

THE CORRELATION BETWEEN PLAYING INTENSITY OF ONLINE GAME AND ENGLISH VOCABULARY MASTERY IN SMPN 7 SINJAI

A. Nur Wafiq Azizah¹, Nurdin Noni², Sultan Baa^{3*}

^{1,2,3} Universitas Negeri Makassar

anurwafiqazizah@gmail.com, nurdinnoni@unm.ac.id, sultan7304@unm.ac.id

*corresponding author

Abstract

This study aims to determine the relationship between the intensity of playing online games and students' vocabulary mastery and student opinions regarding the use of online games in learning English vocabulary. This study used mixed method research design. Data collection in this study was carried out by conducting vocabulary tests to 30 students and interviewing 6 students from SMPN 7 Sinjai. The results of the study showed that there was a correlation between playing online games with students' vocabulary mastery and their perception of the use of online games in learning English vocabulary where students say that through online games, they are helped in mastering English vocabulary and broaden their vocabulary horizons where in this case students indirectly practice learning methods while playing.

Keywords— *online game, correlation and perception of students.*

INTRODUCTION

Language is a communication tool and a means of communication to communicate and interact with people (Darna & Kemal, 2015). Science and technology will continue to develop at this time, good language skills must be owned by every human being in order to convey and provide good information between human beings. The world of education is growing in the era of globalization, and various modifications have been made to improve both the quality and quantity of education. Several improvements are needed in the departments of curriculum development, learning, and fulfillment as well as in educational facilities and infrastructure. To improve the learning process, that also needs to be innovative in order to motivate students to learn well outside of the classroom as well. The improved performance of the recourses to students in classrooms through education is important.

English is an international language, so learning and mastering it is important. English is also one of the foreign language learning taught in schools. Mastery of English taught from an early age expects learners to be able to compete with other nations in this era of globalization. Mastery of the English chapter first begins with the fundamental material. An important fundamental component is the mastery of vocabulary. With the ability to master vocabulary will increasingly have good language Learning vocabulary is an important aspect of learning English because, learning vocabulary is an important concern in learning English.

Language can be interpreted as a collection of simple words that make up a sentence. When we can express what we want with a sentence, it means that we can already speak. So far, many think that learning a foreign language is something difficult, especially English. Mastery of English grammar and vocabulary is often a problem for someone in learning English, but many people are too worried about grammar and sentence patterns. So, forget about the true nature of the language itself. Language can be interpreted as a collection of

simple words that make up a sentence. When we can express what we want with a sentence, it means that we can already speak. Mastering 2000 vocabularies will greatly help up to 90% in the active learning process (Nation, 2017). Where active learning includes the ability to speak (Speaking) and the ability to write (writing). By learning 2000 words, we have built a solid foundation in learning. In the future, you can learn English more easily. With notes, learn those words in depth. That is, in addition to learning the meaning, we also learn what type of word is included in what category of words and also apply it in a sentence.

Learning from case studies, in today's era of globalization the development of technology and increasingly fierce competition requires us to be able to master English which is an International Language. For good learning capture for now is more emphasized on visual education. Children's difficulty in learning English is due to English is not their language, so they are not used to hearing or pronouncing English (Artsiyanti, 2002). In addition, the tendency of learning patterns of children who prefer to play is also very influential, so learning is theoretically less optimal for English learning in children.

The ability to learn a new language is a positive impact that can be generated when playing online games, especially the ability to speak English, because it can be known that most online games that exist today use English. For people who do not understand English at all, they will start to get used to encounter vocabulary in English when playing online games. By giving a game to some students showed results that students seemed to understand the subject matter given more quickly in a comfortable environment (Nguyen & Nga, 2003). In addition, students involved in the study also admitted that the English used in the game was very helpful to them in completing their schoolwork. Based on the above statement we can conclude that online games have a positive impact but can also produce a negative impact, for the positive impact caused by many and one of which is to be able to improve someone in English. The purpose of this study is to change people's perspectives and show how much influence online games have on English language skills, especially in students of SMPN 7 Sinjai.

LITERATURE REVIEW

A. Games

Games are organized or semi-organized activities usually intended for entertainment and can sometimes be used as a means of education. The game in this case refers to the idea of intellectual agility which can also be considered as a page for decisions as well as the work of the game. The characterization of fun, stimulating, addictive and collaborative games makes this activity popular by many (Wahono, 2009).

In each game there are different rules for starting the game thus making this type of game more versatile. Since one of the functions of the game is also as a place to live stressed or saturated, almost everyone likes to play games for young children, teenagers and adults.

