THE CORRELATION BETWEEN STUDENTS' INTEREST OF PLAYING GAMES AND THEIR ENGLISH VOCABULARY MASTERY AT ENGLISH DEPARTMENT OF ISLAMIC UNIVERSITY OF RIAU

THESIS

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ABSTRACT

Muhammad Yusuf, 2021, The Correlation Between The Students' Interest of Playing Games and Their English Vocabulary Mastery At English Department of Islamic University of Riau

This research studies about the correlation of playing games and vocabulary acquisition among sudents of English Education department. This research is designed in qualitative research through which some questions, tabulated in a questionnaire, were distributed to 25 students at second semester. The data from the questionnaire was then initially classified, calculated and related to one another. The result of this research is for students who often play games, they will definitely feel the impact of playing game which can improve their vocabulary. That is because almost every component in the game use English, and sometimes, there are some games that require players to speak English with other players. For students who have never played game, they will not feel the impact of playing games because they have no experience in that and they never want to try playing game.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Mastering vocabulary is very important for students in teaching and learning a language,it means that if the students try to write automatically they need to know about the meaning of the words. So, the mastery of vocabulary is needed to construct sentences that contain some messages for interacting in the target language, both written and oral communication. Besides that, vocabulary mastery is one of indicators that influence the students' skills in listening, reading, speaking, and writing.

In learning English, there are several problems that may be faced by students when they get difficulties in mastering English vocabulary. First, in reading activities, students usually do not know about vocabularies used in the text, so this problem influences their reading comprehension. Secondly, in speaking activities, they have difficultiesin expressing their ideas verbally because they have lack of vocabulary, even though it is a simple matter, but this problem is very influential. Thirdly, the students will get problems in contructing their ideas in written communication because they usually will get stuck because they do not know what to write. The last but not least, in listeningstudents are usually difficult to understand and do not even understand words or sentences spoken in English. It is

because they have lack of vocabulary and get difficulties to use the vocabulary correctlty.

However, in modern era nowadays, vocabulary mastery should not be a problem because technology can facilitate English Learners to improve their vocabulary, such as using internet, watching movies, social media, or playing video games.

Nowadays, games, especially online games can be a good media for learning English. Based on researcher's observation about the games online, the player of the game can learn English through the games, especially in learning vocabulary. For example Mobile Legends.Mobile Legends is a game developed and released by Moontoon developer. This game can be played on Android and IOS mobile platforms. This one MOBA game has successfully stolen the attention of gamers in Indonesia since 2016.This game is played by 10 people divided into 2 teams. The game starts with each player choosing 1 hero from the list of heroes that can be accessed by the player. Available heroes are purchased heroes and heroes are 'loaned' for free to players by the system. In other words, not all heroes can be played immediately. The duration of the game is around 15 minutes for 1 round. In this game there are several commands that use English such as quick chat, missions that must be completed, and items that must be purchased to makethe hero stronger. Trough the game, the player can add their English vocabularies because most of the language used in the game is in English.

Until now, users of mobile legends have more than 100 million people.And not only mobile legends, but many other online such as PUBG, AOV, ROS, and another games that have quite a lot of users. From here it has been seen that the game has become an all-day activity for all people.As a result of the many users of the game, there are some positive and negative effects.

Phenomena about games, games are one of the alternative entertainment tools for humans, especially teenagers. In addition to play, games are usually used by teenagers to connect with their friends. Teenagers, most of whom are also students, will usually feel stressed and bored after learning. They usually most teens use games as a means of relieving stress or depression that they experience after a day of learning.

Games can be a good medium for learning vocabulary for students. because in the game they can usually find some new vocabulary that they have never met before, and that will make their vocabulary increase. Beside that they will definitely be more interested when playing games than when they study.

In addition, the researcher found that many students enjoy playing games and spend most of their time for the games. In this case, the researcher is interest in doing a research in order to study "**The Correlation Between Students' Interest of Playing Games and Their English Vocabulary Mastery at English Department of Islamic University of Riau**".

