



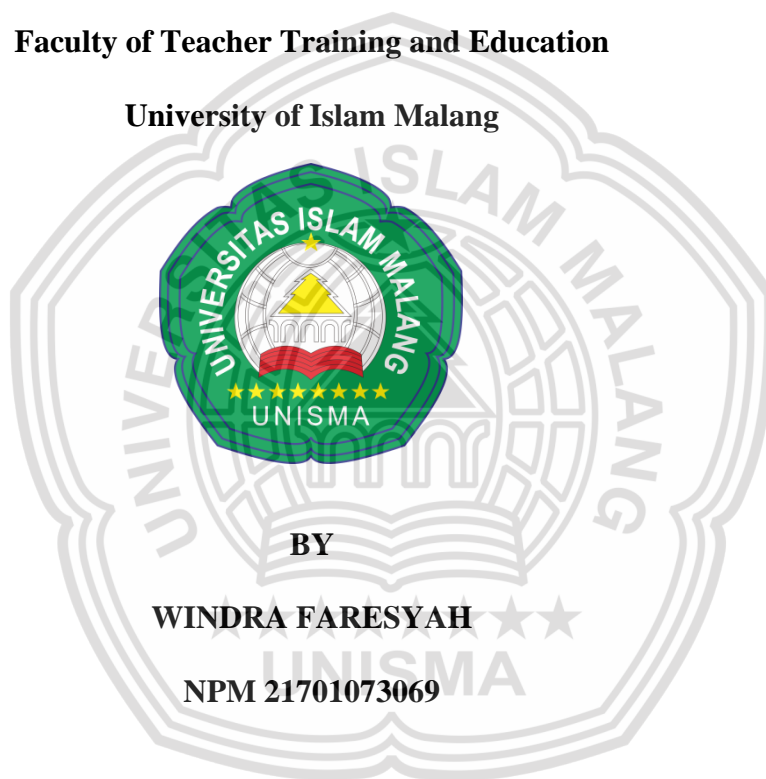
**THE EFFECT OF ONLINE GAMES ON ENGLISH STUDENTS' VOCABULARY  
MASTERY**

**SKRIPSI**

**Presented to**

**Faculty of Teacher Training and Education**

**University of Islam Malang**



**BY**

**WINDRA FARESYAH** ★★

**NPM 21701073069**

**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH EDUCATION DEPARTMENT  
FEBRUARY 2022**



## ABSTRACT

Faresyah. 2022. *The Effect of Online Games on English Students' Vocabulary Mastery*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Dwi Fita Heriyawanti, M.Pd. ; Advisor II; Dr. Dzul Fikri, S.S., M.Pd.

**Keywords:** Online gaming, vocabulary mastery, comparion

Nowadays, online games are one of the keys to learning and acquiring vocabulary subconsciously by creating an interactive and motivating context to acquire new words. In language, vocabulary plays an important role in the process of learning as it allows people to understand and communicate with other people. Vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, a stock of words used in language. Online games have potential benefits in vocabulary acquisition as a lot of vocabulary can be found through technology. Moreover, in online games, people can meet the person from other countries to practice their knowledge of the vocabulary. Therefore, the researcher is interested in studying the effect of playing online games on students' English vocabulary mastery.

This study used a quantitative ex post facto as a research design. The data for this research was collected from 42 students from the 5<sup>th</sup> semester of the English department from the University of Islam Malang online with the use of Google forms to administer the questionnaire and vocabulary mastery test. The questionnaire consisted of 20 items about online gaming habits and the test consisted of 40 items about vocabulary and terms that commonly appear in online games. The data are analyzed using correlation analysis and an independent sample t-test to measure the difference in vocabulary mastery of frequent and moderate gamers.

In result shows that there is a significant correlation between students' habit of playing an online game and students' vocabulary mastery. This indicates that the better students' habit in playing online games using English setting the better their vocabulary mastery. However, the result indicates that there is no significant difference between frequent and moderate gamers because the mean score of frequent gamers has a slight difference from those of moderate gamers.

## ABSTRAK

Faresyah. 2022. *The Effect of Online Games on English Students' Vocabulary Mastery*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Dwi Fita Heriyawanti, M.Pd.; Advisor II; Dr. Dzul Fikri, S.S., M.Pd.

