



The Effects of Online Video Gaming on Students' Motivation and Their English Learning Achievement at Islamic Senior High School

Pengaruh Video Game Online terhadap Motivasi Siswa dan Prestasi Belajar Bahasa Inggris di Madrasah Aliyah

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ABSTRACT

This Study employs the Ex-post Facto research with a quantitative descriptive approach that aimed to find out (1) the level of dependency on online games played by the students, (2) The students learning motivation, (3) The students' English learning achievement, (4) The effects of online video gaming on students' learning motivation, (5) The effects of online video gaming on students' English learning achievement. The sample of 62 students was selected by using purposive sampling. The instruments used were questionnaires and tests. The results of the research shows: (1) The level of dependency on online games played by the students is categorized as Medium. (2) Learning motivation of student non-gamers are higher than student gamers, (3) There are no differences on English learning achievement between student gamers and student non-gamers, (4) There is a significant effect of online video gaming on students' learning motivation, (5) There is a significant effect online video gaming on students English learning achievement. Keyword: Online Video Gaming, Learning Motivation, English Learning Achievement

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ABSTRAK

Penelitian ini menggunakan penelitian Ex-post Facto dengan pendekatan deskriptif kuantitatif yang bertujuan untuk mengetahui (1) tingkat ketergantungan terhadap game online yang dimainkan oleh siswa, (2) Motivasi belajar siswa, (3) Prestasi belajar bahasa Inggris siswa, (4) Pengaruh video gaming online terhadap motivasi belajar siswa, (5) Pengaruh video gaming online terhadap prestasi belajar bahasa Inggris siswa. Sampel sebanyak 62 siswa dipilih dengan menggunakan purposive sampling. Instrumen yang digunakan adalah kuesioner dan tes. Hasil penelitian menunjukkan: (1) Tingkat ketergantungan pada online permainan yang dimainkan oleh siswa dikategorikan sebagai Medium. (2) Motivasi belajar siswa non-gamer adalah Lebih tinggi dari gamer pelajar. (3) Tidak ada perbedaan prestasi belajar bahasa Inggris antar siswa gamer dan siswa non-gamer, (4) Ada pengaruh signifikan dari video game online pada siswa motivasi belajar, (5) Terdapat pengaruh yang signifikan terhadap pembelajaran bahasa Inggris siswa prestasi.

Kata kunci: Video Game Online, Motivasi Belajar, Prestasi Belajar Bahasa Inggris

1. INTRODUCTION

In the era of digital and modern today, the developments of language followed by the development of communication and computer systems are currently developing very rapidly. One of which is an innovative discovery to connect the industrial world globally and compete in production, is the development of communication and digital world known as the internet, such as online video gaming.

Curtis in Ho and Wu (2012) stated that online video gaming as virtual worlds with internet connections and multiple users. In other words, online games are computer games that use internet connections to process user interactions. Meanwhile, Kaustar (2019), online video gaming can be interpreted as a games program that is connected via the internet that can be played anytime, anywhere and can be played in groups in the world and the games itself displays interesting images as desired, which is supported by the device for these games itself.

Online video gaming can be played by connecting internet networks remotely, players can interact with each other players, examples of games that are often played are, Mobile Legend, Free Fire, Clash of Clans, which are popular nowadays, which are mostly played by teenagers so that it certainly has positive and negative effects on the learning process at school.

Past studies have looked into online video game which have negative and positive effects. Negative effects caused by online video gaming are the emergence of violence in the community. Children who behave badly tend to imitate violent scenes that are seen in such games as fighter games, besides that online video gaming are also very influential in the life of learning; it can hamper the learning process because more time is spent on playing online video gaming so that they forget time which can eventually cause dependency in children. Whereas, positive effects, someone who plays online video gaming is to get pleasure and inner satisfaction after a holiday on the move, to overcome boredom and for now online video gaming are used as

a business that makes money, like selling accounts or selling coins from gamer to another gamer. Online video gaming certainly has effects on the learning process in school, such as the effects on students' motivation and English learning achievement. Schunk (2014) argues that Motivation is the process of initiating and maintaining goal-directed action. It means that motivation can control a person's actions in order to help someone to achieve his or her goals. By motivation, everyone has a purpose and enthusiasts to do something with their lives. While, achievement is something that must be achieved by each student, so that it can be assessed to what extent the level of student ability in learning achievement, including cognitive, affective and psychomotor.