1.2 Setting of the Problem

Vocabulary has important roles towards the students' mastery in English. In other word, vocabulary is central to English language teaching, because without sufficient vocabulary students cannot understand others or express their own ideas. Vocabulary is the basic comprehension in learning language. It help the students to understand that other people are saying and what she or he is reading. Based on the background of the study above, the researcher identified some problems dealing with the study. At first,In reading activities, students usually do not know about vocabularies used in the text, so this problem influences their reading comprehension. Secondly, in speaking activities, they have difficultiesin expressing their ideas verbally because they have lack of vocabulary, even though it is a simple matter, but this problem is very influential.Thirdly, the students will get problems in contructing their ideas in written communication because they usually will get stuck because they do not know what to write. The fifth, in listening students are usually difficult to understand and do not even understand words or sentences spoken in English. It is because they have lack of vocabulary and it is difficult todifferentiate words that have similar sound.

Furthermore, vocabulary is the knowledge of words and their meanings. It means that, without establishing a strong vocabulary based first, comprehension and use of a language will not be a achieved. In addition, the students should be able to recognize and use a word in different context. Based on the phenomena, the English learners in English Language Education provided to study about vocabulary in context in order to prepare them to solve the problems in

vocabulary. There are some group of vocabulary learned by the students, such as noun, verb, adjectives, and adverbs.

1.3 Limitation of the Research

Due to some types of vocabulary learned by the students at English Language Education of FKIP-UIR. Furthermore, it is necessary for the researcher to limit this study on analyzing the students' vocabulary mastery of noun, verbs, and adjectives which are used based on the context of communication.

1.4 Formulation of the Problem

In this research the problem is formulated as follows:

1. What is the correlation between students' interest of playing games and their English Vocabulary Mastery.

1.5 Objective of the Research

In line with the research question above, the researcher formulates the objective of the research as follows:

To find out the correlation between students' interest of playing games and their English vocabulary mastery at English department of islamic University of Riau.

1.6 Significance of the Research

The researcher expect that the result of this research gives contribution to some parties which are explained as follow:

1.6.1 For Researcher

This research is used to improve the research in teaching vocabulary

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1.6.2 For Learner

This research is an input for the students to improve their English vocabulary.

1.6.3 For other researcher

It can be used as a reference for further study on vocabulary.

1.7 Definition of Key Terms

To avoid misunderstanding about some important words used in this research, it is needed to define the key words:

1.7.1 Correlation is a relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expected on the basis of chance (merriam-webster.com/dictionary).

1.7.2 Vocabulary can be defined as word that must be known to communicate effectively, words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) (Neuman & Dwyer, 2009:385).

It means that, the students have to know about vocabulary in context in order to prepare them to solve the problem in vocabulary mastery of nouns, verbs, and adjectives which are used based on the context communication.

1.7.3 Game is a structure form of play usually undertake for enjoyment and

      sometimes used as an educational tool.

    Games are sometimes played purely for entertainment, sometimes for achievement or reward as well. They can be played alone, in teams, or online (wikipedia.org/wiki/Game).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some basic theorities related the study. These have been use to determine the research, the data collection and data analysis during the study. The researcher expected that this study would give the readers a wider of further understanding about this thesis.

2.1 The Concept of Vocabulary

Vocabulary is really important in learning english, because it is the basic component in learning a language. It is one of the aspects needed to be fluent in the four language skills, speaking, reading, writing and listening. Learning vocabulary is not easy process in context of language. It will take a hard working and along process. Because many things we have understand when we learn it. Beside practicing and training, we need strong result in teaching english, the learners should have many vocabularies to develop their ability in learning english everyday. Nunan (2000) states the concensus of opinion seems to be that development of a rich vocabulary is an important element in the acquisistion of a second language.

