

THE STUDENTS' VOCABULARY ACQUISITION ADDICTED TO PLAYING ONLINE GAMES

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ABSTRACT

This research aims to know students' vocabulary acquisition influenced by playing online games. It wants to see the comparison of students' vocabulary acquisition and the causes of similarities or differences in students who are addicted to playing online games with students who are not addicted. This type of research was causal-comparative by using mix method. The data were obtained through questionnaires, test, and interview. The population of this research of 117 students. To determine the sample, researchers used non-probability sampling, namely quota sampling. 73 students are addicted and not addicted. To analyze the data collected, researchers used the U-test by Mann Whitney using the SPSS 20 application with a significance of $\alpha = 0.05$. With the provision of significance values > 0.05 , H_1 accepted and H_0 is rejected, in this case, the researcher finds sig. ($0.607 > 0.05$), it can be concluded that there are similarities between students who are addicted to not addicted. The occurrence of this equation is quite reasonable. Researchers used a questionnaire to group students who were addicted to playing online games. Then, a test was given to find out the comparison of students' vocabulary acquisition. After that, the data were analyzed using a U-test by Mann-Whitney. From the findings, it showed that there were similarities in students' vocabulary acquisition between students who are addicted to playing games with students not addicted to playing games.

Keywords: *Vocabulary acquisition, Addiction, Online games.*

INTRODUCTION

Vocabulary is an important part of English language teaching and learning because without enough vocabulary students cannot understand others or communicate their ideas. It is repeatedly understood that learning many words is only useful for writers and speakers, but the reality is that everyone benefits from it, both personally and professionally. Ashraf, Mothlage, and Salami (2014: 286) state that vocabulary is the core of any language. Several studies have paid special attention to vocabulary, and a variety of methods and strategies have been examined by different scholars who seek to propose an appropriate way to facilitate

vocabulary acquisition. It means that vocabulary is an aspect tool that is important in English language learning.

According to Akdogan (2017:34), vocabulary can be defined as the words most used in teaching a foreign language used for function and to express an idea. Vocabulary can be learned in several ways such as from books, music, the internet, and online games. Online games are an easy way to increase vocabulary and it is popular in society at this time. Kusumawardani (2015:156) said that online games are digital games or games that can only be done played when the device is connected to the internet network allows users to be able to connect with other players who access the game at the same time. It means online games are games that can only be played when connected to an internet network where there are games that can connect between participating players to access the game online. Many online games are created and developed among the people such as Pubg, Mobile Legend, Counter-Strike online, Moba e.t.c. Online games are liked by many people and also from genders such as men and women, from various ages and also students who are the most online game users. At this time, many students play online games, the students playing online games do not know the time and place, and they play online games for hours both night and day and everywhere.

The school has rules that forbidden students to bring phone but there are some students bring phone at school. Some students are playing online games at school, they play online games no matter time and place, because of that they become addicted to online games, they do not pay attention with friends, study and their environment and they just focus on playing online games. According to Prastyo(2017:138), addiction to online games is characterized by the extent to which someone plays the game excessively which can negatively affect the gameplay. It means that online games can be addictive if the user cannot manage to play well because playing online games can make a bad impact on physical and mental health, time, money, and others.

On the other hand, playing online games can improve students' vocabulary. As stated by Ashraf (2014:290) in his current findings indicate that online games, due to creating an interactive and motivating context where learners can easily and subconsciously share their information, and also due to the requirements and obligations encountered by them during playing, are effective in vocabulary acquisition. It means that online games can affect students who unconsciously can improve student vocabulary and because online games using English require students to understand vocabulary, but the fact is students are playing online games

not impacting the student's vocabulary achievement, and then there are students do not playing online games have good vocabulary achievement.

Based on the reasons above, the researcher wants to know the influence of online games on students' vocabulary acquisition. The research was done in SMK Cendana Padang Panjang. It aims to see the comparison of students' vocabulary acquisition and the causes of similarities or differences in students who are addicted to playing online games with students who are not addicted.

METHOD

The participants of this study were the eleventh-grade students at SMK Cendana Padang Panjang academic year 2019/2020 consist of 117 students. To determine the sample, researchers used non-probability sampling, namely quota sampling. Research samples were computer network engineering (11 TKJ 1, 11 TKJ 2.11 TKJ 3), and 11 TAV (audiovisual techniques). 73 students were addicted and not addicted. To analyze the data collected, researchers used the U-test by Mann Whitney using the SPSS 20 application with a significance of $\alpha = 0.05$.

