STUDENTS' PERCEPTIONS ON ONLINE GAME PRACTICES

AND THEIR VOCABULARY ATTAINMENT IN ENGLISH

RELATED TO ONLINE GAME

a final project
submitted in partial fulfillment of the requirement
for the degree of Sarjana Pendidikan
in English

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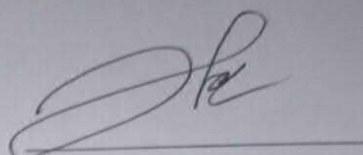
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APPROVAL

This final project has been approved by the board of examination of the English Department, Faculty Languages and Arts, Universitas Negeri Semarang on February, 2019.

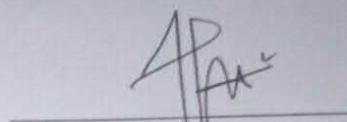### Board of Examination

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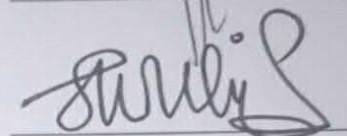   NIP. 198505282010121006

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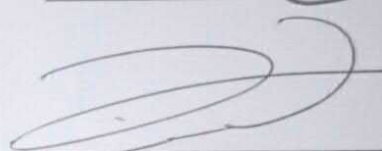   Sri Wuli Fitriati S.Pd., M.Pd., Ph.D
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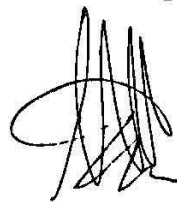
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DECLARATION OF ORIGINALITY

I Tegisa Dwi Septian hereby declare that final project entitled *Students'*
Perceptions on Online Game Practices and Their Understanding of English in
Online Game is my own work and not a duplicate of another work. Information
derived from of published and unpublished work of other has been
acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2018

Tegisa Dwi Septian

MOTTO AND DEDICATION

"Take the game seriously, don't play for fun! If you think you're good, then continue. If not, just leave the game. DotA is not for noobs"

Syed Sumail Hassan

To:

My beloved parents

My lovely sisters and brother

All my friends

You

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Semarang, 22 January 2019

Tegisa Dwi Septian

ABSTRACT

Septian, Tegisa. (2018). *Students' perceptions on online game practices and their vocabulary attainment in English related to online game.* Final Project. English Education. Faculty of Languages and Arts. Semarang State University. Advisor: Dr. Dwi Anggani Linggar Bharati M.Pd. Arif Suryo Priyatmojo S.Pd., M.Pd.

Keywords: Students' Perceptions, Online Game Practices, Vocabulary Attainment, English in Online Game

This research is about a phenomenon of online games among Indonesian students, the purposes of this study were to explore students' perceptions on online game practices and their vocabulary attainment in English related to online game.

This research is a qualitative case study. The data collection methods were questionnaire, test, and interviewed some of the students. The first data of this study were 'Yes or No' answers and result of the test. The second data was the conversation between the researcher and some of the students.

The result of the study showed that all students know what online game is, they all ever try playing the online game. They got many good impacts from the online game, such as: learning a foreign language, history, new friendship. But, not all students got a good impact. Some of them got negative impacts, such as: being antisocial, spending much time and money for the online game, and getting lazy to study that makes their academic achievement decreased.

The students stated that there were relations between online game practices and their competence in English. But, the result of the vocabulary test showed the opposite. Most of them got misunderstanding the instruction of the test which makes some students got low score on their vocabulary test.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the research questions, the objectives of the research, the significance of the research, definition of key terms, and the scope of the study.

1.1   Background of the Study

An online game is an artificial system which is created to confront players. Then, they will play together as allies or enemy that depends on the game they play. Every game is competition. They have some rules and goals, and there are always a winner and loser in every game.

Online game is an electronic and visual game played by the electronic device. According to Psychologist Novita Tandry (2012) through Liputan 6 interview, playing online game for too long can cause a problem to eyes due to radiation from the monitor screen. Too often sitting down in a long time would cause blood circulation hampered especially around the anus, it makes blood vessels so prominent and arising pain and heat

The progress of a technology is growing rapidly in this world, not only in big cities, but also small towns. In the last ten years, electronic games or what we commonly call online game has spread everywhere. Many internet cafes spring along with the development of online games.

The potential market of online games in Indonesia is the highest in Southeast Asia. According to Newzoo Global Report 2017, currently there are 40 million gamers, around 40 percent of total gamers in this area. Then, internet cafe certainly has member customer. They usually play and spend the time till late night even some of them stay and sleep there.