Furthermore, Rooney (2001) points out that vocabulary is not only list of words and an alphabetical list of words and phrases supplied with definition or translation but also as words known used by a person or group, or contained in a language as whole.

According to Mart (2012:177), vocabulary is a very important part of the language. It is indispensable to express meaning. It means that vocabulary is an important field in language teaching. It takes a great effort if the students want to improve or train their vocabulary. The purpose is that they can master the vocabulary correctly in accordance with its context. One way they can usse that is to practice every day. Exercise done regularly will geatly help them to improve their vocabulary level.

In addition, according to Alqahtani (2015:21), vocabulary knowledge is often seen as an critical tool for second or foreign language learners, because a limited vocabulary in a second language impedes succesful communication. It means that if the students want to get or master a language automatically they need to know many vocabulary that aims to facilitate them in communicating with others and also can understand a commnunication context appropriately.

According to Kamil & Heibert (2005:3), vocabulary can be defined generally as knowledge relating to the world or meaning of the word. In addition, learning vocabulary is the basic language when it comes to mastering a language and without vocabulary, someone will find difficulties in some situation. For example, when the students want to read a text but there are some vocabulary that are not understood, it will automatically complicate the students in understanding the contents of the reading. So, they are difficult to determine the main idea or topic of discussion what is being discussed.

Similarly, Cameron (2001) states that every person has three types of vocabulary, there are:

a. Active vocabulary, the words that are customarily used in speaking.

b. Reverse vocabulary, the words that are known but people rarely use in in ordinary speech, when they have more time to consider or when they are searching for a synonym.

c. Passive vocabulary, the words that are recognized vogue but people are not sure of the meaning. They never use them either in speech or writing and just know them because they have ever seen before.

From the definition above, the researcher concludes that vocabulary is word that has meaning which is not isolated or the meaning of words that depends on context of the words exist in a context. In the other hand, it could be said that vocabulary is a collective of words which their meaning used in a language.

There are many definitions of vocabulary proposed by some expert. It is very important for one to know what vocabulary is before discussing vocabulary mastery. According to Hornby (2005) defines that vocabulary is all the words that a person knows or uses. The words that person knows or uses will be used to construct the new sentences and to communicate with others in their daily lives.

According to Barcroft (2011) defines that vocabulary is all the words in a language, the entire vocabulary of a language. Vocabulary is all the words contained in a language. English vocabulary differs from the Indonesian vocabulary because English and Indonesia are two different language. It means all

forms of words in Indonesian included into Indonesian vocabulary and vice versa. Each speakers of language certainly mastered the vocabulary contained in the language. Vocabulary owned by the speakers is different. It is depend on the knowledge of a person, his neighborhood, and number of reading that he reads. As we know, the more one reads, the more knowledge he has.

2.1.1 Importance of Vocabulary

Vocabulary has a significant role for language learners in mastering four skills of the language. They are reading, listening, riting and speaking. This statement is supported by Huyen and Nga (2003) who said that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. Furthermore, the students who are good at mastery of vocabulary, their mastery of language is also good. On the contrary, the students ho have low vocabulary are very difficultto comprehend the meaning of word, phrase or sentence.

In addition, Tarigan (1988) argues that the more people have vocabulary, the more skills that they enable to use in language. This statement indicates that the quality of language skills produced by someone depends on the quality and quantity of vocabulary that he has. This statement is strengthened by Thornbury (2008) ho said that people could say very little ith grammar but they could say almost anything ith ords. Thus, the more people learn ords, the more they could improve their English.

Moreover, the mastery of vocabulary can increase the human life. This is supported by Tarigan (1988) ho says that the improvement of the students' vocabulary can increase the students' life, development of their concept, process of thinking and also increase the students' knowledge.

From the statement above, the researcher may include that having more vocabulary can guide people in using skills in language and also can increase the quality of human life.