B. Online Games

Online games are a new way of life for young people or any of the students. Now many of us find internet cafes (internet cafes) in the city or town and facilitate the existence of online games. Many of us face different types of online games. Online games such as war types, races, and sports can be played according to certain rules, so some wins and others may generally lack seriousness or lose for refreshing purposes. However, online games also have a big impact. Often, students who play online games will be addicted. Often, students who play online face reliance on gaming activities and reduced learning time. This is something that can affect your learning results. It's about being familiar with online games students play having an addiction.

Online games also have a positive and negative impact on young people. For those who are wise and can use it properly, the effect will feel positive, but many negative effects

will be felt on those who cannot use it properly. Such as money, time, learning mentality, psychology, health and social aspects. This can stimulate the growth of bad teenagers later.

C. Vocabulary

A person's vocabulary is their collection of common terms used in their language. A person's vocabulary is a vital and practical tool for conversing and picking up new information, and it normally expands with age. One of the most challenging components of learning a second language is expanding one's vocabulary. The vocabulary in a language is the set of well-known words. Because it is an integrated talent and one of the most vital parts of the English language, vocabulary is one of the four English language abilities that must be acquired.

The word "vocabulary" has many different meanings and is a good representation of the subtle and varied nature of so much of the English lexicon. For many people, "vocabulary" is largely linked with the amount of words a person can use; one either has a big vocabulary or not.

METHODS

A. Research design

The researcher used mixed method research design. The three categories into which mixed methods tactics fall are sequential mixed methods, concurrent mixed methods, and transformative mixed methods. According to Creswell (2010), the sequential explanatory strategy was particularly used in this study's sequential mixed methods approach. Based on the fact that this study's objectives include proving whether there is a good or negative association between playing online games a lot and vocabulary mastery and testing a hypothesis.

B. Research Subject

The population of this research was the second-grade students' of SMPN 7 Sinjai. There are three classes of third-grade (9-1, 9-2 and 9-3). The researcher selecting students from class 9-3. The subject of this study are the students of SMPN 7 Sinjai from class 9-3. The researcher choose 30 students for filling out the questionnaire and vocabulary test and 6 students of them did interview the students from 9-3 SMPN 7 Sinjai.

C. Research Instrument

The instrument that used for data collection are vocabulary test, questionnaire and interview. The study's questionnaire was about the intensity of students playing online games to see how intensely they play online games. The researcher analyzes the students' knowledge about those vocabulary by giving the vocabulary test. To analyzed the correlation between playing intensity of online game and English vocabulary mastery, the researcher used correlation analysis in SPSS. The interview aims to gather the students' perception about the use of online game to learning english vocabulary. According to Gay, Mills, & Airasian (2012), An interview is a planned conversation where one party seeks information from the other. To learn more about participants' experiences and emotions, interviewers can probe and delve into their answers. They can more easily assess attitudes, interests, sentiments, worries, and values.

FINDINGS AND DISSCUSSION

A. Findings

The findings present the answer of the research questions: 1. Is there any correlation between playing intensity of online games and students English vocabulary mastery. 2. What

are the students' perceptions toward the use Online Game to learning English vocabulary in SMPN 7 Sinjai. Find out the students of IX 3s' as the respondent of the research.

The class of IX 3 itself has 30 students. At the time of filling out the questionnaire and vocabulary test, 30 students were complete, but only 6 of them did the interview. The description of findings is in the following lines.

1. The correlation between playing intensity playing online game and students vocabulary mastery

a. Students' intensity playing online game

Students' intensity playing online games were found through the questionnaire which given to 30 students of third grade of SMAN 7 Sinjai who became the research respondents. The student's intensity playing online game are provided in frequency and percentage as in the following table:

No	Classification	Score	Frequency (n)	Percentage (%)
1	Very often	80-100	15	50
2	Often	65-80	5	16.6
3	Undecided	50-65	8	26.6
4	Sometimes	35-50	1	3.4
5	Never	20-35	1	3.4
Total			30	100

Based on the description in the table, it can be concluded that there are 66.6% of students whose intensity of playing games is high and others there are some who only play if they have free time and some even do not play at all.

b. The students' English vocabulary mastery

The vocabulary test score students of SMPN 7 Sinjai based on the result of test was classified into good classification. It means most of the students archived the current English vocabulary mastery from playing intensity of online game. The following table shows the difficult statistics on students' vocabulary test results:

Vocabulary Test	Mean Score	nn	Standard deviation
	67.33	330	22.389

The vocabulary scores and classification score of the students' vocabulary mastery are provided in frequency and percentage as in the following table

No	Classification	Score	Frequency	Percentage
1	Very good	85-100	9	30
2	Good	65-80	10	33.3
3	Fair	45-60	7	23.3
4	Poor	25-40	3	10
5	Very poor	5-20	1	3.4
Total			30	100

Based on the table, it shows that there were 9 score (30%) in the very good category, 10 score (33.3%) in good category, 7 score (23.3%) in fair category, 3 score (10%) in poor category and 1 student (3.4%) in very poor score.

Furthermore, the researcher calculated the test of normality data, which is the result shows in table as follows:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
students' intensity	.154	30	.067	.921	30	.028
students' vocabulary	.148	30	.094	.936	30	.070

a. Lilliefors Significance Correction

Less than 50 samples were used in this study, with the researcher using 30 samples. Therefore, the sig. value in this research were in Shapiro-Wilk table. The research data is normally distributed if the significance value is >0.05, and it is not normally distributed if it is <0.05. Base on the normality table, it shows that the data were normally distributed or the significance value is >0.05. In this case, the questionnaire is normally distributed because the sig. value is 0.28 is larger than the alpha level of 0.05 (0.28>0.05). Because the sig. value for the vocabulary test is 0.70 and higher than the alpha level of 0.05 (0.70>0.05), the results are regularly distributed.

c. The correlation between playing intensity of online game and English vocabulary mastery

In this part deals with the analysis of correlation between playing intensity of online game and student vocabulary mastery of the third grade of SMPN 7 Sinjai. That can be seen in the table:

The correlation between playing intensity of online game and English vocabulary mastery was positive. Based on the theory, there is correlation between playing intensity of online game because (Sig. <.001 < 0.005). The result showed that H₁ was accepted and H₀ was rejected. It means that there was any significant correlation between playing intensity of online game and English vocabulary mastery at the third grade of SMPN 7 Sinjai.

2. The students' perception toward the use online game to learning English vocabulary

Six third-graders from SMAN 7 Sinjai who served as the research participants were interviewed about their opinions on the usage of online games to teach vocabulary. The student's perception toward the use online game to learning English are provided such as follow:

a. The reason for play online game

Correlations

		students' intensity	students' vocabulary
students' intensity	Pearson Correlation	1	.955**
	Sig. (2-tailed)		<.001
	N	30	30
students' vocabulary	Pearson Correlation	.955**	1
	Sig. (2-tailed)	<.001	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Game online bagus jika digunakan dengan benar. Jika digunakan dengan benar, Anda dapat meningkatkan kemampuan bahasa Inggris dan kepercayaan diri Anda dan jika digunakan secara tidak benar, itu bisa berupa cyber bullying, stres dan lain-lain (ZAF, 28 July 2022)

Online game is good if it used correctly. If used correctly, you can improve your English skill and confidence and if it used incorrectly, it can be cyber bullying, stress and etc. (English Translate)

Sangat bagus, karena game online dapat bermanfaat. (FR, 28 July 2022)
Very good, because online games can be useful. (English Translate)

Sangat bagus bisa dapat teman di game online. (MH, 28 July 2022)
It's great to be able to make friends in online games. (English Translate)

Menurut saya pribadi game online itu kadang menyenangkan dan kadang membosankan. (NLFR, 28 July 2022)
Personally, I think online games are sometimes fun and sometimes boring. (English Translation)

Game online memang seru Ketika dimainkan, tetapi game online juga sudah merubah banyak pelajar di penjuru Indonesia inii untuk kecanduan bermain game bukan belajar. (MWJ, 28 July 2022)
Online games are indeed fun when played, but online games have also changed many students throughout Indonesia to be addicted to playing games instead of learning. (English Translate)

Menurut saya bagus untuk mengasah otak. (S, 28 July 2022)
I think it's good for sharpening the brain. (English Translation)

There is a pro-opinion towards online games and say online games are fun and good if put to good use. In the game we can make new and good friends to sharpen the brain. However, there are some opinions that are opposed to online games and say online games are indeed exciting when played, but online games have also changed many students throughout Indonesia to be addicted to playing games instead of learning.

b. Advantage and disadvantage of play online game.