**Keywords:** Game online, penguasaan kosakata, perbandingan

Saat ini, game online adalah salah satu kunci untuk belajar dan memperoleh kosakata secara tidak sadar dengan menciptakan konteks yang interaktif dan memotivasi untuk memperoleh kata-kata baru. Dalam bahasa, kosakata memainkan peran penting dalam proses pembelajaran karena memungkinkan orang untuk memahami dan berkomunikasi dengan orang lain. Kosakata didefinisikan sebagai daftar atau kumpulan kata yang biasanya disusun dan dijelaskan menurut abjad atau leksikon, kumpulan kata yang digunakan dalam bahasa. Game online memiliki manfaat potensial dalam perolehan kosakata karena banyak kosakata dapat ditemukan melalui teknologi. Selain itu, dalam game online, orang dapat bertemu dengan orang dari negara lain untuk melatih pengetahuan mereka tentang kosa kata. Oleh karena itu, peneliti tertarik untuk mempelajari pengaruh bermain game online terhadap penguasaan kosakata bahasa Inggris siswa.

Penelitian ini menggunakan desain penelitian kuantitatif ex post facto. Data untuk penelitian ini dikumpulkan dari 42 mahasiswa semester 5 jurusan Bahasa Inggris dari Universitas Islam Malang secara online dengan menggunakan formulir Google untuk mengelola kuesioner dan tes penguasaan kosakata. Kuesioner terdiri dari 20 item tentang kebiasaan bermain game online dan tes terdiri dari 40 item tentang kosakata dan istilah yang umum muncul dalam game online. Data dianalisis menggunakan analisis korelasi dan uji-t sampel independen untuk mengukur perbedaan penguasaan kosakata antara gamer yang sering dan sedang.

Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara kebiasaan siswa bermain game online dengan penguasaan kosakata siswa. Hal ini menunjukkan bahwa semakin baik kebiasaan siswa dalam bermain game online menggunakan setting bahasa Inggris semakin baik pula penguasaan kosakata mereka. Namun, hasil tersebut menunjukkan bahwa tidak ada perbedaan yang signifikan antara pemain yang sering dan sedang karena skor rata-rata pemain yang sering memiliki sedikit perbedaan dengan pemain yang sedang.



University of Islam Malang  
**REPOSITORY**



© Hak Cipta Milik UNISMA

[repository.unisma.ac.id](http://repository.unisma.ac.id)

## CHAPTER I INTRODUCTION

This chapter presents some topics related to the introduction of the study.

They are the background of the study, the research problem, the objective of the study, the significance study, the scope and limitation of the study, and the definition of key terms.

### 1.1 Background of the study

Nowadays, online games are one of the solutions for learning and improving vocabulary in this technology era. As specified by Ashraf (2014) in his research findings, it is indicated that playing online games, creates an inspiring learning context as well as an interactive learning environment in which learners might share information in a subconscious and easier as well as an effective way of acquiring vocabulary because of the commitments they dedicated to when playing.

The world has a lot of different languages, and one of the most commonly used languages is English which has become an international language. In language, learning vocabulary holds an important role in the language learning process. A lot of vocabulary can help people to understand and learn a new words to communicate with other people. Other than that, Richards and Schmitt, (2010) stated that “vocabulary knowledge refers to the amount of vocabulary that a person actively uses, compared to the amount of vocabulary they know and understand but are not actively used.” explained that vocabulary can be considered as established lexemes, which includes single or compound words, and idioms that understood by individuals but not used actively. Vocabulary stands as the accumulation of words which generally arranged in the alphabetic sequence that is known as lexicon, the stock of words applied in the language of an individual. As a student, learning vocabulary is not only done in school or campus but, can be done with technology one of the examples is by playing online games.

Online gaming remains a trend that has intensely increased in popularity since the late 19<sup>th</sup> century until now. A great amount of video games contains storyline, instructions, guide, and conversations, that were primarily set using the English language as the language used worldwide (Shariarpour & Kafi, 2014). Despite the old-fashioned beliefs that playing video games was a waste of time, unproductive, and non-utilitarian. This perspective is no longer viable nowadays, as several researchers claimed that communication environments provided by MMORPGs offer valuable opportunities for the language development of an individual. Massively Multiplayer Online Role-Playing Games might help in the development of players' language competence, especially in terms of vocabulary aspects, as a player involves in interaction with the other players using the English language in communication knowing that English is commonly used as lingua franca (Jannah, 2019). In this study, the researcher focused on games that involve more language and playing games in English language settings such as RPG and multiplayer games that expose the players to the English language.

