary.” (Participant 2) – my own translation.

Excerpt 6

“Update-an patch-nya kan tulisane banyak ni, kadang aku nemu kata yang nggak mudeng trus nanti nanya ke temen atau aku translate di google. Secara nggak langsung aku jadi ngerti kosakata baru yang aku nggak tau sebelum.”

“There are a lot of words in patch update section, sometimes I found some words I do not know then I asked my friend for the meaning or translated it on google. I indirectly know new vocabulary that I did not before.” (Participant 3) – my own translation.

Excerpt 7

“Kalau menurutku penjelasan tentang skill hero-nya sih yang lumayan bikin aku nambah vocab”

“I think the explanations for the heroes’ skills that make me learn vocabulary more.” (Participant 9) – my own translation.

As mentioned in excerpt 5, 6 and 7, there were parts of the game that display English text with some words they rarely used or heard in daily conversation. Since they have to comprehend the content of the text, the participants will find ways to translate the words.

The finding above is in line with Krashen (1980, 1982) who pointed out that the learners acquire language in one and only one way - through comprehensible input, it means that learners learn a language through understanding messages. In many digital games, one must be able to understand at least parts of the language used in games in order to make progress. The participants acquire a language automatically while working together to create meaning for different events in the game and so on. It indicates that playing a game that uses English as the medium of interaction like DotA game was more effective in enriching the participants’ vocabulary bank. DotA 2 also offers the

chance for the players to gain more new words. The more words collection the participants have, the easier they communicate. Thus, by conducting an activity using game as its medium might be suitable and applicable to be used for vocabulary learning. It could help the participants improving their vocabulary knowledge that can also support their ability to communicate using the target language.

Becoming an Alternative Tool for Learning Vocabulary

DotA 2 game not only has a role as entertaining tool. According to the participants, this game can also be an alternative tool to learn new vocabulary and encourage them to be an active learner. There were 5 out of the total 9 participants had similar agreement. It means the learning activity is different from the conventional activity such as reading textbook and listening to their teacher. It is shown by the following excerpts:

Excerpt 8

“Di bagian introduction hero, penjelasan item dan gameplay semua pakai bahasa Inggris, jadi ya udah kayak sarana belajar bahasa Inggris tapi kitanya harus aktif kan. Kalau nggak mudeng isinya kan nggak bisa maksimal maininnya. Kalau belajarnya kayak dikampus gitu kan kita lebih sering pasif cuma dengerin penjelasan.”

“The heroes introduction also items and gameplay explanation part are all in English. It already looks like a means to learn English but we are required to be active. If we do not understand the contents, the game cannot be played maximally. It is different from the learning held in campus that we are often passive because we just listen to the explanation” (Participant 1) – my own translation.

Excerpt 9

“Karena ada chat juga, player-player yang pemula gitu jadi kaya ada kesempatan untuk lebih berani gunain vocab-vocab yang udah mereka dapet gitu. Ya walaupun kalau disuruh speech mungkin nggak lancar.”

Soalnya kalau chat kan ngomongnya sepenggal-sepenggal, nggak perlu mikir grammar.”

“There is a chat room provided. The talks during chatting are usually only sentence fragments so we do not need to consider the correct grammar. It is good for beginner players because they will have chance to bravely use English vocabulary they already knew during chatting even though their oral chat maybe not as fluent as their written chat.” (Participant 9) – my own translation.

From the excerpts, the participants explained that this kind of game can be used as a medium for reading comprehension, as well as chatting for practicing. Those activities make the participants more active in facing, learning and practicing English.

The above finding is similar to Linderoth’s (2007), who stated that playing computer games will help players develop various qualities, such as the ability of analyzing, contemplating, and to become observant to details. Trying to comprehend the game content descriptions enhances participants’ ability in analyzing texts or messages in order to engage the game. It is also in agreement with Freiermuth (2011) who stated that collaboration in e-conversations is one of the best ways of learning language in the internet. One of the examples which represent Freiermuth’s theory is an activity pictured in the excerpt from participant 9. In several online games, players from all over the world play together with the ability to interact with each other in more ways than just by playing the game. By using English in chat room platform, students practiced their English vocabulary in order to hold the communication.

CONCLUSION

This study aims to find out the students' perceptions toward the use of the Defense of the Ancients 2 (DotA 2) game for English vocabulary learning. DotA 2 is an online game which uses English as the medium of interaction. From the analysis, the findings reveal that the total participants in this study (9 participants) respond positively toward the use of the game for vocabulary enhancement.