Online game which was previously known can only be played by two persons with the limited features. Nowadays, the development of technology and internet, the online game can be played by more than a hundred even a thousand players at once at the same time, and also many interesting features.

Online game once was only played by children. Nowadays, many adults play online games. They play online game to refresh from stress of their work, some of them play online game as a job and earn money from online game as e-sports athletes who have huge income by only playing games.

According to Bednarski (2017), it is extremely hard to mention how much the exact income number of e-sports athlete because they have many ways to get money. Such as streaming, coaching, salaries, sponsorships, bonuses, crowdfunding (stickers and banners), and how big their organization or team. In this article, CEO of Ember Jonathan Pan stated average income of professional gamer is around $72.000 USD or a billion in rupiah.

Online game also has a great impact, especially on children's knowledge. The students play online games, ranging from elementary, junior high, high school, and college students. The students who often play a game online, will cause to be

hooked or addicted. Qin and Nan (2010) stated that online game addiction is one of online Addictions, is hurtful for college students' development of body and mentality.

Addicted to playing the game online will have a negative impact, particularly in terms of academic and social life. Although we can socialize in online games with other players, sometimes Online Game makes players forget the social life in real a life. The other negative impact according to the article by Jana, Sudipta (2018) are aggression by a child, addiction on game, poor academic performance, and adverse effect on health

Game online has many negative impacts if addicted. Furthermore, online game has many positive impacts on the people who can exploit the usefulness of online game. As Jana (2018) said in his articles such as improves cognitive functions, coordination of hand and eye, quick thinking and accuracy, problem-solving abilities, and many more

Another positive impact of the online game is learning English. We can learn English from the online game. There are three reasons why we can learn English from the online game.

First, most of online game is made by English speaking countries which the main language is English. If we want to play that game, we should learn English, or it is better if we have already known English before we play games. Here, we can complete the game easily.

Second, most online games have a global server. It means we are connected to other people in this world. It seems like our life on earth, we have to communicate with other people to stay alive as we're basically 'zoon politicon'. We can't stand alone in that game, we need help the others to complete the missions although it is just a game. English is the international language, we have to learn English to communicate with others in the game

Three, all of the games have the same goal. The goal has finished the mission of the game. Some games made by English speaking countries have English as the main language. If we want to complete the mission, we have to follow the instructions, and the instructions are using English, automatically we have already learned English from that game. Here, online game also has many positive impacts, especially in English.

College students have much more free time than other students. Most of them make online game as learning strategies, a fun way to learn English language. A few of them become English department students because it starts from their interest to online game.

Here, the researcher wants to find out students' perceptions on online game practices and their competence in The English Language. The researcher asked student to give their perceptions about this in the study.

1.2   Reasons for Choosing the Topic

In this era, learning English is one of the most important things. English can't be separate from our daily life, because it has been fused in our life. Most of electronic device, especially smartphone has English as feature of the main language.

Nowadays, as technology development, online game become the most popular entertainment now. We don't need to go to game center to play online game, it can be played only by smartphone and you can play it everywhere as long as your smartphone connected to internet.

Smartphone is being primary needs now. Most of junior high school students has smartphone, even for communication or social media. But, online game is the reason why they have smartphone. Because the most frequent online game player are students, even it's just for fun.

1.3   Research Questions

Based on the background above, the research questions of this research are formulated as follows:

1)   What are students' perceptions on online game practices?

2)   How is their vocabulary attainment in English related to online games?

3)   Is there any relation between students' online game practices and their competence in English?

1.4   Objectives of the Research

The objectives of this research are:

1)   To explore the students' perceptions on online games practices

2)   To discover the students' competence in English

3)   To find out if there is any relation between online game practices and the understanding English by students' perceptions.

1.5   Significance of the Research

This study has some uses as follows:

1) Theoretical Significance

The result of the research is to give the contribution to the theory about online game and the use as well as understanding of English, strategies by online game, and diversity of languages in English

2) Practical Significance

The result of the research is used as a knowledge for the researcher, English teacher, and English students in order to respond online game wisely.

3) Pedagogical Significance

The result of the research is used as a knowledge for the English teacher to explore students' perception about online game practices. As a result, the teachers can make some learning strategies by online game.

1.6   Definition of Key Terms

1)   Perception

According to Schacter (2011), perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.

2)   Online game

According to Oxford dictionary, online game is a video game which is or can be played over a computer network (now usually the Internet); (later) especially one enabling two or more players to participate simultaneously from different locations. It can be simplified that online game is a video game which uses using internet and connected to the other people who play it.

