



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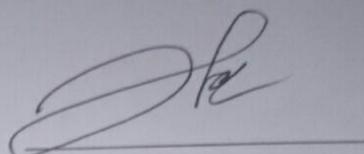
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This final project has been approved by the board of examination of the English Department, Faculty Languages and Arts, Universitas Negeri Semarang on February, 2019.

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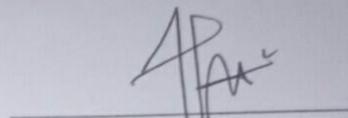
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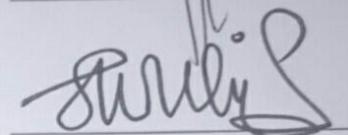
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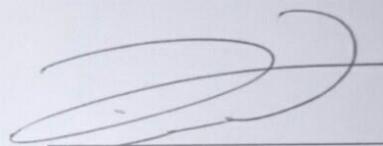
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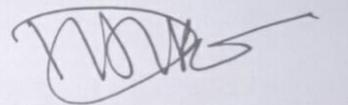
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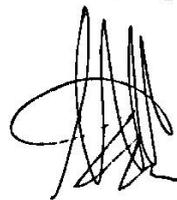
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DECLARATION OF ORIGINALITY

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

A handwritten signature in black ink, consisting of several overlapping loops and vertical strokes, representing the name Tegisa Dwi Septian.

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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First, I would like to express my gratitude to Allah SWT who always gives mercy and guidance even though sometimes people forget it, and give common sense, ideas and strength until finally I was able to complete the final project

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My greatest gratitude goes to my family, especially my parents who always pray best for me, who never stopped giving me love and support even sometimes I ignored it. I also thank my sister who helped me to share questionnaire the present research instruments to her students.

My appreciation to Kofinary that gives me the coziest place I ever stay to do this final project, and someone who accompanies me there. DotA 2 that makes my project getting late, but it entertained me when I got stressed of this work.

I also should thank my best friends and all students in the English department at Unnes who always support me to finished this study, and for everyone who ever makes my life so colorful that I can't mention. My work isn't perfect, but you all perfect my work.

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 statistika and the questionnaire result. According to the survey of statistika, 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 III

RESEARCH METHODOLOGY

This chapter describes the method that was used in the research which include research design, subject of the study, object of the study, role of the researcher, types of the data, instrument for collecting data, procedure of collecting data, procedure of analysing the data.

3.1 Research design

This study was designed to get information about students' perceptions on online games practices and their understanding of its English. In this research, I used qualitative case study as the research design. Cresswell (2008) stated that qualitative research is exploring and understanding the meaning of people about the social or human problem.

The result of the research data would be reported descriptively, as Denzin and Lincoln (1994, P. 2) stated that "Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them"

The object of the research is students' perceptions about their perception about online games practices and their competence in English. Here, the writer would interpret the students' perceptions into words and explain to the readers about it

3.2 Subject of the study

In the beginning, the writer planned that subject of the study was taken by the simple random sampling of students at a junior high school.

The writer used purposive random sampling in order to make sure the readers that the research was not engineering because it is possible the readers have other thought about the research. Also, it was more challenging for the writer to interpret the students' perception by simple random sampling students

According to Kerlinger (2006, P. 188), simple random sampling is the method withdrawal from population or universe with some way so any member of the population has an equal chance to be chosen or selected.

Margono (2004, P. 126) stated that simple random sampling is a technique to get the sample immediately done in the unit of the sampling method. Thus, every unit sample as the smallest population has an equal chance to be the sample and represent the population. This way be done if the member of the population is considered to be homogeneous

Finally, the writer got 42 students as the sample of the population who were asked the perception and opinion about online games practices and their understanding of English in online game.

3.3 Object of the study

The object of the study in this research is students' perceptions. The writer wants to know the students' perceptions about online game practices in this era. The writer distributed questionnaire to get students' perception, and the writer do interview to some students to get answer more various and clearer.

Then, the writer wants to know about students understanding about English in online game by vocabulary test. To find out that things, the writer distributes the vocabulary test to the students.

3.4 Role of the researcher

The role of the researcher in this research was as a data collector, and a data analyst. As the data collector, the researcher collected the students' perceptions. As an analyst, the researcher analyzed and understood about the students' perceptions according to the answer of the students.

3.5 Types of the data

In this research, the types of data were descriptive qualitative data that were originated from students' perceptions about online games practices.

3.6 Instruments for collecting data

The instruments for collecting data in this research were questionnaire and vocabulary test. In this research, the writer used open ended question as the questionnaire. So, the students could answer the question that depends on their opinion and experience. The second instrument was vocabulary test. the writer gave the students about thirty vocabularies which have a similar meaning or have more than one meaning.

The students freely answer the vocabulary test. They can answer by the meaning or answer by the point of the meaning. Here, the writer would understand vocabulary mastery of the student. Sometimes the students didn't know the meaning but they understand the discourse or otherwise.

3.6.1 Questionnaire

In this research, the writer used the questionnaire to collect the data that given to junior high school students by random. According to the Oxford dictionary, questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Another definition was stated by Gault (1907) that questionnaire is a research instrument that consists of some questions in order to collect information from respondents. In this case, the author gave close-ended questionnaire. Here, the students answer the questions according to command of the writer.

3.6.2 Test

Besides of questionnaire, the author also gives a test to students to make the answer clearly and measure their ability. According to Merriam-webster dictionary test is an assessment intended to measure knowledge, skill, aptitude, physical fitness, or classification of the test-taker. As Brown (2004, P. 3) stated that a test is a method of measuring a person's ability knowledge, or performance in a given domain. The test can be administrated by verbally, on paper, or computer.

In this research, the writer used test on paper, because the writer wanted to measure vocabulary mastery of the test-takers. The instruments can be found in the appendix.