According to Ray (2019) his research found that there is a significant influence of learning motivation on students' English learning achievement, it shows that students who are motivated to learn are still interested in learning,, concentrate and are diligent in reaching out. Thus, students have high, medium and low learning motivation can be seen and measured through learning achievement. Therefore, students playing online video gaming, it does not guarantee it would decrease students' English learning achievement, it all depends on the motivation of each individual student to maintain their achievement. In contrary, students who do not play online video gaming, does not guarantee their motivation and English learning achievement would improve such as reading skill and vocabulary mastery. Antzaka et al. (2017) stated that fewer studies have looked into the relationship between video game and literacy, and some have found positive results. For example, playing action video games has been shown to increase visual attention span and, as a result, reading performance in both teenagers and adults, as well as to support improved reading ability in children with dyslexia,, while according to Ashraf et al. (2014) online games proved to be more successful in terms of learning English vocabulary. In line with Kayaaltı (2018) stating using online games in language teaching to teach vocabulary is more effective than rote learning.

Based on the problem above, the researcher is keen to investigate how the effects of online video gaming on students' learning motivation and English learning achievement between student gamers and non-gamers.

2. LITERATURE REVIEW

Online Video Gaming Online gaming is an essential component of the variety of virtual behaviors, such as children, adolescents and (mostly young) adults allocate long time periods to playing online games (Voiskounsky et. Al., 2004). Curtis in Ho and Wu (2012) stated that online video gaming as virtual worlds with internet connections and multiple users. In other words, online video gaming are computer games that use internet connections to process user interactions. According to psychological terms, Young (1996), stated that dependency or addiction is defined as an uncontrollable urge, often accompanied by a loss of control, continuous use in ignorance to the problem caused by the behavior. Meanwhile, abuse is considered a minor dependency so that the individual can control his/her behavior. Griffiths (1998) defined that, Internet offers some direct benefits as a technological advancement, thus making it, not a device to be said as addictive. Internet dependency is a technology dependency which is defined as a non-chemical dependency (behavior) that does not involve the use of drugs but involves excess between humans and machines. Thus, defining dependency has moved to an entirely new level, which includes behavior that does not require drugs, such as dependency to gambling and dependency to video games. The aspect of someone being dependent to online video gaming is actually almost the same as other types of dependency, but dependent to online video gaming involves psychological dependency and not dependency physically. According Chang & Chen (2008) in the Asian Journal of Health and Information Science, discussed about the contribution there are four aspects of online video gaming dependency. The four aspects are compulsion, withdrawal, tolerance and Interpersonal and health-related problems. Motivation

According Harmer (1991) explained that the meaning of motivation as the "internal drive" that pushes somebody to do thing in order to achieve something. If we think that the goal, we are doing is worthy and attractive, then we strive to achieve that goal, this is called "the action driven by motivation". According to Woolfolk (2016), stated that motivation as an internal state that generates, directs, and maintains behavior. Santrock (2018) stated that there are two types of motivation, namely extrinsic motivation and intrinsic motivation, extrinsic motivation which is doing something to get something else (a way to achieve a goal). Extrinsic motivation is frequently influenced by external incentives such as rewards and punishments while Intrinsic motivation which are Intrinsic motivation based on self-determination and personal choice, based on optimal experiences, A distinction has been made between relatively stable individual interest and situational demand and Self-involvement and responsibility. English Learning Achievement.

Haryono (2015) stated that in a learning environment, learning is the process of students interacting with educators and learning materials. Learning is a process of acquiring knowledge and skills, mastery of skills and temperament, and establishment of attitudes and beliefs in students that is aided by educators. In other words, learning is the process of assisting students in becoming better learners. While, Opit (2014) defined that Learning achievement is inseparable from learning, because learning is a process, while achievement is the result of the learning process. According to Walad et al. (2019) stated that to know the data and measurement of the students' achievement it needs indicators about the guidance of indicating certain achievement, these are cognitive, affective and psychomotor domain. Besides that, according to Slameto in Syafi'i et. al., (2018) stated that English learning achievement affected by two factors, internal factor and external factors. Internal factor such as physical, psychological and fatigue factors, while for external factor such as family factors, the factors the school and community factors.

In English learning achievement, the researcher used reading comprehension, vocabulary mastery, and daily test. According to Lems et. al. (2010), defined that ability to deduce meaning from a written text is known as reading comprehension. Reading comprehension is not a static skill; it varies depending on the purpose of reading and the text being read. It means that reading becomes a dynamic interaction between the text and the reader's background knowledge. According to Linse and Nunan (2005) also defined that reading comprehension applies to reading for meaning, understanding, and entertainment. People read texts for a variety of reasons, including learning from texts, integrating information, critiquing texts, and even for pleasure. In addition, Sari (2017) found that reading comprehension is the process of connecting the reader's prior knowledge with the information in the text in order to understand the text's message. Reading comprehension is more than just understanding and remembering the meanings of all words in a text; it's also about how students create and build meaning from the text. According to According to Brassel and Rasinski (2008) Reading comprehension divided into three level, these levels are often referred to as literal level, inferential level, and critical level. For daily test, the researcher asked for the previous daily scores from the English teacher as an instrument for evaluating the result of English learning achievement.