3)   Understanding

Understanding is the ability to find out or to know something. According to Oxford dictionary, understanding is the ability to understand something; comprehension.

1.7   Scope of the Study

The main goal of this research is focused on Junior High School, because the respondent of the research is Junior High School Students.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher presents some of the previous studies, the theoretical review, and the theoretical framework

2.1   Previous Studies

Wijiarti (2016) did research to find out the impacts and learning strategy by using online game in learning English based on the theory of Cohen and Chamot (2011). The learning strategies based on the function are metacognition, cognition, affection, social and the application in listening, speaking, writing, and reading skills.

In this research, the writer uses qualitative research to find out students' perceptions about the impacts and learning strategies by using online game in learning English. By using interview and semi-structured question, the writer collected the data as the instrument of the research.

In the result of the research, the writer found some positive and negative impact, also learning strategies from online game. It is related to the theory of Cohen and Chamot (2011)

Barakati (2016) conducted a research to identify and analyze the impacts of using smartphone in learning English based on the theory of Baker (2005). The impacts are portability, collaboration, and motivation.

In order to explore students' perception about the impacts of using smartphone in learning English, the writer used the qualitative approach.

The social situation in this research was the fourth-semester students at the Faculty of Letters. 25 students who used smartphone was taken as samples of this research. Questionnaires and open-ended question were the instruments for this research.

The results of this research showed that there are some impacts of using smartphone in learning English according to students' perception. Such portability, collaborate support, motivation and according to students' perception smartphone can increase their ability in learning English. These results support Baker's theory (2005) about the impact of using mobile phone in learning English. Furthermore, also there are some negative impacts from portability, the students as the stated smartphone can be a tool for cheating, and it tends to make students do things instantly and can be addicted to it.

Angmalisang (2013) conducted a research to analyze to what extent the interest in English songs has an effect on students' listening skills in SMA Kristen Irene Manado.

The research used the quantitative approach in order to investigate a particular population or sample with data collection using research instruments, and data analysis focusing on quantitative or statistical analysis to test the hypotheses that have been set by the writer. The researcher used the questionnaire and test as the research instruments. The population of this research is the students in SMA

Kristen Irene, and the sample is 31 students of twelve grader students in SMA Kristen Irene. Regression-correlation analysis is the method to analyze the data.

The result of the research shows a significantly positive correlation between interest in English songs and listening skills. 71.1%.is the percentage of the effect of interest in English songs to listening skills. Here, it can be seen that listening to English songs makes people repeatedly do the activities that are related with English songs, with pleasant feelings which also add new knowledge, and the knowledge helps listeners understand what they listen to. In addition, the interest of English song also helps the listening process, since people's attention is amplified when accompanied by personal interest, which helps the listening process to be more effective.

Qteefan (2012) investigated the effectiveness of educational computer games on the fifth graders' achievement in English language in Gaza Western Governorates.

The writer used experiment approach to find out the answer of the research question. The sample of the research were 70 male students of Beach Elementary School Boys and 70 female students of Beach Preparatory School Girls in Gaza. T-test and One-Way ANOVA were the methods to analyze the data of the research

The result of the research shows that there were statistically significant differences in the fifth graders' achievement of English language due to the method in favor of educational computer games strategy. It also showed that there were significant differences in the students' total achievement including all the language

skills in favor of the experimental group of both genders. But, the differences which directed in favor of the female experimental group didn't promote to be very significant. It should be mentioned that the differences between genders were clear in the mean in favor of the female experimental group.

Then, Pertiwi (2016) conducted a research to measure the game's influences on improving English proficiency. The English proficiency compared are speaking, listening, reading, writing, and grammar

The research used a qualitative approach in order to measure the game influences on improving English proficiency. The researcher used eight games which have different genres and five aspects of English proficiency to compare in measuring.

The result of the research shows that PC Games can improve English language proficiency. The players can learn the game to be more fun and improve the English language proficiency. Role Playing Game (RPG) and Real Time Strategy (RTS) are the genres of game that more to be fun than arcade or action game.

Furthermore, Role Playing Game requires the player to understand the storyline of the game if the player wants to finish this game, while Real Time Strategy game also. There are so many items and strategies for winning the game, it will be fun if the players control the whole game. The game using English as the main language.

Here, the player needs to learn English if they want to master the whole game. Then, arcade game like Bubble Sentences Monkey good to improve English proficiency but this game seems boring and not fun to be played, because in this game is dominated by word, not picture and video. Mostly players or children more interest if they see the picture or video.