3.6.3 Interview

McNamara (1999) stated that interview is particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses

3.7 Procedure of analysing data

The writer used descriptive qualitative in this research. Here, this research has many descriptions from the result of the questionnaire and test. The data will be analyzed by qualitative then described in the description

According to Sugiyono (2009), the data is a process of exploring and arranging systematically the data by interview, observation, and documentation.

Then, choose the important one to be learned, do the resume to makes people easier to understand. An analysis of data in the qualitative study is done since before entering the field, during the field, and after finished in the field.

Miles and Huberman in Sugiyono (2009, P. 337-338) stated that analyze data in qualitative research happened during collecting the data, and after finished collecting the data. During the interview, the researcher analyzed the answer from the respondents. If the researcher didn't find the answer yet, the researcher will be going to question until the steps that make the researcher satisfied by the answer.

According to Miles and Huberman (2009, P. 16-21), there are three steps to analyze data. The steps are:

- 1) Data reduction

Data reduction is a process of selection, concentration, attention, simplification, abstraction, and transformation of raw data that come from some notes in the field, so the data gives descriptions clearer about the result of the observation, interview, and documentation.

2) Data display

Data display is a set of arranged data gives the possibility of withdraw and take-action. In qualitative research, presentation of the data is done by short description, chart, table, graph, etc. through of the presentation, the data will be organized and easier to understand.

3) Conclusion or Verification.

In this part, the researcher made some conclusion depends on the data that have been proceed by reduction and display data. This conclusion just temporary and will be changed if there's no evidence to support the next step. But, if the first conclusion had a good support by data valid and consistent when the researcher back to the field. So, that conclusion is credible.

3.8 Triangulation

Triangulation is a method in research that often used to check validity or reliability depends on the data and source. Some of researcher and expert have their own definition about triangulation.

Moloeng (2004, P. 330) stated that triangulation is a technique to examination the validity of the data in comparing interviews towards an object research.

Patton (1987) give opinion that triangulation to the source of it means compare and to check back degrees trust any information that is obtained through time and an instrument which is different in qualitative research was conducted. In order to achieve the goals, there are some steps to do:

- 1) Compare the results of the observations with the results of the interview
- 2) Compare what a person is saying in public with what is said in private
- 3) Compare what people say of the research situation with the what people says in daily life or all the time.

Here, the researcher using triangulation method by Patton (1987), by comparing with other research to get validity and reliability. This method is the simplest triangulation method because it doesn't involve person, expert or researcher. This triangulation only take conclusion depends on comparing some researches to the writer's research itself.

These are the steps that used by the writer:

- 1) Comparing the research design
- 2) Comparing the previous studies
- 3) Comparing the instrument of the data
- 4) Comparing the main theory

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the analysis and discussion about students' perceptions of online game practices and their vocabulary attainment related to online game. This chapter is divided into some sub-chapters: students' perceptions on online game practices, students' vocabulary attainment of vocabulary test in context, relation between students perceptions on online game and their competence in English, triangulation, and discussions.

4.1 Students' Perceptions on Online Game Practices

This chapter discusses data analysis in form of questionnaire, the writer collecting the data from the questionnaire that already filled by forty-two students. After collecting the data, the writer analysis the data and explained the point of the question in the questionnaire.

After the writer analyzed and explained the point of the questionnaire, the writer gives opinion depends on the total answer which given by the students. Here, it makes the reader understanding clearly about the questionnaire and answer by students.

Then, the writer also gives the percentage of the answer of the questionnaire. Here, it makes the reader understanding clearly about the total of the answer by the students.

By the answer of the students, we have already known that all students know what online game is. The writer had already predicted it, because in this era online game is one of the most popular entertainment in students circle, and traditional game have already forgotten slowly by the development of the technology.

As we can see, all students know what online game is, mostly they ever play online game. Depends on their answer, all students ever playing online game before, it happens may because their curiosity what online game after they heard about it. Likely, they curious about how is the storyline, how it works, how it feels, is it easy or difficult to play and many more. Usually, the students persuaded by their friends, look at their friends when playing online game, or may be students already known then looking for fun in another world that we can called it virtual world.

Before, we have already known that all students know what online game is and they ever playing online game. Here, students who still play online game is around 57%, it means online game is still have interest to play as their entertainment when they're bored.

One of the negative impacts of online game is being addicted to online game, because there are 36% students who being addicted to online game. In case, they have excess curiosity and interesting to the online game, and it makes them always want to playing online game. Mostly, role playing game (RPG) and adventure game are the genre of online game that makes students being addicted. Because role playing game always confront player who difficult to defeat, and adventure games always make us curious with their story line

The other negative impacts of online game are being lazy to study, around 24% students got phase that they getting lazy to study. Mostly, they are students who got addicted to online game, because in their mind just thinking about how to finished the game, then they delayed their time study.

One of the reasons they play online game is for fun, to entertain themselves from activities which make them tired. 88% students said that online game make them happy, they enjoyed the game, and they will be happier if they got winning in the game. On the other side, some of them got stressed because of online game, it happens when they lose in the game, moreover if they got lose-streak.

As we can see, play for fun is one of the reason students play online game, they want to relaxing their mind by playing online game, its normally happens when they got bored when studying. And also, online game can refresh their mood after studying which make them stressed.

Every student had various kinds of hobby such as: traveling, climbing, fishing, etc. In this case, 45% students said that playing online game is their hobby, the other students said that they play online game just for fun and fill in spare time. 14% students said that they earn money from online game, it's normal in online game, because in online game there is trading system in game. Mostly, they trade item and account in game, it makes students got money by playing online game, and they think that is a job.

Not a lot of students spend their time to play online game, it proven by 24% who spend their time to play online game, maybe they choose other activities which more fun to spend their spare time

Curiosity makes students play online game, it proven by 86% students stated that they playing online game because it desires by themselves. The other side said that they got affected by their friends. Its normal when we saw someone play game then we have interest into the game. We usually asking about what is that game, how to play that game, and many questions more. Then we play it to looking for answer which ever be questionable.