2.1.2 Kinds of vocabulary

Teaching vocabulary is important in language acquisition. Vocabulary is one element that links the four skills of listening, speaking, reading and riting all together. One of the requirements to communicate well in a foreign language, students should have an adequate number of words. Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Receptive Vocabulary

   Receptive vocabulary is words that learners recognize and understand hen they are used in context, but hich they cannot produce. It is vocabulary that learners recognize hen they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

2. Productive Vocabulary

   Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and riting. It

involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb,2005).

Lehr and Osborn (2001) xplain two kinds of vocabulary description as follow:

First, words come in two forms, oral and print.

1. Oral vocabulary includes the words that are recognized and used in listening and speaking.

2. Print vocabulary includes the words that are recognized in reading and writing.

Second, word knowledge is composed of two forms, receptive and productive.

1. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocbulary which is used in reading and listening context.

2. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

According to Harmer (2004), states that there are eight kinds of vocabulary. It is stated on the part of speech. They are:

1. Noun

   The word that is related to name of things, or places.

2. Pronoun

The word that refers to people or thing without really naming them and being compelled to repeat the names frequently

3. Adjectives

The word that qualifies a noun by making its meaning clearer, fuller or more exact.

.4. Verb

The word that express the idea of action or being that affirm that a person or thing is, does or suffers something.

5. Adverb

The word that can be added to a verb to make its meaning clearer, fuller or more exact.

6. Preposition

The word that is use with nouns or pronouns and show the relationship between the noun or pronoun and other word, often express abstract relationship of case or time of place.

7. Conjunction

The word that is used to join word, phrases or sentence.

8. Interjection

The word tha is used expresses a sudden feeling or emotion.

According to Laufer (1997), the most important aspects of word knowledge are:

1) Form (spoken & ritten, i.e. spelling and pronunciation)

2) Word structure (common derivations, inflections)

3) Syntactic pattern of the word in a phrase and a sentence

4) Meaning

    a) Referential (what non-linguistic entity in the outside world the word refers to)

    b) Affective (connection of a word, e.g. spinster, which unlike single woman is associated with old age, isolation, or sadness)

    c) Pragmatic (suitability of the word in a particular situation)

5) Lexical relation of the word with other words:

    a) Synonymy

    b) Antonymy

    c) Hyponymy

    d) Common collocations

So, based on some theories about vocabulary the researcher conclude that indicators of vocabulary are noun, pronoun, adjectives, verb, adverb, preposition, conjuction, and interjection.

2.2 The Nature of Game

According to Rixon (1992) the game is play governed by rules or as an activity carried out by cooperating or competing decision makers, seeking to achieve, ithin a set of rules, their objective. It means the game is an activity that the people use to achieve the goal. To achieve the goal, there are rules that provided in the games. By using the game, the people can interaction and communication ith the others. It is very important for all people, especially for children or students that learning english.

2.2.1 The Concept of Games

There is a common perception that all learning should be serious and solemn in nature. Actually, it is not really learning. This is misconception. Learning should be full of fun, hilarity and laughter. It is possible to learn a language as well as enjoy oneself at the same time. Game play an important role in teaching and learning process. They can often help the students understand something presented better than telling them verbally.

The enjoyment of games is not restricted by age. Some individuals, regardless of age, maybe less interested in games and the role of the player. It is generally accepted that young learners and adults are very willing to play games.

There are some characteristic of games such as below:

1) Clear, achievable goals, rules, measurable outcomes and rewards

2) Appropriate challenge, gradually increasing difficulty

3) Interaction and feedback

4) A safe environment to explore and in which to make mistakes

5) Collaboration and/or competition

6) Narrative or fantasy setting

Game has a very close relation with play. J. Huizinga in Smed and Hakonen (2003) give the following definition for play:

"Play is an activity which proceeds within certain limits of time and space, in a visible order, according to rules freely accepted, and outside the sphere of necessity or material utility. The play-mood is one of rapture and enthusiasm, and is sacred or festive in accordance with the occasion. A feeling of exaltation and tension accompanies the action, mirth and relaxation follow."