Ishtawi (2011) also conducted the research to find out the effect of game strategy on learning of English grammar for twelfth-grade students,

The researcher used the experimental approach to get the purpose of the research. 80 male students used by the researcher as the sample, the divide into two groups consist of 40 students on each group, one group as the experimental group and the other as the control group.

The researcher used educational games strategy to teach the experimental group then used the traditional method to teach the control group. An achievement test was designed and validated used as pre-test and post-test by five scopes consist of 50 items to get the purpose of formative evaluation

The test was meant to prove groups equivalent. Also, it used as post-test to find out any differences or not between the control group and experimental group. By SPSS, the collected data were analyzed and treated statistically. The data shows that there were significant differences between the experimental group and control group, the effect of educational games strategy its particularly spotted.

The result of the research is that educational games strategy was good for learning English grammar. Its recommended to implemented educational games

strategy for teaching English to make better outcomes of student achievement of English. Also, the researcher suggested that further researches should be conducted on the effects of games on different English skills, and other school subjects as well.

Lekawael (2017) conducted research about the impact of smartphone and internet usage on English language learning. The writer did a research depends on the internet is the one of powerful genuine resource provider to learning English.

According to the research problem, the writer needed to closely investigate the phenomena of internet usage and smartphone that occurred in a real context. Here, the writer used qualitative approach for this study, and the data collection technique is surveyed by questionnaire. The writer distributed the questionnaire to 35 students around 12 to 20 years old. Graded from primary to secondary schools in Ambon.

In the results, there are two main points, the general survey of statista and the questionnaire result. According to the survey of statista, Facebook is the most popular social networks, followed by WhatsApp and Facebook Messenger. According to the data analysis, most students spend much time to access social network and other, some students access dictionary and games, then only a few who access the internet for education purposes.

English language learning should be focused on teaching by smartphone and internet as media which closed to students. It will explore students' knowledge and make students more creative and active in learning process.

The differences between this research and previous studies are the writer focused in online game as the object to be studied, and student perceptions' as the result to be studied then compared to find out if there any relation between understanding English and online game.

Prabowo (2015) conducted research to optimizing VAKOG as human senses in teaching English for young learner. The writer said that teaching English for young learner is fun, they are unique, they have various character that surprising.

In the beginning, they are very interesting, but it changes in 10-15 minutes when the activity is boring. Young learner more like moving activity than class activity such as lecturing.

This study is a case study about optimizing VAKOG to teaching English for young learner, the researcher uses qualitative method to collect the data, to find out the teachers' way to teach vocabulary to young learner through VAKOG.

A package of teaching English for a young learner which is done in this research includes three main steps namely presentation stage, practice stage and production stage. Most of the students welcomed enthusiastically by giving good response. It can be interpreted that nearly all students gave positive way, event tough it was the first time to meet. Their positive responses also seemed clearer when they had to do physical activities, cause young learner more like playing while learning than only learning by the theory.

Auditory and Visual style are related to online game practices, cause watching and listening are the most activity on playing online game.

Putri, Sutopo, and Bharati (2017) conducted research about the use of 20-squares: add one more word and word-clap game to teach vocabulary. The researcher wants to find out the effectiveness of that game to teach vocabulary.

There are experimental group and control group, this is quasi-experimental by using non-equivalent control group design. The instrument used is test to collect the data, and t-test as the method to analyze data.

The result showed that there's differences between experimental group and control group. The experimental group got higher score than control group. It means 20-squares: add one more word and word-clap game are effective and can be used as the alternative way to teach vocabulary.

Shinta, Rukmini, and Fitriati (2018) conducted research about childrens' production of interlanguage in speaking English as the foreign language. Selinker (1977) stated that children tend to use second language spontaneously and produce interlanguage.

The present study was a qualitative case study of SLA in English-speaking environment. The subjects were two non-native teachers and fifteen Kindergarten I Integrity students of Bina Bangsa School Semarang. All of them are native Indonesians who speak Indonesian as their first language.

The data were taken by recording their daily conversation at school for about three months and having interview with the class teachers. The daily conversations were recorded inside and outside of the classroom, during teaching and learning time, playing time, and break time. Interview with the class teachers was done after the data conversations gathered.

It concludes that the students of Kindergarten I Integrity produced interlanguage sistematically, permeably, and dinamically through their daily conversations with the teachers and peers. Fossilization did not exist there because the students were in the process of acquiring L2 where their language competence developed along their efforts in learning the target language and new knowledge they get.