The design of this research was causal-comparative by using mixing methods for data analysis. It means that the data was collected in two ways namely quantitative and qualitative. In the first procedure, the students were given the questionnaire to find out students were addicted and not addicted to playing online games. The questionnaire consisted of 11 items adopted from two experts who were are Eun jin lee and Lemmens. Then, the researchers grouped the students and gave a vocabulary acquisition test to compare between students addicted and not addicted to online games. The researchers used U-test by Mann Whitney to find out similarities and differences. After that, the researchers used the interview to get data about why were there similarities between students' vocabulary acquisition addicted to playing online games with students who are not addicted to playing online games.

FINDINGS AND DISCUSSION

The researchers used a questionnaire for grouping students addicted to playing online games with students who are not addicted to playing online games The result from the questionnaire can be described in the following table.

Table 1. The Result of Data Questionnaire

Students addicted to playing online games		Students are not addicted to playing online games	
Total of students	Percent (%)	Total of students	Percent (%)
43	59%	30	41%

From the table above, it can be concluded that the students addicted to playing online games were 43 students, and students who are not addicted play online games were 30 students.

Furthermore, the researcher used a test to find out the score of student's vocabulary acquisition addicted to playing online games and students are not addicted to playing online games. The result of the test can be described below:

Table 2. The Result of Student's Vocabulary Acquisition Test

Students addicted	Students are not addicted
$\bar{X}=28.78$	$\bar{X}=24.03$
S= 26.90	S=23.57
$S^2=464.33$	$S^2=353.69$

The data frequency distribution can be found that for students addicted to playing online games, the mean (\bar{X}) of the test was (28.78), the standard deviation was (26.90), and the variance was (464.33). On the other side, the data from students who are not addicted to playing online games showed that the mean (\bar{X}) of the test was (24.03), the standard deviation was (23.57), and the variance was (353.69).

a. Pre-requisite test

1. Normality test

The normality test is used to know whether the data is normality distribution or not. The sample was Chi-Square in not-normal distribution.

Table 3. Students Addicted Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Addicted	.198	43	.000	.882	43	.000

In analyzing the normality, if $\text{sig.} > \alpha (0,05)$ means that the data is normal. But, the data from the addicted normality test showed that $\text{sig.} (0,00) < (0,05)$. It means that the data addicted normality test was not normal.

Table 4. Students Not Addicted Of Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Notaddicted	.203	30	.003	.893	30	.006

From the table above, if $\text{sig.} > \alpha (0,05)$ the data can be categorized as normal. But, the data not addicted normality test was $\text{sig.} (0,03) < (0,05)$. It can be categorized as not normal.

2. Homogeneity test

Based on the calculation of normality data, the researcher got the result of students addicted to playing online games and students are not addicted to playing online games were not a normal distribution. The next step of calculation was to find out the student's vocabulary acquisition test that students addicted to playing online games with students are not addicted to playing online games homogeneity of the test. A homogeneity test was used to test whether the data from two groups have the same variant so that hypothesis can be tested by t-test. The result of the homogeneity test in the students addicted to playing online games and students who are not addicted to playing online games can be shown in the following:

Table 5. Homogeneity Test
Test of Homogeneity of Variances

The result of students vocabulary acquisition test

Levene Statistic	df1	df2	Sig.
3.561	5	15	.025

Table 6. Result of Significance Data of Homogeneity Test

ANOVA

The result of students vocabulary acquisition test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	916144.405	14	65438.886	1.626	.180
Within Groups	603592.262	15	40239.484		
Total	1519736.667	29			

If significance score $> 0,05$, it means that distribution data is Homogeny. So, if significance score $0,025 < 0,05$, it means that distribution data of homogeneity test in two groups are not homogenous. The table 4 means that $F_{hit} < F_{tab}$ ($1,626 < 2,42$) the data was significant.

3. Linearity test

The last step in the pre-requisite test linearity test aims to determine whether two variables have a linear relationship or not significantly.

Table 7. Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
(Combined)			671788.750	18	37321.597	.428	.947
Not addicted * addicted	Between Groups	Linearity	13816.194	1	13816.194	.158	.698
		Deviation from Linearity	657972.556	17	38704.268	.444	.936
	Within Groups		959935.417	11	87266.856		
	Total		1631724.167	29			

The conclusion, significance score (sig), result of deviation from linearity sig. is 0,936 highest $>$ from 0,05. So, there was linearity with

significance between students addicted to playing online games and students who are not addicted to playing online games.