Ya, saya pikir saya mendapatkan banyak pengalaman dalam game online yang saya mainkan. Contoh setiap kali saya bermain game. Saya fokus untuk mendapatkan nilai tertinggi dan itu melatih saya untuk fokus pada studi saya untuk mendapatkan nilai yang baik. (ZAF, 28 July 2022)
Yes, I think I get much experience in online game was I played. Example every time I played game. I focus on getting the highest score and it trains me to focus on my studies to get a good grade. (English Translation)

Ya, karena dari game online kita dapat belajar Bahasa baru. (FR, 28 July 2022)
Yes, because from online games we can learn a new Languages (English translate)

Tidak. (MH, 28 July 2022)
No. (English Translate)

Bagi saya, manfaat game online itu ada yang positif dan ada yang negative. Positifnya kita dapat melatih kefokuskan, kelincahan dll. Sedangkan negatifnya kadang kita jadi lupa waktu dan merusak Kesehatan. (NLR, 28 July 2022).

For me, the benefits of online games are some positive and some negative. Positively we can practice focus, agility etc. While the negative is that sometimes we forget the time and damage health. (English Translate)

Iya, karena dapat membuat tangan teman saya jadi lebih lincah. (MWJ, 28 July 2022)

Yes, because it can make my friend's hands more agile. (English Translate)

Tidak, karena saya juga tidak terlalu suka bermain game dan orang tua dan kakak saya juga melarang. (S, 28 July 2022)

No, because I don't really like playing games either and my parents and brother also forbid (English Translate)

There are pros and argue that every time they play the game they get a new experience, train focusing, train hand agility and can learn a new Language. But there are also cons and argue that games can make themselves forget time and damage health and some even argue that they have no benefits in everyday life.

c. Correlation between play online game and learning vocabulary mastery.

Jika Anda memiliki teman baik dalam game online, Anda dapat mempelajari kosakata bahasa Inggris dan mungkin Anda dapat bertanya kepada mereka bagaimana cara menggunakan kosakata bahasa Inggris dengan benar. (ZAF, 28 July 2022)

If you have a good friend in online game, you can learn English vocabulary and maybe you can ask them how to use the English vocabulary correctly. (English Translate)

Sangat bagus karena saya dapat menemukan kosa kata baru. (FR, 28 July 2022)

It's great because I can find new vocabulary. (English Translate)

Sangat bagus. (MH, 28 July 2022)

Very good. (English Translate)

Saya kadang mendapat kosa kata baru seperti skill hero dan itu yang saya sangat ingat ketika bermain. (NLFR, 28 July 2022)

I sometimes get new vocabulary like hero skills and that's what I really remember when playing. (English Translate)

Bermanfaat dalam menentukan kosa kata Bahasa Inggris yang baru Ketika bermain. (MWJ, 28 July 2022)

Useful in determining the new English vocabulary When playing. (English Translate)

Saya kadang mendapatkan kosa kata baru saat bermain game. (S, 28 July 2022)

I sometimes get a new vocabulary while playing games. (English Translate)

They are all pros against this statement and there are those who argue that they can learn new vocabulary from online games and if we make good friends, we can learn from them.

B. Discussion

This section presents a further explanation of the previous research findings, in this study, it used sequential mixed methods, especially the sequential method, especially the sequential explanatory strategy. In this study, the first step is to collect and analyze quantitative data to answer the research question: 1. There any correlation between playing intensity of online games and students vocabulary mastery. Then the second step is the collection and analysis of qualitative data in this case to answer the research question: 2. What are the students' perceptions towards using online game to learning English vocabulary mastery in SMPN 7 Sinjai The correlation between playing intensity of online game and students' vocabulary mastery.

1. The correlation between playing intensity of online game and students' vocabulary mastery.

This explanation answered the research question about the correlation between playing intensity of online game and students' vocabulary mastery. By playing intensity of online game students can learn English, and enrich our vocabulary. Vocabulary will be familiar in our mind because we hear it frequently and use it in daily activity. Playing intensity of online game is also a technique to provide material based on our intelligences that are audio and visual intelligence because of such advantages, playing intensity of online game is possible to be a way of enriching vocabulary.

According to Ghazali (2000, p. 11) foreign language learning is the process of learning a language that is not used as a language of communication in one's environment. Therefore, the most students enjoyed to playing online game as their way to learn English. The intensity playing online game provides an opportunity to learn language about vocabulary. When they get used to playing, they have more opportunities to acquire new vocabulary and find lots of information to help their language skills.