According to Taslim et. al. (2019) stated that mastery is the acquisition of extensive knowledge or skills in the subject or specific activities performed. The ability to command, determine, and rule the vocabulary as a useful and fundamental tool for communication and knowledge acquisition is known as vocabulary mastery. Vocabulary mastery is the ability or understanding of a set of words that together form a language that everyone can use to communicate. One part of mastering English as a foreign language from elementary to secondary and advanced levels was vocabulary mastery. One of the most important aspects of acquiring four language skills is mastering vocabulary. It makes sense, given that four language skills need word knowledge, it makes sense because they wouldn't be able to do all four without

vocabulary. The greater the students' vocabulary mastery, the more effectively they practice the language. It can help them communicate in English more effectively and accurately if they have more vocabulary collections in their minds. In addition, there are some vocabulary definitions from various studies. According to Thornbury (2002), nothing can be communicated without vocabulary. It means that there is no significance sense that can be communicated to others in conversation if there is no vocabulary. As a result, it helps learners in comprehending the communication's message. According to Linse and Nunan (2005), defined that vocabulary is the set of words he or she knows. A noun is the only item that can be easily accessed. It's important to note that nouns are important, but they're also more than nouns. It is important to include verbs, adjectives, adverbs, and prepositions in a vocabulary curriculum as a teacher.

According to Gairns and Redman (1986) There are two types of vocabulary: receptive and productive. Receptive vocabulary is larger than one's productive vocabulary. it typically understands vocabulary or phrases that are read or heard by seeing or hearing them. Receptive vocabulary is described as language objects that can only be understood and comprehended in the sense of reading and listening content. It can be seen that receptive vocabulary words are words that cannot be created correctly but can be used in reading and listening activities. While Language objects that the learner can understand and use correctly in speech and writing are referred to as productive vocabulary. Expressional vocabulary is similar. Knowing how to pronounce a phrase, how to write and spell it, and how to use it in the proper grammatical pattern, as well as the word that is normally collocated, are all part of a person's productive vocabulary. In appropriate cases, productive is often used. For example, conversing with classmates was not the same as conversing with hotel guests. As a result, we may increase our vocabulary as we gain experience. We may also develop new vocabulary and develop our knowledge by having new experiences. For instance, manager, beautiful leader,

etc., thus, we may produce words and develop our vocabularies as a result of our life experiences.

3. RESEARCH METHOD

Research method this research used ex-post facto or causal comparative research with a quantitative descriptive approach. The populations of the research were students of Daarul Mu'minin by using purposive sampling, and focused on the effect of online video gaming on students' motivation and their English learning achievement. The result of this research is explained in descriptive by using some instrument; they are questionnaire, test and daily test with SPSS 2.3 for analyzing the instrument.

4. RESEARCH AND FINDINGS

The first, the researcher found that the level of dependency on online video gaming played by students from all the questionnaire statements that the researchers have distributed to 31 students, where 11 students 35.48% was in Low category, 5 Students 16.13% was category high, while in category Moderate was 15 Students 48.39% and the mean score was 46.93. Due to the acquisition mean score of 46.93, it showed that the level of dependency on playing online video gaming played by the 31 samples were categorized as Moderate. This research differs from previous research conducted by Kaustar (2019), which in his research found that the level of dependence on playing online video gaming on students was high. Based on the differences between the two research results found, it can be concluded that the level of dependence of students in playing online video gaming can be seen from how often and how long online video gaming are played by the students. The means score of the time students spent playing online video gaming was 2 hours 15 minutes in a day, then places a lot time spent by students in playing online video gaming at home, and the kind of online video gaming that is mostly played by students were Free Fire, Mobile Legend and PUBG, the three online video gaming has become a favorite game that is in great demand by students.

The second, the researcher found that the mean score between student non-gamers in learning motivation was higher than student gamers counterpart. This is similar to what the independent T-test showed that there is a significant difference in learning motivation between student gamers and student non-gamers with the means score (65.46) student non-gamers was higher than student gamers (59.71).

The third, the result finding of English learning achievement from the reading test, vocabulary test and daily test, the researcher found that English learning achievement of student non-gamers was higher than student gamers. Except in vocabulary test, student gamers were higher than student non-gamers. While, the result of independent T test showed that there was no significant difference between student gamers and non-gamers in English learning achievement. However, in daily test there was a significant difference, Meanwhile, in reading test and vocabulary test, there was not a significant difference, however the mean score in reading test of non-gamers was higher (55.42) than gamers (51.77) with a mean difference of 3.645, and the mean score in vocabulary for student gamers was higher (48.22) than non-gamers (42.19) with a mean difference of -6.032.