But play is really different if it is contrasted with game. The main difference is on the way it goes, plays don"t have any restricted rules but games have it. The rules structure the activity, and make it possible to repeat it.

Jesper Juul (2005) states that games are rule-based activity that has variable, quantifiable outcomes. The different potential outcomes of the game are assigned different values, some positive and some negative. The player exerts effort in order to influence the outcome (games are challenging). The player is emotionally attached to the outcome of the game in the sense that a player will be winner and "happy" in case of a positive outcome, but a loser and "unhappy" in case of a negative outcome. The same game (set of rules) can be played with or without real-life consequences.

2.2.2 The Types of Game

According to Hadfield, there are eight types of game as follows:

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

1) Guessing games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.

2) Search games are another variant, involving the whole class. In those games, everyone in the class has one piece of information players must all or a large amount of the information available to fill in a chart or picture or to solve a problem.

3) Matching games are based on a different principle, but they also involve a transfer or information. These involve matching corresponding pairs of cards of pictures, and may be played as a whole class activity.

4) Labeling games involve matching labels to items in pictures.

5) Exchanging games are based on the "barter" principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

6) Role play games are given the name and some characteristics of a fictional character.

7) Board games and Card games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange.

2.3. Description of Interest

When we hear the word "interest", we must assume that it is related to something which is interesting. Slameto (2003) explains that "interest is persisting tendency to pay attention to and enjoy some activity or content".

Interest is very important in learning process. Someone who has interest in certain activity will pay more attention to that activity with the feeling of happiness.

According to Slameto (2003:180) states that interest as flavor more like and sense of belonging to something or activity, without being told. Interest basically is the acceptance of a relationship between myself wiht something outside of yourself.

According to Mohmad Surya (2003:100), interest can be interpreted as a sense of happy or not happy in the face of an object.

As Sardiman added, when interest is reflected, it has two aspects in it, cognitive and affective. The cognitive aspect is based on the areas related to the interest. It is centered on benefits and personal satisfaction. It can be said cognitive aspect is based on personal experiences and what is learned. The affective aspect of interest is expressed in attitudes toward the activities. Children who have pleasant relationship with teachers usually develop favorable attitudes toward school.

In conclusion, basically interest is related to hobby, likes, and motivation. Interest, furthermore concern with someone positive attitude toward something or an activity that is followed by his effort to know, to learn, and to do such activity intensively. Developing teaching method based on the students" interest is very important because it can make them more motivated.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the design of the research, the setting of the research, population, sample and sampling, the technique of collecting data, and the technique of analyzing data.

3.1 Research Design

The researcher uses correlation method, because the researcher wants to know the correlation between one variable with other variable. Fraenkel and Wallen (2000: 359) state correlation research is a research which is done to determine the relationship among two or more variables, and to explore their implication for cause and effect. This research has two kinds of variables, independent variable and dependent variable.

Moleong (2008:23) quantitative research is the classification of research based on the characteristic of the data. It has random characteristic, aimed to choose the number of individual from population. The research uses numeric data or non-numeric data that have been converted into numbers, statistical, and the result can be measured.

There are three types of correlation study as follows:

1. Naturalistic Observation

Naturalistic observation involves observing and recording the variables of interest in the natural environment without interference or manipulation by the experimenter.

2. The Survey Method

Survey and questionnaires are the most common methods used in psychological research. In this method, a random sample of participants completes a survey, test, or questionnare that relates to the variables of interest. Random sampling is a vital part of ensuring the generalize ability of the survey results.

3. Archival Research

Archival research is done by analyzing studies conducted by other researchers or by looking at historical records.

In this research the researcher will uses survey method. There are two variables in this study; one dependent variable and one independent variable. The dependent variable is the students' vocabulary mastery and the independent variable is students' interest of Playing English game. It is assumed that the two variables are related to each other.