Learning and acquiring vocabulary from playing games had received a lot of attention from many scholars. Furthermore, Donmus, (2010) perceived that "The value of educational games has been increasing in language education since they help to make language education entertaining". Online games become an interesting topic to increase people's interest in learning vocabulary. A lot of vocabulary can be learned and found through technology. These technologies contain computer online games. In online games people can meet the person from another country it means by find new friends and can practice their knowledge about the vocabulary they don't get in school. Levent (2009) said that the use of online games can create an enjoyable atmosphere that encourages the student's willingness to engage in communication using other languages as they communicate with other gamers. In this case, as most players in the world communicate using English, online games have the potential to expose the player to more English vocabulary and skills.



Acquiring the English language through video games can be considered as learning activities rooted in computer-assisted language learning (CALL) and digital game learning (DGBL), which is considered a new media of education outside-the-classroom learning activities (Donmus, 2010). In this case, playing online games might deliver several benefits for the player, such as entertainment, enjoyment, thinking practice, learning competence, as well as receiving a new experience in a virtual society. Moreover, nowadays games that are played online allow the player to interact with other players in communication. There are many types of online games including basic console, PC Games, and recently popular mobile games. In terms of online games, most MMO or mobile games are played online where the players come in and play on various servers or communities. Online games are the media that are mainly used for entertainment and pleasure which is useful for reducing stress, still, acquisition of the English language through games by involving the players in communication online using English might develop their proficiency in all aspects of the English language skills and elements including vocabulary, pronunciation, grammar, listening, speaking, reading, and writing. Furthermore, playing online games have the potential to enhance students' vocabulary, idioms, and grammar, as well as communication competence, and provide practice to solve EFL students' communication obstacles. In addition, it is easier to understand English in more enjoyable situations outside the classroom learning activities, in addition to classroom learning. Moreover, a previous study by Risnawati, (2021) discovered that online game players are better to develop ed in understanding a new language that is rarely taught in the class or other formal learning activities.

In this case, playing online games has an important role in developing students' vocabulary and communication competence Derbouche (2015). The use of the English language in an online game might have the potential for English language acquisition which affects the development of vocabulary. When playing video games, the player might potentially

develop new vocabulary, grammatical knowledge, and language skills, as well as updated use of language delivered by native speakers that the player communicates in the game that improve their English language proficiency through online games (Jannah, 2019). Therefore, further research about how online games can be implemented in developing vocabulary is necessary. The researcher is interested in studying the effect of playing online video games with English as the primary language, related to the purpose of studying English learning styles outside the classroom environment and language acquisition.

However, it is not an easy thing for people to learn English vocabulary as a foreign language, especially in speaking. Many people feel difficult to pronounce the vocabulary frequently. They also have to know, how to combine the vocabulary correctly with can be understood. Besides that, playing online games have a significant role in developing English language competence, so it is necessary to actively engage in communication in the English language while playing online games.

A previous study by Derbche (2015) shows that using online games does motivate language learners to master the target language vocabulary enjoyably, but this study focuses more on students' vocabulary learning without measuring their vocabulary growth. Moreover, a study by Saputro (2020) indicated that playing online games is significant but negatively affects the distribution of information and the growth of technology vocabularies?. The gap in this study is the vocabulary test about information and technology vocabulary is not related to the vocabulary that the students might learn from the game. Another study by Risnawati (2021) also shows that there is a significant effect of online video gaming on students' English learning achievement. The gap in this previous study focuses more on achievement instead of vocabulary.

In this case, the current study aims to focus on vocabulary mastery especially gaming vocabulary, and how playing online games affects the growth of gaming vocabulary according



to students' habit of playing online video games in English settings. Taking into summary, the researcher is interested to study and know about the effect of playing online games in an English language setting as the main language on vocabulary mastery for the student.

### **1.2 Research Problems**

The research problem in this study can be stated as follows:

- Do online games affect the vocabulary mastery of the English Students Department at the University of Islam Malang?
- Is there any significant differences between frequent and non-frequent gamers in gaming vocabulary mastery?

### **1.3 Objective the study**

The objectives of the study are:

- To analyze the effect of online games on vocabulary mastery of the English Students Department at the University of Islam Malang.
- To analyze the significant differences between frequent and non-frequent gamers in gaming vocabulary mastery.