Around 71% students interesting to finish the game that they played, because some of game online have storyline and mistery that we have to solved. Mostly, game who have storyline are role-playing game (RPG) and Adventure game, it makes player curious about the end of the story. So they interested to finished the game.

Online game has some negative impacts, and 40% students feels that they got it. Mostly, the negative impacts that often got by students is getting lazy study, and the most dangerous one is they got addicted to online game.

Most of online game has English as the main language, because some of them is made by English speaking country, and 78% students said that they used English as the main language when they play online game. 78% students said that they understand English in online game, maybe the other language is harder to understand and better using English, that's why they choose English as the language in game online. In case, they also can learn English more by playing online game in English language.

In online game, we have to communicate with other players, because online game is like real life, we live in that game, we need help by other when we got difficulties, we need help to finished some mission in the game.

78% students feel that English in online game is easier to understand than English in academic, it happens because most of English in online game have an action. Here, they can conclude the meaning by their perception after they looking at the action, even they didn't know the real meaning.

Some of vocabulary in online game is unfamiliar for students and rarely heard in a real life, and 90% students said that they found some of vocabularies when they playing online game. Not only that, 64% students also found some vocabularies that have different meaning with the vocabulary in a real life.

90% students said that they got positive impacts by playing online game, they said their English skill is increasing after playing online game. But I think not all of students tell the truth, cause only some of them who get a good score in vocabulary test in context.

Game can cause addiction if we play online game over and over. In this case, there are 17% students who playing online game every day, and these students are the most vulnerable to get addiction, because they spend their time online to online game.

Play online game until late night is normally for some of online game player, no exception for students also. In this case, 14% students often to playing online game until late night, this is one of addiction symptom, they want to play it till its

over, and 10% students can't manage their time to rest and lost their sleep time because of playing online game.

38% students said that they playing online game more than 3 hours in a day, its dangerous for their health, because they need to rest after studying at school and studying at home, and also they will lose their time to studying because to much playing online game.

Too often playing online game is not good for health, real life, and bother their time to studying, around 48% students said that their parents got mad when they too often playing online game. Too often playing online game also can cause anti-social person, one of students in this research become anti-social after playing online game. Mostly, they comfort live in virtual world, it makes him/her shy to socialize in a real life and being introvert who loves live alone in peace.

As we know before that online game just like real life, we need help from others, we have to communicate and so on, online game also has friend system that we can be friend with each other, we will get notification when our friends online or offline. Here, 69% students said that they have friends in online game, and around 67% students ever meeting their friend that known from online game. It means that online game can extend friendship, and this is one of positive impacts of playing online game.

19% students confess that they spend much money to playing online game. Mostly they spend money for trading or buying item in game, or maybe buying account. Some of online game has system 'pay to win', it means that we have to

'build' item to make us stronger, we should buy some materials to build it, because we can't find inside the game even explored in a whole game.

On the other side, students can earn money from online games. As we know from the words above, there's trading system in online game which makes circulations of money, there are income and outcome, and the 21% students got income from online game by trading.

38% students ever joined to online game tournament, by this occasion they can got some achievement if they are winner of the champion. 29% students got achievement by playing online game. Mostly, achievement that they get such as: winner of the tournament, completing the mission, and earning money. But, no one parents are proud of it, maybe their parents think that it is not important, because it's just a game.

There are several a symptom of that which portends a person addicted to online game such as: depression, stress, or angry if they not allowed to play online game. 10% students experience those symptoms, and its dangerous if there's no guidance from their parents, they'll be a maniac.

There are some genres in online game, multiplayer of battle arena (MOBA) is the favourite one of the students, its available on personal computer (PC) and smartphone. There are 48% students who play MOBA such as: Mobile Legend, Vainglory, and Arena of Valor in their smartphone. Whereas, 19% students who play MOBA such as: DotA 2, World of Warcraft, and League of Legend on PC. Percentage of students who play on smartphone is higher because smartphone is

primary needs nowadays. Certainly, almost all students have smartphone than PC which is not primary needs.

Other genres that often playing by students are adventure game and sports game. In this research there are 55% students who play adventure game such as: Grand Theft Auto (GTA), Assassin Creed, and God of War. Whereas 51% students who play sports game seems like: FIFA, Pro Evolution Soccer (PES), and NBA.

95% students said that they can manage their time to play online game and studying, it means online game didn't give much negative impact to students as long as they can manage the time, even still 5% students who can't manage their time that maybe get some symptoms of online game addiction.

There are four aspects in English such as: listening, writing, speaking, and reading. More than 60% students said that their English is better after playing online game by four aspects above, and also their grammar is going better too. But, it's not totally proved yet, because there were no test proved before, its just depends on students perceptions.

In linguistic, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics.

69% students said that their grammar mastery is better after they play online game, but its not proven yet also as their other skills. Here, this research there is an interview to students to make it clearer, and also they was given vocabulary test to measure the students vocabulary attainment related to online game.

Sometimes, vocabulary in online game and vocabulary in a real life have different meaning. Here, 33% students get some trouble when they try to understand the meaning for the first time. Time goes by, they getting used to face it. Some of them asking for help to other to understand English word in online game.

Nowadays, there are many ways to learning English, the development of technology has provided almost everything for us to make learning English easier. Here, 19% students said that learning English at school is boring, it happens when the teacher using old method, teacher explain the material using lecture method without giving challenge or quiz to students, its normal if students bored.

This research persuades the readers to discuss and looing for some innovations about method that relevant and effective in this era, so that students always interested to learning English.

62% students said that learning English by online game is easier than learning English at school. Learning while playing is more interesting than playing while learning, because in grade junior high school, they still want to play and fun at school as they got in elementary school. There's no pressure learning English by online game, whereas we are forced to get high score in school.

Only 12% parents who supporting their children to play online game, may be its just a game, and parents think that it doesn't make their children smarter or succeed in future. Hereby, parents doesn't support their children to play online game, they just permitted them to play for entertainment and fun only, it proven by 67% students said that their parents permitted them to play online game.