Arumsari and Bharati (2015) conducted a research developing listening procedural text material containing fun activities. The objective this study was to develop listening procedural text material containing fun activities. It was made for the eighth graders to strengthen character education.

In this study, the writer use research and development (R&D) proposed by Borg and Gall (1983, P. 772). The purpose of this study is to find out what types of listening procedural text material were used by the eighth graders,

The instrument of the data in this research are observation sheet, interview, and questionnaire. The data would analyzed by triangulation method. The subject of this research was the eighth graders of Junior High School.

From the result of the need survey through questionnaire, The highest score of the activity on each item. Based on the result of the data, the highest score of activities based on need analysis is fun activities. So, the researcher decided to develop listening of procedural text material containing fun activities.

Artyani, Bharati, and Sofwan (2014) conducted research about developing "battleship" game-based material for teaching grammar of procedural text writing. This is a case study research.

The problems of this study are: What games are available to teach grammar for writing procedural text for the eighth grade of Junior High School students? What games are needed to teach grammar for writing procedural text? How is the design of Battleship based on grammar for writing procedural text? How is the Battleship Game implemented to teach grammar for writing procedural text?

This study adapted the Research and Development (R & D) design which was developed by Borg and Gall The research and development of Borg and Gall (1983, P. 775) is conducted in ten steps, they were: 1) assess needs, 2) Planning, 3) developing preliminary form of products, 4) preliminary field testing, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, 10) dissemination and implementation.

The Battleship game is implemented for teaching procedural text, focusing on the grammar. It is intended for the eighth grade of Junior high student. The implementation of Battleship game run well and impacted a good progress. Based

on the experts and teacher validation, and also drawn from the result of interview and questionnaire.

Yulianti and Bharati (2017) conducted research about the effectiveness of scrabble and wordsearch games to teach vocabulary to students with different interests. Many students feel difficult to memorize the vocabularies given by the teacher. Students in this school like to act like learning while playing. In fact, the teacher almost never used media in teaching and learning process.

The objective of the study is to find out the effectiveness of scrabble and word search games on teaching vocabulary. The researcher applied quantitative and qualitative methods to collect the data. Quantitatively, the data were gathered through vocabulary test and questionnaire sheet. Vocabulary test was used to examine students' vocabulary achievement in the form of multiple choice and cloze test items.

Questionnaire was given to the students in order to know the students' interest. Qualitatively, the observation checklist used to know level of vocabulary competence before using games. Then, I analysed the data from questionnaire and vocabulary test using t-test and ANOVA.

The result showed that Scrabble and word-search games were more effective to students. Mean score of word-search strategy was higher than scrabble in vocabulary to high and low interest students.

The last results indicated that there was no significant interaction among the teaching techniques, interest, and students' vocabulary achievement. It can be concluded that teaching using scrabble or wordsearch is more effective to high and low students. Mean score of the experimental and control class increased. There were significant both of games.

Rahajeng (2013) did research about using jigsaw technique for improving reading skills of the tenth grades students of SMAN 1 Parakan, This is an action research is aimed at improving reading skills of the tenth grade students of SMAN 1 Parakan by using jigsaw technique.

This study was conducted by the following procedures of the action research, i.e. planning, action, observation and reflection. Each cycle consisted of three meetings. The data of the study were gathered by employing various data gathering techniques such as questionnaire, field notes, observation's rating scale, interviews and tests. The collected data included opinions, feelings, preferences and the reading tests' result. The analysis of the data was done qualitatively and quantitatively.

The result showed that the use of jigsaw technique in this study successfully improved the students' reading skills. It covered several reading comprehension skills such as find the general idea of the text, find the main idea of the text, find specific information from the text, recognize the communicative functions of the text, and guess meaning from the context. The improvement also can be seen from the increase of the students' average reading test scores

Furthermore, the findings indicated that jigsaw technique was effective in enhancing the students' vocabulary mastery, motivation, involvement, interaction and cooperation. It was also effective in reducing the gap between the high-motivated students and the low-motivated students along with several accompanying actions.

Rusiana and Nuraeningsih (2016) did the research about teaching English to young learners through traditional games. In this era, there are more student access internets or gadget for accessing game than playing the traditional ones. That's not a bad thing, but it will be better if they also explore the traditional games as their culture.

In this case, the researchers interested to investigating the effectiveness of of traditional games as a technique for teaching English for Elementary school students. Through games, teachers also can create various material to give students opportunity to using English for communication, exchange information, and express their opinion (Wright, Betteridge & Buckby, 1984).