The finding also shows that the participants were very enthusiastic in playing DotA 2. There are several reasons underlying why the participants like to play the game. First, the game itself offers an interesting and interactive activity through a colorful video game. Even though the participants have to read some English texts in the game, but there is a fun atmosphere that supports them in comprehending the English words displayed, and it also become a medium for fun learning. Next, DotA 2 also increases students' motivation. It is because the participants might give more effort to upgrade their account level, which means there will be more new words that the participants have to understand. Afterwards, the DotA 2 game provides chance for the participants to enrich their vocabulary bank as they find new words they have never knew while playing the game. The use of such game is considered effective for vocabulary learning instead of merely memorizing the words when learning new words. Then, that particular game also becomes an alternative tool for learning vocabulary. It offers a chance for the participants to learn and to practice English by doing some activities such as reading and chatting.

However, the findings of this study cannot be over generalized into all contexts. It has its own limitation due to the subject, setting and time limit. Therefore, other studies may have different results compared to the result of this study.



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APPENDIX A

Data Transcription

P: Participant, I: Interviewer

P1-Josua

I: Kenapa suka DotA?

P: Asik gamenya.

I: Main ini bisa bantu ningkatin vocab Inggris ndak?

P: Meningkatkan tapi dikit2 sih soalnya kadang lawannya bahasa Inggrisnya jelek.

I: Gimana game ini bisa bantu kamu nambah vocab Inggris?

P: Di bagian introduction hero, penjelasan item dan gameplay semua pakai bahasa Inggris, jadi ya udah kayak sarana belajar bahasa Inggris tapi kitanya harus aktif kan. Kalau nggak mudeng isinya kan nggak bisa maksimal maininnya. Kalau belajarnya kayak dikampus gitu kan kita lebih sering pasif cuma dengerin penjelasan.

I: Kalau nemu vocab yang kamu gak tau artinya, gimana?

P: Kalau nemu vocab asing nyari-nyari artinya di google.

I: Biasa ketemu player luar Indonesia darimana aja?

P: Server Asia ketemunya Thailand, Malaysia, Filipina, Cina.

I: Interaksinya pakai bahasa apa?

P: Pakai Inggris.

I: Main DotA bikin kamu termotivasi belajar bahasa Inggris nggak sih?

P: Iyalah soalnya kalau Inggrisnya jelek malu-maluin, jadi termotivasi belajar Inggris.

I: Menurutmu ada perubahan penguasaan vocab Inggris km ndak setelah selama ini main DotA?

P: Makin kesini makin sering nemu kosakata jadi makin paham.

P2-Adit C:

I: Kenapa suka DotA?

P: Tiba-tiba suka.

I: Dari main dota bisa bantu ningkatin vocab Inggris ndak?

P: Game-nya bisa bantu belajar bahasa Inggris soalnya disini cerita background hero-nya tu bahasa Inggrisnya agak aneh bukan bahasa sehari-hari, jadi bisa nambah vocab. Patch update dan penjelasan game bahasanya juga agak susah.

I: Belajar vocabnya gimana?

P: Ya otodidak.

I: Biasa ketemu player luar darimana?

P: Phillipin.

I: Interksinya pakai bahasa apa?

P: Interaksinya pakai Inggris.

I: Dalam konteks penggunaan vocab Inggris, perbedaan dulu sama sekarang gimana?

P: Dulu ngomong harus bener grammarnya kalau sekarang yang penting mudeng.

I: Bisa nggak kalau pemula mau main dengan cara ngafalin gambar tanpa harus mudeng arti tulisan-tulisan ini?

P: Bisa sih kalau cuma ngafalin gambar tapi penjelasan lebih lanjutnya ada visi misi yg macem-macem jadi ya bisa tapi gak maksimal mainnya.

P3-Ian

I: Kenapa suka DotA?

P: Banyak temennya yang main sih.

I: DotA bisa bantu nambah vocab Inggrismu ndak?

P: Bisa.

I: Gimana?

P: Update-an patch-nya kan tulisane banyak ni, kadang aku nemu kata yang nggak mudeng terus nanti nanya ke temen atau aku translate di google. Secara nggak langsung aku jadi ngerti kosakata baru yang aku nggak tau sebelumnya.

P4-Kevin

I: Kenapa suka DotA?