According to Cambridge Dictionary, slang is very informal language that is usually spoken rather than written, used especially by particular groups of people.

English grammar today stated that Slang is vocabulary that is used between people who belong to the same social group and who know each other well. Slang is very informal language. It can offend people if it is used about other people or outside a group of people who know each other well. We usually use slang in speaking rather than writing. Slang normally refers to particular words and meanings but can include longer expressions and idioms.

36% students understand what slang word is. Nowadays, slang word started spread out into junior high school even elementary school because of the development of technology advancement which gradually and rapidly. They also get some slang words from online game, usually they got it by communicate with other player which from English speaking country, because English in online game using formal language to make player easy to understand.

4.2 Students' Vocabulary Attainment of Vocabulary Test in Context

This chapter is the result of students' vocabulary attainment of vocabulary test in context. The writer had already given test to students after they fill in the questionnaire before. The test is about meaning of vocabulary in context. Some vocabularies have multiple meaning, it will be specific meaning when it found on sentences. The writer wants to discover their competence in English by vocabulary test in context.

No.	Name	Score
1	Aditya Mahardika F	14
2	Amanda Nadilla Az Zahra	25
3	Andhini Rahma Shanty	15
4	Andi H. M.	25
5	Anis Kusumawati	19
6	Aray	20
7	Arbella Ayu A.	21
8	Danungke	27
9	Deswara	25
10	Devankent Ryan S.	25
11	Dimas Febrian	27
12	Distya Ratnaningrum	24
13	Fadhil M.	21
14	Fandy Prasetyo	23
15	Ferdito M. Raihan	20
16	Hanif Desraina O.	29
17	Indri Puji Lestiyani	17
18	Kelana Kakilangit	26

19	Kevin Rayhan P.	22
20	Keynya Ratu Adilla	25
21	Lintang Sokaranti	24
22	Lutfi Rahmawati	22
23	Maulana Adha	29
24	Miftah Rizqimubarok	25
25	M. Iqbal Ubaidillah	27
26	M. Mualif	27
27	M. Rauf Amry	26
28	M. Vigo Prasetyo	24
29	M. Zanuvar Effendy	10
30	Natasya Regita D.	23
31	Nesa Saffanah	17
32	N. Rizaul Amzi	22
33	Pratiwi Linggar Kinari	24
34	Pusbo Riandini	26
35	Putri Aulia Adriamida	24
36	Putri Ihsanul Mizan	24
37	Roqiatna Atji P.	29
38	Rosswandaru Irsad A.W.	23
39	Roychan Kamalik	22
40	Safinka Febri Liana	25
41	Septian Denny Sulisty	19
42	Wahyu Riqqi Yulianto	19

4.3 Relations Between Students' Perceptions on Online Game Practices and Their Vocabulary Attainment of Vocabulary Test in Context

In this research, the writer interviews some of students who had fill the questionnaire in, to make it clear about the result of the research.

1. Aditya Mahardika

He said that online game can be the one of method to leaning English, because he got many new vocabularies, even he doesn't know meaning of the vocabulary and got difficultness at first, but time goes by it goes easier.

He could still manage his time for studying and play online game. In this case, he proved by deleted his game in his smartphone, cause he would face national examination later. Hereby, he could more focused on his exam. After the exam was over, he re-installed again the game to finished his missions.

Sometimes, he got difficult when he found some new words on the examination, he feels that vocabularies between learning process and the examination was different, it makes him got difficult to do the examination, even he understood the lesson in the learning process.

It was proven by his score in the vocabulary test. He said that English helps him to learning and understand more about English, but in the result of his test was not good enough.

In this case, he answered by real meaning of vocabulary, not vocabulary in context, even it has already explained above the test that he should answered by vocabulary in context. It can be seen that sometimes he got difficultness on test or examination.

2. Deswara Varen

She said that game can help her to learn English. Most of online game using English as the language, it has many of vocabularies which rarely found in academic learning process. Here, it makes students especially her, wants to know what the meaning of that vocabularies.

She said that her English skills are increasing especially in listening skill. She often heard background-sound in English in online game. Because, some of online game have command and instructions that speaking in English. It makes her listening skill increasing

About the impact of online games. She said that she didn't got any negative impact, she played to entertain herself, and she played just for fun, not a job or something that burdened her. Here, she didn't get any negative impact, even she got positive impact from online game by increasing listening skill and got some new vocabularies.

She also gave a bit explanation about the difference of English in online game and English in learning process in academic or lesson. English in academic learning process emphasizes more about basic and theoretical, while English in online game more open especially speaking more obvious.

In the end of the interview, she gave states about how to learning English, she prefers to learning English from online game. because its easier than learning in academic. It can be seen by her statement before that she got positive impact by playing online game.

3. Pratiwi Linggar

In this time, she has no any game in her smartphone or personal computer (PC), she didn't play any game because she is one of person who easy to get bored to play game. she's just tried to playing for a while then uninstall it.

By her perception, she said that online game can influence someone's English skills. But, she feels that online game didn't make her English skill increasing in significant, just a little bit changed better, and sometimes she's forgot it.

She stated that she prefers learning English in academic process, because it is easier to understand. When she didn't understand something in lesson, she can ask directly to the teacher about the lesson. She understood if she got directly explanation from teacher, cause she's one of person who prefer discussion in learning process.

About the impact of online game, she didn't get any bad achievement in academic. But, she got some disease in her eyes, she said that her eyes easy to get tired, that's why she rarely playing online game.

Online game didn't give much influence to her English skills, because she more interested to leaning in academic process than online game. It makes online game didn't give change her English significantly, just a little change in vocabulary mastery.

4.4 Triangulation

In this part of the research, the writer did triangulation in this research.

Most of previous studies using quantitative and quasi-experimental as the method. Here, this research using a qualitative method. The researcher assumed that it is enough by only using a qualitative method.