### **1.4 Significance of the Study**

Theoretically, this study will contribute to the theory of authentic material, autonomous vocabulary learning, and vocabulary acquisition by providing information about the effectiveness of online video games on the students' vocabulary mastery as online games might offer students a chance to acquire new vocabulary autonomously with authentic material.

Practically, for the students, this study will give beneficial information about the effectiveness of online video games with the English language to give benefit towards vocabulary mastery, thus allowing them to consider learning vocabulary while playing online video games. Moreover, the instructors will get beneficial information on how effective online video games are with the English language for learning vocabulary, thus, instead of prohibiting students to play games, the instructors can suggest the students take chance in learning vocabulary when they play. Meanwhile, for another researcher, this research is expected to give reference for the next researchers who will conduct similar research with this study. Furthermore, for the student, this study is expected to be useful for increasing their motivation in learning English, especially for vocabulary mastery.

### 1.5 Scope and Limitation of the Research

The research investigates the effect of online games on vocabulary mastery. The researcher focuses on the student who likes to play online games. However, not all students in the English Department of the University of Islam Malang who play online games are selected as the sample. Due to the limitation of money and time, the researcher just takes a class in the fifth semester in the English Department of the University of Islam Malang. The study is limited to using general online games, not some specific games.

### 1.6 Definition of Key Terms

The researcher provides the definition of key terms to avoid ambiguity, there are several terms used in this study that requires a further explanation for that purpose.

1. **Gaming Vocabulary** is the words or terms that are usually acquired through playing games and used in communication between gamers in online games such as Item, inventory, melee, ranged, Spell, etc.



2. **Online Games** is game that is usually played in a multiplayer setting with gamers around the world. Online games might be used as an effective medium for vocabulary acquisition.



## CHAPTER V

### CONCLUSION

From the study, the researcher concludes the final conclusion based on the findings and discussion. The researcher also includes a suggestion for the students, teacher and lecturer, and the next researcher. The conclusion is as follows.

#### 5.1 Conclusion

Based on the result, the researcher concluded that there playing online video games in an English language setting has a positive potential for developing vocabulary, especially those that usually appear in the game such as gaming terms and languages. This conclusion is shown by the higher score of vocabulary mastery for frequent gamers compared to moderate-level gamers. This result indicated that vocabulary development is also determined by other factors that were not included in this study such as other language exposure like English songs and videos. Moreover, the frequent gamers are confirmed to have better vocabulary mean scores but are not significant. The result is not significant because the mean score of frequent and moderate gamers only has a slight difference. The result is indicated as congruent with two previous studies that have related variables studied in their studies. However, there are also different results caused by unrelatedness of online gaming habits and the target assortment of vocabularies as well as different participants who have more leisure time to play online games.

#### 5.2 Suggestion

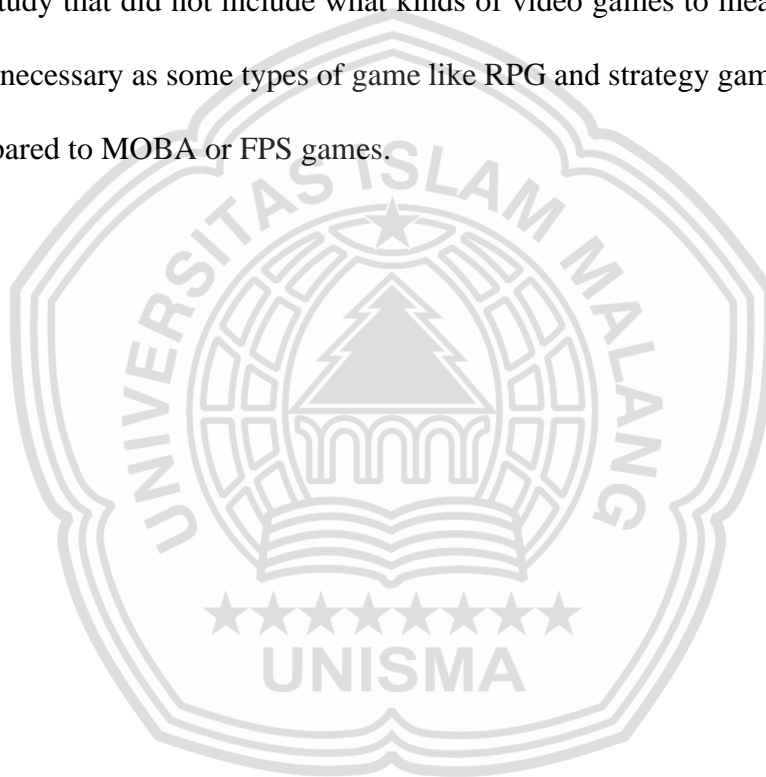
Based on the result of the study, the researcher provides suggestions for the students, teachers, and lecturers as well as the next researcher as follows. For the students it is suggested to use English setting and language when playing video games as it has potential benefits in