P: Lebih suka game yang imbang gitu.

I: Maksudnya?

P: Kalau game lain kaya Mobile Legend gitu beli skin nambah atribut jadi kita tu pay to win.

I: Game ini bisa bantu nambah vocab Inggrismu ndak?

P: Lumayan sih

I: Dari awal main, udah langsung mudeng sama penjelasan-penjelasan ini?

P: Awalnya ga ngerti. Bisa tanya temen atau bisa di googling aja translatin.

I: Bikin termotivasi buat belajar vocab lebih ndak sih?

P: Jadi kepengen kan memang sebenarnya game ini mbantu belajar bahasa Inggris. Aku juga pengen ikut turnamen yang Internasional kan butuh bahasa Inggris, jadi bisa terbentuk lewat salah satune hobiku main game sekaligus belajar.

I: Part mana aja yang menurutmu bantu nambah vocab?

P: Update patch kan tulisane banyak ni.

I: Trus kalau nemu kata yang gak mudeng, gimana?

P: Tanya ke temen atau tak translate di google.

I: Ada perubahan dulu sama sekarang?

P: Signifikan banget perubahane dibanding pas pertama aku main.

I: Biasa ketemu player luar darimana?

P: Thailand, Fillipina, Singapur, Malaysia.

I: Ngobrolnya gimana?

P: Pakai bahasa Inggris via chat.

I: Pemula bisa main ndak kalau gak mudeng kata-kata disini tapi ngafalin gambar-gambarnya?

P: Kalo menurutku harus tau kegunaannya ga bisa cuma ngafalin gambar.

P5-Nicho

I: Kenapa suka main DotA?

P: kalo pas pertama ya karna mau nyoba. Sekarang ya jadi hobi aja.

I: Isinya ni kan kata-katanya bahasa Inggris semua ni, kesusahan ndak?

P: Gimana yaa.. Walaupun isi game-nya bahasa Inggris semua tapi ya seneng kan hobi. Ngafalin kata-kata sebanyak ini nggak masalah.

I: Bisa bantu nambah vocab?

P: Ya bisa orang isinya Inggris semua gini.
I: Gimana bantunya?
P: Ya kan pasti sesekali nemu kata-kata asing terus diartiin.
I: Ada perubahan?
P: Ada sih. Sekarang lebih terbiasa sama Inggrisnya.
I: Kalo cuma ngafalin gambar bisa main game ini ndak?
P: Ya agak susah.

P6-Gio

I: Kenapa suka main DotA?
P: Ya seru aja.
I: DotA bisa bantu belajar atau nambah vocab bahasa Inggris ndak?
P: Bisa. Aku aja belajarnya memang dari sini.
I: Kenapa DotA bisa bantu nambah vocab?
P: Selain game-nya asik, game-nya juga pakai bahasa Inggris, mau nggak mau kalau mau belajar hero baru atau play style baru kan harus ngerti apa yang diomongin sama game-nya. Trus banyak video tutorial di internet yang bahasa pengantarnya mostly bahasa Inggris, jadi belajar dari situ juga.
I: Kalau gak ngerti?
P: Google lah, atau kamus di HP.
I: Kalau cuma ngafalin gambar bisa main ndak?
P: Wah gak tau ya, tapi kan isinya itu kaya gimana cara mainnya, susah sih kalau dari gambar doang.
I: Termotivasi belajar bahasa Inggris?
P: Ya iya. Kalo enggak ya gimana mau mudeng.

P7-Eko

I: Kenapa suka DotA?
P: Biar ada kegiatan aja.
I: DotA bisa bantu kamu belajar vocab?
P: Bisa.
I: Gimana caranya?
P: Lha isinya Inggris semua gini lho. Dituntut tau artinya biar mudeng dan bisa main.
I: Ketemu player luar darimana aja?
P: Ya kadang Malaysia, seringnya Filipin.
I: Ngobrolnya gimana?
P: Pakai Inggris.
I: Termotivasi buat lebih mudeng vocab-vocab Inggris ndak?
P: Iya.
I: Kenapa?
P: Soalnya kalau bahasa Inggrisnya jelek malu-maluin misalnya pas lagi chatting jadi termotivasi belajar bahasa Inggris.

P8-Adit H:

I: Kenapa suka DotA?
P: Gara-gara putus sama pacar pelariannya ke DotA.
I: Main ini bisa bantu ningkatin vocab Inggris ndak?