The researcher takes some of previous studies that related to this research, the writer didn't discuss this research to another researcher because the writer thinks that is enough for this research. And maybe it takes time longer than this.

Most of previous studies using quantitative and quasi-experimental. They did pre-test and post-test as the main data of the research, and questionnaire as the second or complement data to make it clearer. But, this research using questionnaire as the main data and interview as the second data to make the questionnaire clearer, because this research using "Yes or No" questionnaire or we can mention it dichotomous questionnaire.

The theory that used in this research have similarity with the others. Most of them using Second Language Acquisition by Krashen as the theory because that's the most related theory for this research. Then, the other theory is improved by the subject that take on each research.

4.5 Discussions

By the result of the students' answer, the vocabulary test, the interview, and triangulation. The writer found something that can be discussed in this part.

All students know what online game is, they have ever played online game, but not all of them still played till now. Because, most of them who stopped played just try online game, not being e-sports athlete or casual gamer.

Most of all students understand English in online game because English in online game have an action or show by some action. Actually, the students don't understand the meaning, but they understand the discourse by predict by the action that seen in the online game.

By the result of the students' perceptions, the test score, and the interview. There's no relation between all of them. By the perceptions, they said that they understand much about English in online game. But, the test score have different result, there are many mistake especially the instructions what they have to do with that test. The interview also said that they know English, but the test score is not too good, even some of them got great score.

In the interview, some of students say that they got easiness in English after they know online game. But some other said that they difficult to understand English in online game, they choose to learn English by discussion with friends or teacher in school.

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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APPENDICES

Name :

Grade :

**Questionnaire of Students' perceptions of Online Games Practices
and Their Understanding of Its English**

Question	Answer	
	Yes	No
1. Do you know online game?		
2. Do you ever played online game?		
3. Do you still playing online game?		
4. Did you addict to online game?		
5. Is online game makes you didn't study?		
6. Is online game makes you happy?		
7. Is online game makes you stress?		
8. Do you playing online game because of bored of studying?		
9. Do you playing online game because of it is your hobby?		
10. Do you playing online game because it is your job?		
11. Do your most of spare time spent to play online game?		
12. Do you playing online game because it is desire by yourself?		
13. Do you playing online game because of affected by your friend?		
14. Do you interested to finish the game that you played?		
15. Is online game gives you negative impact?		
16. Do you use English as the main language in online game?		
17. Do you understand English in the online game?		
18. Do you use English to communicate in online game?		
19. Is English in online game easier to understand than English in academic or lesson?		
20. Have you got new vocabulary while you playing online game?		

21. Do you find English vocabulary in online game which have different meaning in your daily life?		
22. Is online game gives you good impact to your English skill?		
23. Did you get easiness in English lesson after playing online game?		
24. Do you play online game everyday?		
25. Do you play online game till over night?		
26. Do you lost your sleeping time because of online game?		
27. Do you play online game more than three hours in a day?		
28. Do your parents get mad to you for being too often playing online game?		
29. Are you being anti-social after you playing online game?		
30. Do you have friends in online game?		
31. Do you spend much money for online game?		
32. Do you earn money from online game?		
33. Is there any achievement that you get from online game?		
34. Do your parents proud of that achievement?		
35. Are you going to depression, stress, or angry if you get forbidden to play online game?		
36. Do your friends keep away from you because you playing online game?		
37. Do you play MOBA game on smartphone such as Mobile Legend, Arena Of Valor, or Vainglory?		
38. Do you play MOBA game on PC such as DotA 2 or World of Warcraft?		
39. Have you ever joined to online game tournament?		
40. Can you manage your time to play online game and studying?		

41. Did you ever meeting your friends who known from online game directly face to face?		
42. Did your grammar mastery increasing after playing online game?		
43. Did your listening skill increasing after play online game?		
44. Did your reading skill increasing after play online game?		
45. Did your speaking skill increasing after play online game?		
46. Did your writing skill increasing after play online game?		
47. Did you get trouble when you try to understand English in online game?		
48. Do you play action adventure game such as Grand Theft Auto, Assasin Creed, or God of War?		
49. Do you play sports game such as FIFA, PES, or NBA?		
50. Did you needed help from other when you try to understand English in online game?		
51. Is English lesson boring at school?		
52. Do you mind that learning English by online game is easier than learning English at school?		
53. Do your parents support you to play online game?		
54. Do your parents permit you to play online game?		
55. Do you understand slang word?		
56. Did you get slang word from online game?		

Test Vocabulary in Content

1. Police used a *nail* trap to stop car thief
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Kuku
 - b. Besi
 - c. Paku
 - d. Jaring
2. I wanna playing *pool*. Do you want to join?
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Biliar
 - b. Kolam
 - c. Genangan
 - d. Bola
3. Indonesia has the biggest gold *mine* in the world
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Milikku
 - b. Ranjau
 - c. Tambang
 - d. Saya
4. I have some *table* to presented to the teacher
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Meja
 - b. Jamuan
 - c. Makanan
 - d. Tabel
5. The witch gives *spell* to Snow White by using an apple
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Apel
 - b. Makanan
 - c. Sihir
 - d. Ilmu
6. Police stop the clash with armed of *staff*
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Tongkat
 - b. Karyawan
 - c. Anggota
 - d. Pedang
7. I heard some noise at backyard, I will *check* it
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
 - a. Melihat situasi
 - b. Alat pengganti uang
 - c. Mendengar
 - d. Ketakutan

8. I have to go, I have a *date*

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Tanggal
- b. Kencan
- c. Acara
- d. Kegiatan

9. I lost my cat, I'm feeling *blue* right now.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Senang
- b. Bingung
- c. Biru
- d. Sedih

10. She *left* me two years ago

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Belok kiri
- b. Mendatangi
- c. Meninggalkan
- d. Menemui

11. Please check your call *log*, I want to make an archieve

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Kayu
- b. Daftar
- c. Penebangan
- d. Batang kayu

12. Abdul is my *close* friend

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Dekat
- b. Jauh
- c. Tutup
- d. Dekat