Figure 3.1   : The Schema of the Correlation between Students" Interest in Listening English Songs and Vocabulary Mastery.

| X | | Y |
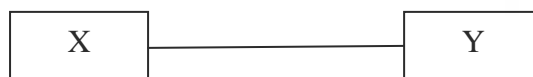
Where : X: students' interest of playing game

      Y: the vocabulary mastery

——— : correlates with

It can be seen from Figure 1, the nature of students' interest of playing game will influence students' vocabulary mastery. If a student has a high interest of playing game, they will has high vocabulary mastery.

3.2 Setting of The Research

3.2.1 The Place of The Research

The research is conducted at English Department of Universitas Islam Riau

3.2.2 The Time of The Research

The research will be carried out at Islamic University Of Riau in the academic year 2019/2020. This research is conducted one month from June to July 2019.

3.3 Subject of the Research

3.3.1 The Population of The Research

Sugiono (2011: 61) explains that "population is the generalization region which consists of the objects/ subjects that have certain qualities and characteristic defined by the researchers to learn and then drawn conclusions". Allison et al (1998: 24) define population as a defined group within a stated class. Sutrisno (2002:43) states that the population is the entire population that is intended to be investigated is called population. From the opinions above, it can be concluded that the population is all the subject of research and have the same characteristics.

students in english deparment in Islami University of Riau 2019/2020. The resercher will take two clasess. Each class consist 36 students. So, the total number of the students is about 72 students.

3.3.2 Sample of The Research

Arikunto (2006: 131) states that sample is the part of representation of population being researched. Sugiyono (2011: 62) states that the sample is part of the number and characteristics of the population. Sutrisno Hadi (2002: 54) states that "the sample is a population of less than the amount of the population". In this study the sample will be selected by applying cluster random sampling because the population is quite large.

3.3.3 Sampling of The Research

Arifin (2012: 216) states that sampling is a method of taking sample out of population and usually following sampling which is used. The sample will take by using multistage random sampling technique. Multistage random sampling is technique by using combinations of different sampling methods, where all member of the population given an equal chance of being selected in the research.

The steps in choosing the class are:

Step 1

a. Writing down the name of V majors.

b. Putting all fold folded papers into a box.

c. Shaking the box.

d. Taking one of the folded papers from the box.

Step 2

a. Writing down the name of each class on a small paper and folding the papers.

b. Putting all fold folded papers into a box.

c. Shaking the box.

d. Taking one of the folded papers from the box.

The students of class V as the sample of test, meanwhile class V as the sample of try out test.

3.4 Data Collection Technique

The researcher uses questionnaires and test as the techniques to collect the data for the research. The questionnares are uses to obtain the data of students to collect the data of vocabulary mastery.

a. Questionnare

Questionnaire is used to get the data of the students" interest in listening to English songs. Arikunto (2010: 192) states that questionnaire is a set of written questions which was used to get the information from the respondent about his/her personality or something they had known.

The questionnaire in this research is based on the criteria of the students" interest by Slameto (2003):

1. Having a fixed tendency to remember to pay attention and learn something continuously.

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2. There is sense of love and happy on something of interest.

3. Obtain a pride and satisfaction in something of interest. There is a sense of attachment to things of interest activities.

4. More like a thing that became his interest than others.

In this research, the question in the questionnaire is written in Bahasa in order to make the respondents answered the questions easily. The questionnaires consist of thirty two questions in the form of multiple choices. In this part, the researcher asks the students to choose one option that they agree with. All questions is represented their interest in English song. Each question consists of four (4) options of the answer: A, B, C and D, which indicated the degree of respondents.Manifested trough participation in events and activities.

To make easy in determining the interval of the score, all answer of the questionnaire would be changed become Likert scale. A Likert scale assessed attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, are uncertain, or disagree.