Based on the pre-requisite test statistical analysis, it showed that the data was normal, homogenous, and linear. Therefore, the next data was analyzed by using the U-test formula. This technique was useful to prove statistically whether there are significant differences or similarities between students' vocabulary acquisition students addicted to playing online games with students are not addicted to playing online games.

b. Hypothesis

1. Test

Hypothesis test could be done after the result of normality, homogeneity, and linearity test was fulfilled. The test was done by using an independent sample U-test by Mann Whitney.

The produce of the U-test was drawn as follow:

for unpaired observations (independent samples) (two averages from different people.

$$H_i = \mu_1 \neq \mu_2$$

$$H_o = \mu_1 = \mu_2$$

Its means that H_i is the difference and H_o is similarity.

But in this case, the researchers used SPSS to find out the data and then the result of data:

Table 8. The Result Of U-Test By Mann Whitney From SPSS

		Ranks		
	Groups	N	Mean Rank	Sum of Ranks
Result	Addicted	43	38.06	1636.50
	Not addicted	30	35.48	1064.50
	Total	73		

Table 9. Test Statistics

	Hasil
Mann-Whitney U	599.500
Wilcoxon W	1064.500
Z	-.514
Asymp. Sig. (2-tailed)	.607

Based on the data above, it means that if score sig. $< \alpha$ (0,607<0,05) H_1 accepted and is H_0 rejected. So, the data student's vocabulary acquisition students addicted to playing and students are not addicted to playing online games had a similarity.

The result of the interview

Based on the result hypothesis data from U-test by Mann Whitney, the data students' vocabulary acquisition addiction to playing online games with students who are not addicted to playing online games had a similarity. Based on the interview results, it can be seen that students who are addicted to playing online games with students who are not addicted to playing online games had the same vocabulary acquisition.

On the other side, based on the data obtained that according to students by playing online games, it showed that playing online games could increase their vocabulary mastery. It is supported by the result of interviews of confession expressed by informant "*Menurut saya game online itu bisa menambah kosa kata seseorang karena bahasa yang di gunakan dalam game online adalah bahasa Inggris.*" Different things expressed by another informant "*Kosa kata bahasa Inggris saya tidak terlalu atau sedikit meningkat saat bermain game online.*" Based on some of the above opinions, the researchers concluded generously that online games can improve English vocabulary for students but some students were not very influential in improving English vocabulary when playing online games.

Further, because the use of online games has spread all over the world requires online games to use English, but not all users especially students do not understand the meaning vocabulary in online games. Students only understand familiar vocabulary. This was revealed by the informant "*Ada beberapa kosa kata bahasa Inggris yang saya mengerti artinya miss tetapi kosa kata bahasa Inggris yang familiar saja miss seperti start yang artinya mulai, open yang artinya buka.*" Based on some of the above opinions the researcher concluded generously the students do not really understand the meaning of the vocabulary in online games, students only understand the vocabulary that is familiar to them.

In other aspects, students addicted to playing online games said that they only play online games without understanding the significant vocabularies that exist in online games. They just followed the steps in the online game or asked their friends. This was revealed by informant "*Hanya sedikit kosa kata bahasa Inggris yang saya tahu maknanya kalau yang tidak, saya bertanya pada teman atau mengikuti petunjuk dari game online saja.*" Things that

were not much different are also conveyed by informant “*Ada beberapa kosa kata bahasa Inggris yang saya tahu makna Miss tetapi kalau yang tidak palingan saya hiraukan saja miss.*” Based on some of the above opinions, the researchers concluded generously that few students know the significance of vocabulary in online games, the students just ignore the significance of vocabulary that they do not know or ask friends, and also in online games, there is game instruction for beginner.

Furthermore, indirectly online game is one of ways to improve their vocabulary but the students have another ways to improve their vocabulary, as stated by the informant, “*cara saya meningkatkan kosa kata bahasa inggris dengan cara membaca buku berbahasa Inggris beserta terjemahannya dan belajar bahasa Inggris di sekolah.*” Thing that were not much different were expressed by informant 6 “*kalau yang saya lakukan untuk meningkatkan kosa kata dengan membahas soal-soal bahasa Inggris, jika ada kosa kata yang tidak saya tahu, saya cari aja di kamus.*” Different things were expressed by informant, But there was a student play online game for improve vocabulary or find a friend and the student have awareness to become a good user, “*Saat bermain game online kita bisa bermain dengan pengguna yang berasal dari luar negri, jadi kita bisa mendapatkan teman dari berbagai penjuru dunia, serta bisa menambah kosa kata bahasa Inggris kita dengan mengobrol dengan teman dan game online juga sudah di jadikan kompetisi.*”

In short, students who play online games did not care about the meaning of the vocabulary that appears when playing online games, they only played based on instructions from the game or asked friends who play the same game. Students argued that playing online games can add to English vocabulary because the language used in online games is generally English.