P: Harusnya bisa membantu nambah kosakata sih soalnya gak semua vocabnya tu yang biasa kita denger jadi ya lumayan.

I: Bagian dari game ini, mana aja yang bisa bantu nambah vocab?

P: Kaya deskripsi item atau skill-skill heronya atau lore heronya sendiri (asal usul).

I: Biasa ketemu player luar darimana?

P: Filipin.

I: Interaksinya pakai bahasa apa?

P: Pakai bahasa Inggris sih. Kadang kalau misal main sendirian trus gak tau darimana ya ngomongnya juga Inggris dulu.

I: Perubahan peningkatan vocab yang kamu rasa dulu dibanding sekarang gitu gimana?

P: Ada vocab yang mungkin hanya digunakan pemain DotA dari gak ngerti sekarang lebih terbiasa atau lebih tau.

I: Pemula bisa main ndak kalau gak mudeng kata-kata Inggris disini?

P: Kalo gak bisa Inggris masih bisa main sih awal-awalnya tapi ya perlu ditingkatkan setelah itu.

P9-Ongky

I: kenapa suka DotA?

P: Asik aja to.

I: Bisa bantu nambah vocab?

P: Bisa sih.

I: Gimana caranya?

P: Kalau menurutku penjelasan tentang skill hero-nya sih yang lumayan bikin aku nambah vocab.

I: Part mana lagi yang bisa bantu belajar bahasa Inggris?

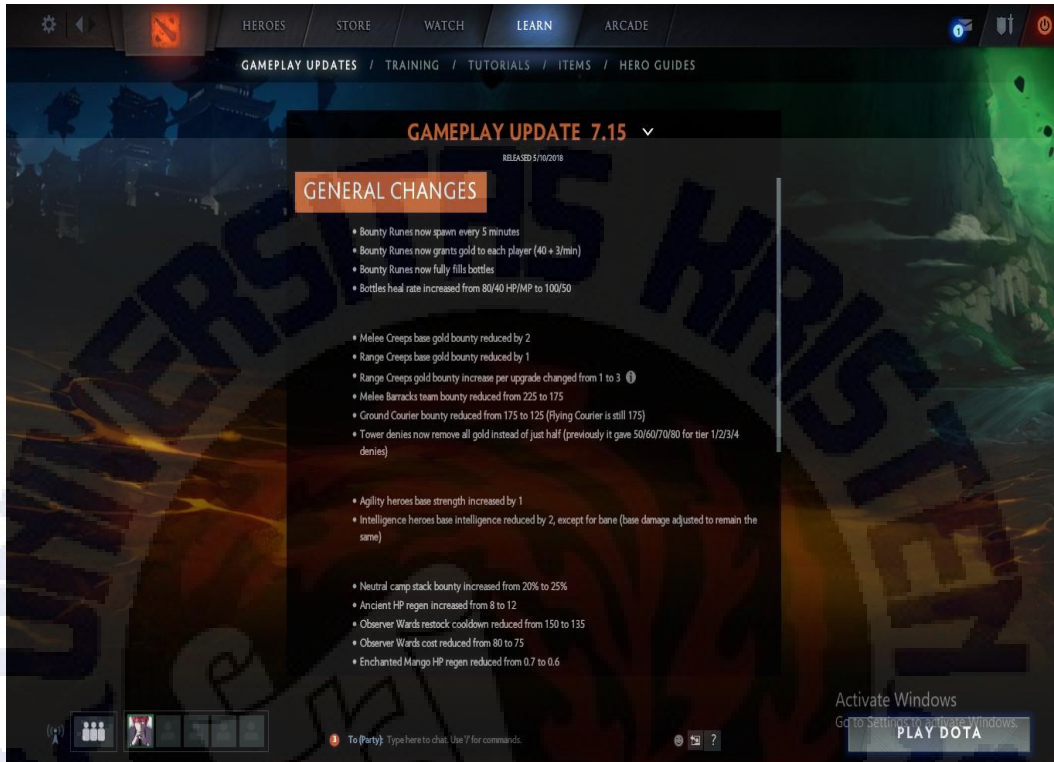
P: Karena ada chat juga, player-player yang pemula gitu jadi kaya ada kesempatan untuk lebih berani gunain vocab-vocab yang udah mereka dapet gitu. Ya walaupun kalau disuruh speech mungkin nggak lancar. Soalnya kalau chat kan ngomongnya sepenggal-sepenggal, nggak perlu mikir grammar.