Based on Likert scale, the score of each student would be marked as follows:

Table 1 Likert Scale for Students' Interest

Positive	Scale	Negative	Scale
Strongly agree	4	Disagree	1
Agree	3	Uncertain	2
Uncertain	2	Agree	3
Disagree	1	Strongly agree	4

The researcher ranked the result of questionnaire as follow:

Table 2 ranked the result

Interval	Students" level of interest
25-43	Poor
44-62	Average
63-81	Good
82-100	Very good

b. Vocabulary Test

Arikunto (2010: 193) stated that test was a number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. Brown (2004: 3) states that in simple terms, test was a method of measuring a person's ability, knowledge, or performance in a given domain.

Here the researcher uses vocabulary test to measure students" vocabulary mastery. In this research the researcher applied 30 items of test. The form of test is multiple choice test that consisted of a, b, c, or d answer.

The following is the formula to score students' vocabulary mastery:

Students" score: $\underline{\text{Student"s correct answer}}$ x 100
                        Total items

CHAPTER IV

FINDING AND DISCUSSION

This research is a quantitative one, in which it seached for the information the buttom of the phenomenon on how online game impacts on the vocabulary aquisition.

In this research, the tool of collecting data is questionaire . While the participants involved were 25 students frm English department, in their second year program. They were addressed the quetions on attitude in playng game, the number of playing game, the frequency of playing game, the time of playing game, the perspective of playing game, and the sort of playing game.

The data was classified and noted in brief infrmation and then, they were fiurther linked to see the relationship between playing game and vocabulary improvement.

4.1 Data Collection

Below is the table of data from field research through questionnaires. The information is

Student	Like Playing Game	Length Playing Game	Frequency Playing Game	Hour Playing Games	Perspective Improving Vocabulary	Sort of Game Play

					Through Game	
1	Like	1 year	Rarely	1 hour	Somewhat helpful	Hago
2	Not Like	1 year	Rarely	1 hour	Somewhat helpful	Hago
3	Not Like	1 year	Rarely	1 hour	Somewhat helpful	Mobile Legend
4	Not Like	-	-	Never	-	-
5	Not really like	2 years	Sometimes	1 hour	Somewhat helpful	Mobile Legend and Hago
6	Not really like	1 year	Sometimes	1 hour	Somewhat helpful	Mobile Legend
7	Not like	1 year	Never	1 hour	Extremely	PUBG/Free

					helpful	fire
8	Very like	>5 years	Always	>6 hours	Somewhat helpful	Mobile Legend and Point Blank
9	Like	1 year	Sometimes	1 hour	Extremely helpful	Hago
10	Like	2 years	Sometimes	1 hour	Very helpful	Mobile Legend
11	Not really like	1 year	Sometimes	1 hour	Somewhat helpful	Mobile Legend and other
12	Like	1 year	Sometimes	1 hour	Not at all helpful	Hago
13	Not like	-	Rarely	-	Somewhat helpful	Hago
14	Like	3 years	Usually	1 hour	Extremely	Other

					helpful	
15	Not really like	1 year	Sometimes	1 hour	Not so helpful	Other
16	Like	1 year	Sometimes	1 hour	Very helpful	Mobile Legend
17	Like	1 year	Sometimes	1 hour	Very helpful	Other
18	Not Like	>5 years	Sometimes	1 hour	Somewhat helpful	Other
19	Very Like	>5 years	Usually	5-6 hours	Very helpful	Mobile Legend, PUBG/Free fire, Hago, Point Blank, and

						Other
20	Like	1 year	Sometimes	1 hour	Somewhat helpful	PUBG/Free Fire
21	Not like	1 year	Never	1 hour	Not at all helpful	Other
22	Like	1 year	Sometimes	1 hour	Very helpful	PUBG/Free Fire
23	Not really like	1 year	Sometimes	1 hour	Somewhat helpful	Hago
24	Like	2 years	Sometimes	2-3 hours	Not so helpful	Other
25	Not Really Like	1 year	Sometimes	1 hour	Somewhat helpful	Hago

4.2 Finding and Discussion

The above data is the compilation of the the questionnaire data and it is summarized to extract the information in order to look through at comprehensive look. In general, this research found many students said that games had and effect on their vocabulary and it is helpful.