The goal of this research is to find out whether traditional games are effective to be used in English teaching and learning. This research was conducted at SDIT Lukman al Hakim of fourth grader students with the number of students was 19. The design of the research is quasi-experimental with one control group pre-test and post-test. The instruments are pre-test and post-test. The games which are used in this research are gedrik and betengan.

The result of the research showed that traditional games are effective for teaching English. Then, there are some suggestions are proposed to English teachers and further researchers. For English teachers, employing traditional games for teaching English can be a good idea yet some things should be considered like the kind of game, the amount of the students, the crowd that the students might make while playing the game and make sure that the activity doesn't disturbing other classes. Then for further researchers, it might be another idea of having traditional games to be more specific for teaching skills for example for speaking or listening.

Dumrique and Castillo (2018) did research to find out the impact of on-line gaming on the academic performance and social behaviour of the students in the Polytechnic University of the Philippines-Laboratory High School. Furthermore, this study sought answers on the significant relation between playing on-line games and academic performance and to students' socialization.

The study revealed that boys are the most players compared to girls who often play games that require three or more players like League of Legends, Clash of Clans, Crossfire and other online game genres. It is also stated that those who play online games are around 14-15 years old that are expected to be in 8th grade. These students who often play games have an average weekly allowance of 101 pesos to 500 pesos. Playing online games do not affect their grades badly for they know how to limit themselves. They know that they need to control themselves in order to doing well in their class, that's why they only play games during holiday or weekends with a lot of spare time compared when they have classes on weekdays.

Even though they play online games; they know how to socialize well and they can perform very well when it comes to academic performance. However, it is inevitable not to play even for half an hour especially when they are accustomed to it. Therefore, it is just a matter of discipline.

Muezzin (2015) did the research by title an investigations of high school students' online game addiction with respect to gender. The goal of this to investigate high school students' online games addiction with respect to gender.

The writer did a research with 131 high school students, the sample which was selected by the criterion sampling method, and consists of 81 female (61.8 %), and 50 male (38.2 %). The data collection instruments using The "Online Game Addiction Scale" which was developed by Kaya and Başol (2013) and the Biographic-Demographic Information Form. Percentage documentation average and independent sample T-test were used for data analysis in this study.

The result of the study showed that there is a significant difference between female and male students in terms of the online game addiction subscales of trouble, success and economic profit. The males were found having higher average than females in the terms of living troubles, having feelings of success in game and playing economic profits related to playing online games. In addition, the experience of computer and internet usage, playing online games were found to be effective factors on online game addiction.

Eskasasnanda (2017) did the study about Causes and Effects of Online Video Game Playing among Junior-Senior High School Students in Malang East Java. By the modernization, science and technology development causes a lot of changes in any fields including the form of popular games among the Junior and Senior High School students in Indonesia. The writer thinks that traditional games have been replaced by modern games such as video game or online game.

In this study, the writer wants to discuss about the cause and effect of the online video game playing on the Junior and Senior High Schools students in Malang. The writer did the interviews to 8 students that chosen by random on range junior to senior high school.

Finally, this study reveal that students play video games due to peers pressure; and online video games are liked because they are considered more modern, practical, realistic and varied. Initially, students play online video games to relieve the fatigue due to studying at school, but subsequently, they are becoming addicted, and reach to some condition that they got difficult to stop playing games. This condition will directly affect their achievement in school.

Kuss (2013) did research by title "internet gaming addiction: current perspective". The writer did the research depends on development of video game and the internet. In the 2000s, online games became popular, while studies of Internet gaming addiction emerged, outlining the negative consequences of excessive gaming, its prevalence, and associated risk factors.

The establishment of specialized treatment centers in South-East Asia, the US, and Europe reflects the growing need for professional help. It is argued that only by understanding the appeal of Internet gaming, its context, and neurobiologic correlates can the phenomenon of Internet gaming addiction be understood comprehensively.

The aim of this review is to provide an insight into current perspectives on Internet gaming addiction using a holistic approach, taking into consideration the mass appeal of online games, the context of Internet gaming addiction, and associated neuroimaging findings, as well as the current diagnostic framework adopted by the American Psychiatric Association. The cited research indicates that the individual's context is a significant factor that marks the dividing line between excessive gaming and gaming addiction, and the game context can gain particular importance for players, depending on their life situation and gaming preferences.

Moreover, the cultural context is significant because it embeds the gamer in a community with shared beliefs and practices, endowing their gaming with particular meaning. The cited neuroimaging studies indicate that Internet gaming addiction shares similarities with other addictions, including substance dependence, at the molecular, neurocircuitry, and behavioral levels.