13. I wanna be pianist *like* Kevin Aprilio

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Suka
- b. Seperti
- c. Menyukai
- d. Ingin

14. I want to go to *stable*.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Stabil
- b. Kandang Kuda
- c. Sejajar
- d. Kandang Kerbau

15. Please be *patient* if you got traffic jam

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Pasien
- b. Menunggu
- c. Berhenti
- d. Sabar

16. Some of acid *solution* are dangerous for skin.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Solusi
- b. Asam
- c. Berbahaya
- d. Larutan

17. Lightning McQueen is the winner of Piston *Cup*.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Juara
- b. Cangkir
- c. Piala
- d. Kejuaraan

18. What is your *goal* joined at OSIS?

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Tujuan
- b. Gawang
- c. Gol
- d. Rencana

19. Autumn *leaves* is the one of beautiful moment

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Daun
- b. Musim gugur
- c. Meninggalkan
- d. Kejadian

20. Peanut *jam* is the best topping

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Jam
- b. Terhambat
- c. Kemacetan
- d. Selai

21. Teachers *monitor* students through CCTV

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Layar
- b. Memantau
- c. Televisi
- d. Mengajar

22. You will get **charge** if you late returning books.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Mengisi
- b. Menambah
- c. Membayar
- d. Membawa

23. Philatelist is **stamp** collector

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Kolektor
- b. Perangko
- c. Menghentak
- d. Jejak

24. I need **clip** to unite this paper

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Menyatukan
- b. Potongan
- c. Rekaman
- d. Penjepit

25. Let's play **chest**!

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Dada
- b. Peti
- c. Catur
- d. Papan

26. My cat **missing** last week.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Merindukan
- b. Hilang
- c. Nona
- d. Pergi

27. **Seal** can sleep anywhere

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Anjing laut
- b. Segel
- c. Singa laut
- d. Mengurung

28. Students will go home when the bell **ring** three times.

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Cincin
- b. Bunyi
- c. Berdering
- d. Bel

29. She is a **kind** of an angel, so beautiful

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Cantik
- b. Baik
- c. Bagaikan
- d. Sejenis

30. A **bolt** of lightning strike that palm tree

Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...

- a. Petir
- b. Menyambar
- c. Baut
- d. Cahaya

Deswara Varen
last seen yesterday at 21:06

Malem Dek Deswara.
Ini Egi adeknya Bu Eri, bisa ganggu waktunya sebentar ga dek?
Aku mau nanya sedikit hal tentang kuisisioner yang pernah kamu isi dulu

18:38 ✓

Oh iya gimana? 18:38

Dulu kan kamu pernah ngisi kuisisioner tentang online game, menurut kamu online game itu membantu kamu dalam belajar bahasa Inggris ngga?

18:39 ✓

Iyaa, kan game nya banyak yg pake bahasa Inggris, terus jadi pengen tahu gitu artinya apa sih , gitu

18:40

Oh gitu, trus kamu keknya ngerasa ngga skillmu meningkat? Kek listening, speaking, atau writingnya? Atau malah biasa aja ga ada perubahan?

18:43 ✓

Mungkin yg meningkat listening nya , soalnya jd lebih sering dengerin backgroundnya yang pake bahasa Inggris

18:44

Wah gitu ya 18:46 ✓

Online game berdampak buruk ga ke kamu? Kayak mungkin prestasi akademik turun, atau kesehatan menurun karna begadang main game, atau malah ga berdampak apa apa ke kamu?

18:48 ✓

Wah gitu ya 18:46 ✓

Online game berdampak buruk ga ke kamu? Kayak mungkin prestasi akademik turun, atau kesehatan menurun karna begadang main game, atau malah ga berdampak apa apa ke kamu?

18:48 ✓

Engga sih, game online kan buat hiburan, jadi ya main buat senang" aja, ga berdampak buruk apa" kalo saya:)

18:50

Berarti aman aman aja ya 18:51 ✓

Oh iya yang terakhir dek, menurutmu bedanya bahasa Inggris di online game sama di pelajaran apa?

18:52 ✓

Trus menurutmu lebih gampang mana kalo buat belajar

18:53 ✓

Kalo pelajaran tu lebih menekankan dasar" nya, kalo game speaking nya mudah dimengerti

18:53

You
Trus menurutmu lebih gampang mana kalo buat belajar

Game:) 18:53

Oh gitu 18:54 ✓

Yaudah makasih ya dek atas waktunya

18:54 ✓

Selamat belajar 🙌😊

18:55 ✓







Name : Aditya Mahardika F
Grade : IXc

Questionnaire of Students' perceptions of Online Games Practices and Their Understanding of Its English

Question	Answer	
	Yes	No
1. Apakah anda tahu game online?	✓	
2. Apakah anda pernah memainkannya?	✓	
3. Apakah anda masih memainkannya sampai sekarang?	✓	
4. Apakah anda kecanduan game online?	✓	
5. Apakah game online membuat anda tidak belajar?		✓
6. Apakah bermain game online membuat anda bahagia?	✓	
7. Apakah bermain game online membuat anda stres?		✓
8. Apakah anda bermain game online karena bosan belajar?	✓	
9. Apakah anda bermain game online karena hobi?	✓	
10. Apakah anda bermain game online karena pekerjaan?		✓
11. Apakah kebanyakan waktu luang anda dihabiskan untuk bermain game online?	✓	
12. Apakah anda bermain game online karna keinginan diri sendiri?	✓	
13. Apakah anda bermain game online karna mengikuti teman anda?		✓
14. Apakah anda tertarik untuk menyelesaikan game online yang anda mainkan?	✓	
15. Apakah game online berdampak buruk bagi anda?		✓
16. Apakah anda menggunakan Bahasa inggris sebagai Bahasa utama di dalam game online?	✓	
17. Apakah anda paham dengan Bahasa inggris yang ada di dalam game online?	✓	
18. Apakah anda menggunakan Bahasa inggris untuk berkomunikasi di dalam game online?	✓	
19. Apakah Bahasa inggris di dalam game online lebih mudah dipahami dibandingkan di dalam pelajaran?	✓	
20. Apakah anda mendapat banyak kosa kata baru di dalam bermain game online?	✓	
21. Apakah anda menemukan vocabulary di dalam game online yang mempunyai arti berbeda dengan arti di dalam kehidupan sehari hari?		✓
22. Apakah game online berdampak baik pada kemampuan Bahasa inggris anda?	✓	
23. Apakah anda mendapat banyak kemudahan di pelajaran Bahasa inggris setelah anda bermain game online?	✓	
24. Apakah anda bermain game online setiap hari?	✓	
25. Apakah anda bermain game online sampai larut malam?		✓
26. Apakah waktu tidur anda berkurang karena bermain game online?		✓
27. Apakah anda bermain game online lebih dari 3 jam per hari?		✓