Among the students above, there were about 8 students said that online games very helpful them to improve their vocabulary. There were about 12 students said that online games somewhat helped. While there were about 5 students said that online games not so helpful. So, out of the 25 students, majority see that the game the daily play affect the their English vocbularies, however, there is no information detected on what kind of vocabulary they learn from.

In further detail, the data is rellated in smaller connection as below.

Length of time playing game	Number of Students Playing games	Thinks very helpful/helpful	Thinks somewhat helpful	Thinks not so helpful
1 hour	20	7	10	3
2-3 hours	1			1

5 hours	1	1		
>6 hours	1		1	
Never	2		1	1

Based on the data that was collected, the majority of students played game 1 hour a day. While they played the game almost all of them found the new vocabulary that can improve their vocabulary a lot. Even though, there are some students thinking that played game does not really improve their vocabulary.

On the other hand, the minority of students played game with arious amount of hours, some playing 2-3 hours, 5 hours, and more than 6 hours. While they played the game, few of them thought that playing game is helpful to improve their vocabulary, and a lot fewer of them think playing game not really improve their vocabulary

Interestingly, there are two students said that playing game is not so helpful to improve their vocabularies. When futher asked, in turn out that is because the students never and like playing game, and that the reason why they say that playing game does not improve their vocabularies. So, this opinion does not really represent the relationship because both do not really experience the vocabulary improvement through games.

No	Name	Total Correct Answer	Individual Score	Categories
1	Student 1	20	66,67	Good
2	Student 2	21	70	Good
3	Student 3	21	70	Good
4	Student 4	17	56,67	Average
5	Student 5	10	33,33	Poor
6	Student 6	11	36,67	Poor
7	Student 7	17	56,67	Average
8	Student 8	21	70	Good
9	Student 9	15	50	Average
10	Student 10	19	63,33	Good
11	Student 11	14	46,67	Average
12	Student 12	16	53,33	Average
13	Student 13	19	63,33	Good
14	Student 14	15	50	Average
15	Student 15	20	66,67	Good
16	Student 16	19	63,33	Good
17	Student 17	15	50	Average
18	Student 18	16	53,33	Average
19	Student 19	21	70	Good
20	Student 20	14	46,67	Average
21	Student 21	7	23,33	Poor
22	Student 22	15	50	Average
23	Student 23	10	33,33	Poor
24	Student 24	13	43,33	Average
25	Student 25	18	60	Average

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This section states all of the research results in general. The result are about the student's test about vocabulary mastery. For the further explanation, below are the summary of it.

After the research was conducted, there are several scores that divided into 3 categories of student that were contributed in the vocabulary test. There are also other features which were examined in this research. To clear things up, here are some details regarding the matter:

a. Majority

For students who often play games, they will definitely feel the impact of playing game which can improve their vocabulary. That is because almost every component in the game use English, and sometimes, there are some games that require players to speak English with other players

b. Minority

On the other hand, students who do not play gane too often, they will not really feel the impact of playing game.

c. Never

For students who have never played game, they will not feel the impact of playing games because they have no experience in that and they never want to try playing game.

5.2 Suggestion

As the enclosure of this chapter, the researcher likes to give some suggestions to the readers as follows:

1. The researcher hopes this researcher can help the students to increase their vocabulary knowledge.
2. The researcher expects to the next researcher to use this research as the references, to update and to develop the theories in this research based on the development of science.
3. The researcher assumes the student will take the positivity of the game to add their vocabulary.
4. The last, the researcher expects that there are the researchers who make same research with this topic in more specific way.

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