The fourth, The result of Partial T-test showed that there was a significant effect of online video gaming on student learning motivation where the significant score was 44.6% while the 55.4 % was effected or explained by other variables which was not include in this research and the significant correlation between online video gaming with learning motivation was moderate category with 0.496 score with the result score, the result obtained here are in agreement with what found by Ali et al. (2019) and Hidayati (2016) stated that online video gaming is significant effect to students' motivation. Based on the result above, the researcher concludes that online video gaming had an effect on learning motivation. This means that playing online video gaming excessively does not motivate students when compared with students' non-gamers. So, it can be used as a reference for limiting themselves in playing online video gaming. The findings of learning

motivation research, there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is where the student will want to focus on learning because it is a desire in them, while extrinsic motivation is the impulse inside someone who is not too concerned with studying and even that someone will be more attach importance to something else to focus on, (Winkel in Ali et al.2019). from that point of view, students get the urge not to be attach importance to learning and choosing concerned with other things, one of them was online video gaming, in which someone's desire to learn is indirectly influenced by the amount of time and effort expended on play rather than research while playing games online.

The fifth, the results of Partial T-test showed that there was an effect of online gaming on student English learning achievement where the significant score was 24.6% while the 75.4% was affected or explained by other variables which was not include in this research and the significant correlation between online gaming and English learning achievement was in moderate category with a 0.526 score. All the research results showed various and unpredicted results. By those results the researcher came with a conclusion that online video gaming has effect on English learning achievement but it depends on kind of test that the got. Some samples are better in one test and others are better in different test. So, online video gaming can affect English learning achievement, if they are faced the kind of test that is suitable with their knowledge. It can be proven by the results on the tables above. The results obtained here are in line with Kayaaltı (2018) who found that online video gaming is an efficient and motivating way to teach vocabulary in EFL classes. However, whenever it comes to online games, the gender factor has an effect on the learning process. Male students were more successful than female students in learning vocabulary through online games. Furthermore, Ashraf et al. (2014) viewed that Vocabulary acquisition can be effective by playing online games. The current findings suggest that online video gaming is successful in vocabulary acquisition because it creates an interactive and motivating environment where the students can easily and

subconsciously share their information, as well as the requirements and obligations they face while playing. Since they strive to be winners, the subjects learn new vocabulary through games. Generally, they compete and cooperate with one another. Based on the results, the researcher concludes that online video gaming can help students improve their vocabulary mastery compared to non-gamers. Karakoç et al. (2020) viewed that Game-based learning has a significant impact on student achievement in all subjects, and it can be used in a variety of contexts, while Kaustar (2019) stated that the effect of online video gaming on academic achievement has a negative effect on learning achievement. while the result of correlation above contradicts the research by Anggraeni & Wihardja (2020) that There was no significant correlation between online game problems and learning achievement or the problem with online games. Because of several other confounding variables, online gaming is just one substance among many external influences that cannot directly impact learning achievement. Granic et al. (2014) a research expert on the Behavioral Sciences Institute, Radboud University, argue that Not all people who play video games have a negative impact on their academic achievement. Online video gaming can improve collaboration skills, competitiveness, social competence, cognitive competence, and peer acceptance in school-aged children. The fact that there are so many other variables that can influence learning achievement also proves that online gaming problems are not the main determinant of children's achievement. There are a variety of factors that influence students' English learning achievement and test results, including internal factors such as intelligence, talent, interest, attitude, willingness, memory, attention, ages, maturity, exhaustion, gender, learning, strategy, skills, and forgetfulness, as well as external factors such as teachers, administration, staff, and students' classmate scholastic performance

5. CONCLUSION

Based on the result finding, it can be concluded the first, the level of dependency on online video gaming played by the 31 students were categorized as Moderate with a mean score of the time students spent playing online video gaming was 2 hours 15 minutes in a day. Then places a lot time spent to playing online video gaming at home, and the types of online video gaming that is mostly played by students were Free Fire, Mobile Legends and PUBG. The second, there is a significant difference in learning motivation between student gamers and student non-gamers, where student non-gamers is higher than student gamers. The third, there is no a significant difference of English learning achievement between student gamers and student non-gamers. However, the findings in the reading test and daily test revealed that the student nongamers were higher than student gamers. Except in vocabulary test, student gamers were higher than student non-gamers. The fourth, there is a significant effect of online video gaming on learning motivation with a significant correlation between online video gaming and learning motivation which was categorized as "moderate", and finally, there is a significant effect of online video gaming on English learning achievement with a significant correlation between online video gaming and English learning achievement was in moderate category.

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