28. Apakah orang tua anda sering memarahi anda karena terlalu sering bermain game online?		✓
29. Apakah anda menjadi anti sosial setelah bermain game online?	✓	✓
30. Apakah anda mempunyai teman di dunia game online?		✓
31. Apakah anda mengeluarkan uang banyak untuk game online?		✓
32. Apakah anda menghasilkan uang dari game online?		✓
33. Apakah ada prestasi yang anda dapatkan dari game online?		✓
34. Apakah orang tua anda bangga dengan prestasi tersebut?		✓
35. Apakah anda akan depresi, stress, atau marah jika dilarang bermain game online?		✓
36. Apakah teman teman anda menjauhi anda karna anda bermain game online?		✓
37. Apakah anda bermain MOBA di smartphone seperti Mobile Legend, AOV, atau Vainglory?	✓	
38. Apakah anda bermain MOBA di PC seperti DotA 2 atau World of Warcraft?		✓
39. Apakah anda pernah mengikuti turnamen game online?		✓
40. Apakah anda bisa mengatur waktu untuk bermain game online dan belajar?	✓	
41. Apakah anda pernah bertemu langsung dengan teman yang anda kenal dari game online?	✓	
42. Apakah penguasaan grammar anda meningkat setelah bermain game online?	✓	
43. Apakah kemampuan listening anda meningkat setelah bermain game online?	✓	
44. Apakah kemampuan reading anda meningkat setelah bermain game online?	✓	
45. Apakah kemampuan speaking anda meningkat setelah bermain game online?	✓	
46. Apakah kemampuan writing anda meningkat setelah bermain game online?	✓	
47. Apakah anda kesulitan dalam memahami bahasa inggris di dalam game online?		✓
48. Apakah anda bermain adventure game seperti GTA V?	✓	
49. Apakah anda bermain sports game seperti PES atau FIFA?	✓	
50. Apakah anda membutuhkan bantuan orang lain saat memahami Bahasa inggris di dalam game online?	✓	
51. Apakah pelajaran Bahasa inggris di sekolah membosankan?	✓	
52. Apakah belajar Bahasa inggris melalui game online lebih mudah di bandingkan di sekolah?	✓	
53. Apakah orang tua anda mendukung anda bermain game online?		✓
54. Apakah orang tua anda memperbolehkan anda bermain game online?	✓	
55. Apakah anda mengerti istilah slang words?	✓	
56. Apakah anda mendapat slang words dari game online?	✓	

Test Vocabulary in Content

1. Police used a **nail** trap to stop car thief
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Kuku
b. Besi
c. Paku
d. Jaring
2. I wanna playing **pool**. Do you want to join?
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Biliar
b. Kolam
c. Genangan
d. Bola
3. Indonesia has the biggest gold **mine** in the world
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Milikku
b. Ranjau
c. Tambang
d. Saya
4. I have some **table** to presented to the teacher
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Meja
b. Jamuan
c. Makanan
d. Tabel
5. The witch gives **spell** to Snow White by using an apple
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Apel
b. Makanan
c. Sihir
d. Ilmu
6. Police stop the clash with armed of **staff**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Tongkat
b. Karyawan
c. Anggota
d. Pedang
7. I heard some noise at backyard, I will **check** it
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Melihat situasi
b. Alat pengganti uang
c. Mendengar
d. Ketakutan
8. I have to go, I have a **date**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Tanggal
b. Kencan
c. Acara
d. Kegiatan
9. I lost my cat, I'm feeling **blue** right now.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Senang
b. Bingung
c. Biru
d. Sedih
10. She **left** me two years ago
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Belok kiri
b. Mendatangi
c. Meninggalkan
d. Menemui

19

1
3
4
6
7
8
9
10

11. Please check your call *log*, I want to make an achieve
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|--------------------|----------------|
| a. Kayu | c. Penebangan |
| b. Daftar | d. Batang kayu |
12. Abdul is my *close* friend
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|--------------------|----------|
| a. Dekat | c. Tutup |
| b. Jauh | d. Dekat |
13. I wanna be pianist *like* Kevin Aprilio
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|-----------------------|-------------|
| a. Suka | c. Menyukai |
| b. Seperti | d. Ingin |
14. I want to go to *stable*.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------------|-------------------|
| a. Stabil | c. Sejajar |
| b. Kandang Kuda | d. Kandang Kerbau |
15. Please be *patient* if you got traffic jam
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|-------------|------------------------|
| a. Pasien | c. Berhenti |
| b. Menunggu | d. Sabar |
16. Some of acid *solution* are dangerous for skin.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------------|--------------|
| a. Solusi | c. Berbahaya |
| b. Asam | d. Larutan |
17. Lightning McQueen is the winner of Piston *Cup*.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|------------|-------------------------|
| a. Juara | c. Piala |
| b. Cangkir | d. Kejuaraan |
18. What is your *goal* joined at OSIS?
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------------|------------|
| a. Tujuan | c. Gol |
| b. Gawang | d. Rencana |
19. Autumn *leaves* is the one of beautiful moment
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------|----------------------------|
| a. Daun | e. Meninggalkan |
| b. Musim gugur | d. Kejadian |
20. Peanut *jam* is the best topping
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|--------------|---------------------|
| a. Jam | c. Kemacetan |
| b. Terhambat | d. Selai |