developing English vocabulary, it is also suggested to communicate with the international player as most of them use English in communication.

For English teachers and lecturers, it is suggested not to discourage students to play online games in their free time, but rather to encourage them to play in an English setting as well as motivate them to communicate with international players around the world.

For the next researcher, it is suggested to do more research about online games in English settings related to general vocabulary mastery. Moreover, it is also suggested based on the limitation of this study that did not include what kinds of video games to measure online gaming habits. This is necessary as some types of game like RPG and strategy games contains more vocabulary compared to MOBA or FPS games.





## REFERENCE

- Akdogan, E. (2017). *Developing Vocabulary in Game Activities and Game Material*. Bangladesh: Presidency University.
- Alqahtani. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Ashraf, H. (2014). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners. *Procedia - Social and Behavioral Sciences* 98.
- Derakhshan, A. (2015). The Effects of Using Games on English Vocabulary Learning. *Journal of Applied Linguistics and Language Research*, 2(3).
- Derbouche, A. (2015). *Investigating the Effectiveness of Online Games in Vocabulary Learning*. Larbi Ben M'hidi University-Oum El Bouaghi.
- Donmus, V. (2010). The Use of Social Networks in Educational Computer Game-Based Foreign Language Learning. *Procedia of Social Behavioral Sciences* 9, 1497–1503.
- Gardner, D. (2011). *Fostering autonomy in language learning*. ZIRVE.
- Hanson, S., Pauda, T. F. M. (2011). Teaching vocabulary explicitly. *Pacific Resources For Education and Learning P.R.E.L.*
- Heibert, H. E., & Kamile, L. M. (2005). *Teaching and learning vocabulary: Bringing research to practice*. N: Lawrence Erlbaum Associates, Inc.
- Huda, F. (2016). An Investigation Of English Teaching Strategies In Enhancing Students' Vocabulary Implemented By A Pre-Service English Teacher. *Journal of English and Education*, 2(1).
- Jannah, I. M. (2019). Exploring The Effect of Playing Games on Students' Vocabulary Master: A Case Study in Instructional Material and Media Development Class. *Proceedings of International Conference on English Language Teaching*.
- Kusumawardani, S. P. (2015). Game Online Sebagai Pola Perilaku (Studi Deskriptif Tentang Interaksi Sosial Gamers Clash Of Clans Pada Clan Indo Spirit). *Jurnal Antropologi FISIP Universitas Airlangga*, 4(2), 154-163.
- Levent, U. (2009). An evaluative checklist for computer games used for foreign language vocabulary learning and practice: vocaword sample. *Novitas-ROYAL*, 3(1), 45–59.
- Lubis, H. (2020). The Effect of Playing Online Vocabulary Games and Motivation on Students' Vocabulary Mastery in Insan Utama JJunior High School, Pekanbaru. *Journal of Education and Teaching*, 12(3).
- Richards, J.C., Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Palgrave Macmillan.
- Risnawati, P. (2021). *The Effects of Online Video Gaming on Students' Motivation and Their English Learning Achievement at Islamic Senior High School Daarul Mu'minin No. 12 Doping Wajo Regency*. University of Makassar.
- Saputro, I. . (2020). Online Game towards the Students' Vocabulary of Technology and Information Department at UNIMUDA. *Interactions, A Language Education Journal*, 7(1).
- Sepyanda, M. (2021). The Effect of Jeopardy Game Toward Students' Vocabulary Mastery. *Journal of English Language Pedagogy*, 6(1).
- Shariarpour N., K. Z. (2014). On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies. *Procedia - Social and Behavioral Sciences* 98, 1738 – 1743.