I: Termotivasi buat lebih mudeng vocab-vocab Inggris?

P: Jelas lah buat ngobrol sama player server Asia

APPENDIX B

Defense of the Ancients 2 (DotA 2) Game Display



HEROES STORE WATCH LEARN ARCADE

HEROES / GLOBAL ITEMS

SLARDAR

SLARK

MELEE CARRY ESCAPE DISABLER NUKER

PROGRESSION TRENDS LOADOUT STATS GUIDES ABOUT

Disable

Initiator

Jungler

ATTRIBUTES	ATTACK	DEFENSE	MOBILITY	HEALTH & MANA
21 + 1.9 per level	54 - 62	3.2	295	578 +3.5%
21 + 1.5 per level	1.7	25%	0.6	267 +1.2%
16 + 1.7 per level	150		1,800 / 1,800	

BIOGRAPHY

Little known to the inhabitants of the dry world, Dark Reef is a sunken prison where the worst of the sea-bred are sent for crimes against their fellows. It is a razor barbed warren full of murderous slitherers, treacherous Deep Ones, sociopathic marauders. In this dim labyrinth, patrolled by eels and guarded by enormous anemones, only the vicious survive. Pitched into Dark Reef for crimes unknown, Slark spent half a lifetime without kin or kindness, trusting no one, surviving through a combination of stealth and ruthlessness, keeping his thoughts and his plans to himself. When the infamous Dark Reef Dozen plotted their ill-fated breakout, they kept their plans a perfect secret, murdering anyone who could have put the pieces together—but somehow Slark discovered their scheme and made a place for himself in it. Ten of the Dozen died in the escape attempt, and two were captured, hauled back to Dark Reef, then executed for the entertainment of their fellow inmates. But Slark, the unsung thirteenth, used the commotion as cover and slipped away, never to be caught. Now a furtive resident of the carnivorous mangrove scrub that grips the southern reach of Shadeshore, Slark remains the only successful escapee from Dark Reef.

Activate Windows
Go to Settings to activate Windows.
PLAY DOTA

HEROES STORE WATCH LEARN ARCADE

HEROES / GLOBAL ITEMS

RUNKKA

LEGION COMMANDER

MELEE CARRY DISABLER INITIATOR DURABLE NUKER

PROGRESSION TRENDS LOADOUT STATS GUIDES ABOUT

BIOGRAPHY

They came without warning. Within the city walls of Stonehall there came a rumble and a terrible sound, and from blackness unknown came a force of beasts numbering beyond count, wielding flame and foul sorcery, slaying and snatching mothers and sons to dark purpose. Of once-mighty Stonehall's military strength only the Bronze Legion, led by the indomitable Commander Tredsin, was near enough to answer the call of battle. They rode into their city, fighting through bloodstained alleyways and burning markets, cutting their way through the monstrous throng to the source of the sudden invasion: an ethereal rift within the city square, and at its precipice thundered their dreaded champion. Enwrapped in a corrosive shimmer, the leader of the abyssal horde swung its massive blade, cleaving a legionnaire in two as his flesh began to spoil. Tredsin lifted her blood-stained sword and settled her sights on the beast. It turned, smiling at her through a maze of teeth. Headless of the battle raging around them, they charged one another. Deflecting blow after blow, the pair danced their deadly duel as the Bronze Legion met its end around them. Tredsin leapt forward as her foe swung its sword to meet her. The odds turned. The attack smashed into Tredsin suddenly, a brutal thrust from the side, but even as her balance slipped she rallied her strength for another stroke. Blade scraped on blade, beyond the hilt to the gnarled paw below, carving it in two in a fearsome spray of sparks and blood. The vile audience looked on in astonishment as she pressed the attack, driving her blade through her foe's flesh into the stampeding heart within. With a scream that split the clouds above, the beast erupted in a torrent of gore and anguish. The stygian portal wavered, the power sustaining the chasm beyond vanishing as suddenly as it had appeared. The remaining invaders fell quickly to Stonehall steel. Though victorious, the survivors saw little to celebrate: the city lay in ruins, and survivors were few. Fires continued to spread. Unfurling her banners of war, Tredsin gathered what allies she could. Her anger smoldered as she pledged brutal vengeance upon the forces of the abyss, and damned be any who would dare stand in her way.

Activate Windows
Go to Settings to activate Windows.
PLAY DOTA