From the analysis result, Students' intensity playing online games were found through the questionnaire which given to 30 students of third grade of SMAN 7 Sinjai who became the research respondents were 15 students (50%) in the very often category, 8 students (26.6%) in undecided category, 5 students (16.6%) in often category, 1 student (3.4%) in sometimes category and 1 student (3.4%) in never category.

The vocabulary test score students of SMPN 7 Sinjai based on the result of test was classified into good classification. It means most of the students archived the current English vocabulary mastery from playing intensity of online game. it shows that there were 9 score (30%) in the very good category, 10 score (33.3%) in good category, 7 score (23.3%) in fair category, 3 score (10%) in poor category and 1 student (3.4%) in very poor score.

The correlation between playing intensity of online game and English vocabulary mastery was positive. Based on the theory, there is correlation between playing intensity of online game because (Sig. <.001 < 0.005). The result shower that there was any significant correlation between playing intensity of online game and English vocabulary mastery at the third grade of SMPN 7 Sinjai. Its mean H_1 was accepted and H_0 was rejected.

2. Students' perceptions toward the use Online game to learning English vocabulary mastery.

On the first question: "What do you thing about online game?". And researchers found There are opinions that are pros and cons to online games and say online games are fun and good if put to good use. In the game we can make new and good friends to sharpen the brain. Online games are indeed fun when played, but online games have also changed many students throughout Indonesia to be addicted to playing games instead of learning.

On the second question: "Do you think, is the online game useful for you to apply in your daily?" There are opinions that are pro and there are also cons to this question. Some of them argue that every time they play the game they get a new experience, train focusing, practice hand agility and can learn a new Language. But there are also those who argue that games can make themselves forget time and damage health and some even argue that they have no benefits in everyday life.

On the third question: "What do you thing about the use of online game in learning English vocabulary?" They all agree with this question and some argue that they can learn new vocabulary from online games and if we make good friends, we can learn from it.

CONCLUSION

Research with this model, combines two approaches, namely research with quantifiable and qualitative approach. A quantitative approach is taken to find out whether there is a correlation or influence of independent variables on dependent variables. Participatory observation is used in the qualitative approach to create descriptions, pictures, paintings, or meanings that are systematically, thoroughly, factually, and accurately related to the facts, qualities, and relationships between the variables researched. According to the objectives of the study, the research employs sequential mixed approaches, particularly sequential explanatory strategies. Gathering and analysing quantitative data comes first in this study, then qualitative data, and finally both.

Examining the data gathering efforts made by researchers to understand the association between the frequency of playing online games and student vocabulary proficiency the researcher finds revealed that there was no meaningful relationship between the volume of online gaming play and English vocabulary proficiency at the third grade of SMPN 7 Sinjai. In this case, students indirectly practiced learning techniques while having fun. Not only English lessons that I get from online games, general knowledge, train focusing, expand the scope of friendship and even earn income from games they get when playing online games. However, the impact of negatives needs to be considered also such as making forgetting time when playing and can also damage health if excessive.

REFERENCES

- AL HAFIZ, M. R. (2021). The Correlation Between Students 'interest in Game Activities and Their Vocabulary Mastery of The Fourth Semester at English Education Department Of Uin Suska Riau. Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau
- Darna. & Kemal, I. (2015). *Penerapan Pendekatan Konstruktivisme Dalam Meningkatkan Keterampilan Menulis Surat Pribadi Pada Siswa Kelas IV SD Negeri 11 tanah Jambo Aye, Kabupaten Aceh utara*. E-Journal of Tunas Bangsa, vol 2, No 2, 41-66. <https://ejournal.bbg.ac.id/tunasbangsa/article/view/611> access in March 2022.
- Diba, A. (2002). *Perkembangan Peserta Didik*. Jakarta: Rineka Cipta,
- Creswell, J. W. (2010). *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: Pustaka Pelajar.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Pearson Higher Ed.

Ghazali, A. S. (2000). Peningkatan dan Pengajaran Bahasa Kedua. Jakarta: Departement Pendidikan dan Kebudayaan. Page 11

Nguyen, N.T.T. & Nga, K.T.T. (2003). *Learning Vocabulary through Games: The Effectiveness of Learning Vocabulary through Games*. The Asian EFL Journal.

Wahono, R.S. 2009. Antara Game, Pendidikan dan HP (Game Mobile Learning

Sebagai Wacana Pendidikan). <http://www.m-edukasi.net/artikel-mobilelearning-isi.php?kodenya=2009-ac>

Webb, S., & Nation, P. (2017). How vocabulary is learned. Oxford University Press.