Discussion

This research was about students’ vocabulary acquisition addiction to playing online games at Eleventh-grade SMK Cendana Padang Panjang, the finding of this research showed that students addicted to playing an online game with students not addicted to playing online games had similarity in vocabulary acquisition.

According to Ashraf (2014:286) online games can be effective in vocabulary acquisition. The current findings indicate that online games, due to creating an interactive and motivating context where learners can easily and subconsciously share their information, and also due to the requirements and obligations encountered by them during playing, are

effective in vocabulary acquisition. Based on the theory that online games can improve the vocabulary acquisition of students but the online games do not improve their vocabulary acquisition with some causes.

This research was done by giving questionnaires, test, and interview to the students addicted to playing online games with students are not addicted to playing online games. The questionnaire was used to classify students who are addicted to playing online games with students who are not addicted to playing online games. The test was used to find out and compare vocabulary acquisition students addicted to playing online games with students who are not addicted to playing online games. The interview is used after the researcher knows the comparison of vocabulary acquisition students addicted to playing online games with students who are not addicted to playing online games. Then the researcher interviewed the students was the reason why there were differences or similarities in vocabulary acquisition students addicted to playing online games with students are not addicted to playing online games.

Based on the result of the questionnaire, students are addicted to playing online games was 43 students, and students are not addicted to playing online games was 30 students. After given a questionnaire and grouped students, a test was given to find out vocabulary acquisition students are addicted to playing online games with students who are not addicted to playing online games. The result of the test students are addicted to playing online games had mean ($\bar{X}=28,78$) with students who are not addicted to playing online games had mean ($\bar{X}=24,03$). To test differences or similarities researchers used the U-test by Mann Whitney. Based on U-test results it can be seen that students are addicted to playing online games with students are not addicted play online games have similarity in vocabulary acquisition. Finally, the interview is used to find out the reason why the vocabulary acquisition equation occurs. The interviews results showed that the causes of the similarity of the vocabulary acquisition students are addicted to playing online games with students who are not addicted to playing online games was because students did not care about the meaning of the vocabulary in online games. They just focus on playing without paying attention to the vocabulary in the game. The students just ignore vocabulary that they do not know and they did not have the desire to improve their vocabulary by utilizing online games.

From the data above, it showed that there were similarities between students who are addicted to playing online games with students who are not addicted to playing online games. It is reasonable for several reasons. First, playing online games serve a bunch of English vocabulary and it is not tested or studied in school. So, it does not push the students in getting

to know the meaning of the words. As a result, it does not increase students' vocabulary mastery significantly. Second, the students' focus in playing online games is only on how to follow the procedure in the games and accomplish the task. They do not need to understand all vocabularies in the games as long as they could understand how to follow the rules/instructions in the games. If they still did not understand, they could ask their friends for help. But the focus is still only on accomplishing the task in the game, not on understanding vocabularies in that game. The students only rely on online game instruction or ask friends if there is a vocabulary they do not know and the students do not have the initiative to want to know more new vocabulary from playing online games. As a result, it is natural that students who are addicted to playing online games have not to effect on increasing their vocabulary, they only focus on playing online games and online games only for consolation for them.

CONCLUSION AND SUGGESTION

In short, it can be concluded that there was a similarity between students who are addicted to playing online games with students who are not addicted to playing online games. There were several reasons why there are similarities between students who are addicted to students who are not addicted to playing online games. First, the students did not have the initiative for interesting more in the meaning of vocabulary in online games, and the student only focuses on playing online games without being able to use online games to improve their vocabulary. The students only rely on online game instruction or ask friends if there is a vocabulary they did not know. They also did not have the initiative to want to know more new vocabulary from playing online games.

Hence, It is suggested to English teachers to increase student awareness of curiosity about something new in utilizing media that can relate to English such as using appropriate online games that truly improve their vocabulary acquisition. Then, further research is suggested to be done to see other issues that not have been covered by this research.

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