The findings provide support for the current perspective of understanding Internet gaming addiction from a disease framework. The benefits of an Internet gaming addiction diagnosis include reliability across research, destigmatization of individuals, development of efficacious treatments, and the creation of an incentive

for public health care and insurance providers. The holistic approach adopted here not only highlights empirical research that evidences neurobiological correlates of Internet gaming addiction and the establishment of a preliminary diagnosis, but also emphasizes the necessity of an indepth understanding of the meaning, context, and practices associated with gaming.

2.2 Theoretical Review

2.2.1 *Perception*

Perception is taken from Latin, *perceptio* which means the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment (Schacter, Daniel 2011).

According to Campbell (1967), perceptions is defined as something that is being observed and what is and what is said about it.

Lindsay and Norman (1977) stated that perception is the process by which organisms interpret and organize sensation to produce meaningful experience of the world.

Angell (1906) said that perception has sometimes been defined as "the consciousness of particular material things present to sense."

Williams (2016) gives opinion that perception can be defined as our way to recognize and interpret information we've gathered through our senses.

Perceptions no appears to be instantaneous, perceptions rose through the steps, process, and terminology.

2.2.1.1 Process and Terminology of Perceptions

According to Jerome Bruner (2002) there are three following process in order to give perceptions

➢ When we encounter an unfamiliar target, we are open to different informational cues and want to learn more about the target.

➢ Then, try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.

➢ At this stage, the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. We also actively ignore and even distort cues that violate our initial perceptions. Our perception becomes more selective and we finally paint a consistent picture of the target.

According to Alan Saks and Gary Johns (2011), there are three components of perception.

➢ The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defence" where they tend to "see what they want to see".

➢ The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."

> ➢ The Situation also greatly influences perceptions because different situations may call for additional information about the target.

2.2.2 Online Games

Game is an activity that is played for fun purposes which have rules, so there are a winner and loser (Macmillan Dictionary, 2009-2011). In another thing, game has meaning physic contest or mental contest that depends on some rules to entertaining, recreation, or winning bet. Eddy Liem, Indonesian Gamers Director says that Online games is a game played by internet connection or network connection via Personal Computer (PC), XBOX, PlayStation, Smartphone, etc.

Online Games is a type of computer game that utilizes a computer network. The network commonly used are internet networks and always use current technology, such as modems and cable connections. Usually online games are provided as additional services from an online service provider company, or can be accessed directly through the system provided by the company who providing the game. An online game can be played simultaneously by using a computer connected to a particular network.

According to Rollings and Adams (2006), online games are more appropriately called as a technology, than as a game genre; A mechanism for connecting players together, than certain patterns in a game.

According to the Webster Dictionary (1913) the term game is defined as "A contest, physical or mental, according to certain rules, for amusement, recreation, or for winning a stake; As, a game of chance; Games of skill; Field games, etc. "

Online games consist of many types, from simple text-based games to games that use complex graphics and form a virtual world occupied by many players at once.

In online games, there are two main elements, namely server and client. The server provides and performs game administration and connects the client, while the client is a game user who uses the server's capabilities.

Online games can be called as part of social activities because players can interact virtually and often create virtual communities.

The types of games that are played online are:

A. First Person Shooter (FPS)

First Person Shooter (FPS) is a game that takes the view the first in the game so as if we ourselves are in the game, most of this game takes place a war with weapons of the military (in Indonesia games of this type often called game shooting). An example is Point Blank, Cross Fire and X-Shot.

B. Real-Time Strategy (RTS)

Real-Time Strategy game is a game that emphasizes the greatness of strategy players, players usually play not only one character but a lot of character. An example is Atlantica Online.

C. Cross-Platform Online

Cross-Platform Online is a game that can be played online with different hardware Need for Speed Undercover for example, can be played online on the computer and the Xbox 360 (Xbox 360 is a hardware / console game that has connectivity to the internet so that you can play online).

D. Browser Games

Browser Games is a game played in a browser such as Firefox, Opera, and Internet Explorer. Terms by which a browser can play this game is a browser supports java script, php, and flash for example, City Ville, Castle Ville, and Ninja Saga.

E. Massive Multiplayer Online (MMO)

Massive multiplayer online games were made possible with the growth of broadband Internet access in many developed countries, using the Internet to allow hundreds of thousands of players to play the same game together.

Many different styles of massively multiplayer games are available, such as:

- MMORPG (Massively Multiplayer Online Role-Playing Game)
- MMORTS (Massively Multiplayer Online Real-Time Strategy)
- MMOFPS (Massively Multiplayer Online First-Person Shooter)
- MMOSG (Massively Multiplayer Online Sport Game)
- MMOM (Massively Multiplayer Online Music)

F. MUD

MUD is a class of multi-user real-time virtual worlds, usually but not exclusively text-based, with a history extending back to the creation of MUD1 by Richard Bartle in 1978. MUD were the direct predecessors of MMORPG.

G. Multiplayer Online Battle Arena (MOBA)

A specific subgenre of strategy video games referred to as multiplayer online battle arena (MOBA) gained popularity in the 2010s as a form of electronic sports, encompassing games such as the Defence of the Ancients mod for Warcraft III, its Valve-developed sequel Defence of the Ancient 2 (DotA 2), League of Legends, and Heroes of the Storm

2.2.3 *Second Language Acquisition*

In this research, the writer uses Second Language Acquisition Theory by Stephen Krashen, because this theory is the closest theory which interprets this research, and second language acquisition theory by Stephen Krashen is the most theory which used on previous studies.

Description of Krashen's theory of Second Language Acquisition, Krashen's theory of second language acquisition consists of five main hypotheses:

- The Acquisition-Learning hypothesis
- The Monitor hypothesis
- The Natural Order hypothesis
- The Input hypothesis
- The Affective Filter hypothesis.

The Acquisition-Learning is the most fundamental of all the hypotheses in this theory and the most widely known among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: The acquired system and the learned system. The acquired system or acquisition is the product of subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from "normal" speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the "monitor".

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, first language background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition.

Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

The Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.3   Theoretical Framework

This study used qualitative case study as the research design. It was designed to get information from students, because students are the most frequent player of online game. Each student certainly has different perceptions and knowledge about something, mostly their perceptions and understanding influence by their experience.

In this research, the writer makes students as the subject in this research, their knowledge and perceptions about online game practices will be explore by questionnaire that will be given by the writer.

Then, their competence in English will be tested by vocabulary test in context to discover how is their vocabulary attainment in English related to online game.

And also, the writer interviews some students to get answer clearer and more various about online game practices. So, the writer will be find the answer about relation between online games practices and students competence in English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the findings of the research and suggestions by the researcher.

5.1 Conclusions

Based on the findings and discussion in Chapter Four, the conclusions can be drawn as follows:

Firstly, all students understanding what online game is, and they all have ever played online game, even just for a while to tried it and find out how interested that online game is. It means they can give their perceptions about online game practices.

They found something new in online game such as friends, knowledge, language and many more. In friendship, they meeting new friend who knows from the online game then play together. In knowledge, some of online game have the background story that usually take from history, it giving information to students about some history that ever happens. In language, they found new vocabularies in English, sometimes in other languages. It happens because not all online game player using English in game.

Secondly, online game has the bad and good impact, some of the students got addicted to online game, it makes students lose track of time, play game till late night, and being lazy to study, usually followed by decreasing of academic achievement.

Here, there are some positive impact of online game. You could learn many languages in online game especially English, you could learn history by the storyline of the online game, you could get a new friend from online game, and also you could earn money by trading item or account in online game.

Thirdly, they understanding the English in online games. Although, they got misunderstanding meaning between online game and real life, it can be seen in the result test of vocabulary in context. In this case, they understand the meaning but when it applied in a real life they got misunderstanding. Here, the problem is about understanding about vocabulary in context, because some of the vocabularies have more than one meaning.

Fourthly, students said that there's relation between online game practices and understanding English. In fact, there are mistakes by students in their test, even they said that they understanding the meaning, but the test said otherwise, most of them made a mistake in interprets the sense of the word. It proving that there is no relation between online game practices and understanding English.

5.2 Suggestion

Based on the conclusions of the study, there are some suggestions for the next project which have related to this research.

First, an online game can be a media for learning strategy especially in English, considering English is the most main language in the online game. It may be better if students got guidance from the teachers or parents. Here, online game could be used as a media in learning English.

Second, the result of research it can be said is still hanged and too generalized, not reference specific in a case. Here, it would be better again for the next research if the issues to be raised more specifically such as their behavior, academic achievement, and non-academic achievement. May it can be clearer and easier to understand.

Third, this research was used dichotomous questionnaire which makes respondents can only answer yes or no. It may be better if the next research using open-ended questionnaire, so the answer by students will have more in-depth and varies.

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