21. Teachers *monitor* students through CCTV
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|------------------------|-------------|
| a. Layar | c. Televisi |
| b. Memantau | d. Mengajar |
22. You will get *charge* if you late returning books.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|-----------------------|-------------|
| a. Mengisi | c. Membayar |
| b. Menambah | d. Membawa |
23. Philatelist is *stamp* collector
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|------------------------|---------------|
| a. Kolektor | c. Menghentak |
| b. Perangko | d. Jejak |
24. I need *clip* to unite this paper
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|---------------|------------------------|
| a. Menyatukan | c. Rekaman |
| b. Potongan | d. Penjepit |
25. Let's play *chest*!
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|---------|---------------------|
| a. Dada | c. Catur |
| b. Peti | d. Papan |
26. My cat *missing* last week.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------------|----------|
| a. Merindukan | c. Nona |
| b. Hilang | d. Pergi |
27. *Seal* can sleep anywhere
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|----------------|--------------------------|
| a. Anjing laut | c. Singa laut |
| b. Segel | d. Mengurung |
28. Students will go home when the bell *ring* three times.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|---------------------|--------------|
| a. Cincin | c. Berdering |
| b. Bunyi | d. Bel |
29. She is a *kind* of an angel, so beautiful
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|--------------------|-------------|
| a. Cantik | c. Bagaikan |
| b. Baik | d. Sejenis |
30. A *bolt* of lightning strike that palm tree
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
- | | |
|--------------|----------------------|
| a. Petir | c. Baut |
| b. Menyambar | d. Cahaya |

Name : Deswara Varen R

Grade : IX H

Questionnaire of Students' perceptions of Online Games Practices and Their Understanding of Its English

Question	Answer	
	Yes	No
1. Apakah anda tahu game online?	✓	
2. Apakah anda pernah memainkannya?	✓	
3. Apakah anda masih memainkannya sampai sekarang?	✓	
4. Apakah anda kecanduan game online?		✓
5. Apakah game online membuat anda tidak belajar?		✓
6. Apakah bermain game online membuat anda bahagia?	✓	
7. Apakah bermain game online membuat anda stres?		✓
8. Apakah anda bermain game online karena bosan belajar?	✓	
9. Apakah anda bermain game online karena hobi?		✓
10. Apakah anda bermain game online karena pekerjaan?		✓
11. Apakah kebanyakan waktu luang anda dihabiskan untuk bermain game online?		✓
12. Apakah anda bermain game online karna keinginan diri sendiri?		✓
13. Apakah anda bermain game online karna mengikuti teman anda?	✓	
14. Apakah anda tertarik untuk menyelesaikan game online yang anda mainkan?	✓	
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16. Apakah anda menggunakan Bahasa Inggris sebagai Bahasa utama di dalam game online?	✓	
17. Apakah anda paham dengan Bahasa Inggris yang ada di dalam game online?	✓	
18. Apakah anda menggunakan Bahasa Inggris untuk berkomunikasi di dalam game online?		✓
19. Apakah Bahasa Inggris di dalam game online lebih mudah dipahami dibandingkan di dalam pelajaran?	✓	
20. Apakah anda mendapat banyak kosa kata baru di dalam bermain game online?	✓	
21. Apakah anda menemukan vocabulary di dalam game online yang mempunyai arti berbeda dengan arti di dalam kehidupan sehari-hari?	✓	
22. Apakah game online berdampak baik pada kemampuan Bahasa Inggris anda?	✓	
23. Apakah anda mendapat banyak kemudahan di pelajaran Bahasa Inggris setelah anda bermain game online?		✓
24. Apakah anda bermain game online setiap hari?		✓
25. Apakah anda bermain game online sampai larut malam?	✓	
26. Apakah waktu tidur anda berkurang karena bermain game online?	✓	
27. Apakah anda bermain game online lebih dari 3 jam per hari?	✓	

28. Apakah orang tua anda sering memarahi anda karena terlalu sering bermain game online?		✓
29. Apakah anda menjadi anti sosial setelah bermain game online?		✓
30. Apakah anda mempunyai teman di dunia game online?	✓	
31. Apakah anda mengeluarkan uang banyak untuk game online?		✓
32. Apakah anda menghasilkan uang dari game online?		✓
33. Apakah ada prestasi yang anda dapatkan dari game online?		✓
34. Apakah orang tua anda bangga dengan prestasi tersebut?		✓
35. Apakah anda akan depresi, stress, atau marah jika dilarang bermain game online?		✓
36. Apakah teman teman anda menjauhi anda karna anda bermain game online?		✓
37. Apakah anda bermain MOBA di smartphone seperti Mobile Legend, AOV, atau Vainglory?	✓	
38. Apakah anda bermain MOBA di PC seperti Dota 2 atau World of Warcraft?		✓
39. Apakah anda pernah mengikuti turnamen game online?		✓
40. Apakah anda bisa mengatur waktu untuk bermain game online dan belajar?	✓	
41. Apakah anda pernah bertemu langsung dengan teman yang anda kenal dari game online?	✓	
42. Apakah penguasaan grammar anda meningkat setelah bermain game online?		✓
43. Apakah kemampuan listening anda meningkat setelah bermain game online?		✓
44. Apakah kemampuan reading anda meningkat setelah bermain game online?		✓
45. Apakah kemampuan speaking anda meningkat setelah bermain game online?		✓
46. Apakah kemampuan writing anda meningkat setelah bermain game online?		✓
47. Apakah anda kesulitan dalam memahami bahasa inggris di dalam game online?		✓
48. Apakah anda bermain adventure game seperti GTA V?		✓
49. Apakah anda bermain sports game seperti PES atau FIFA?		✓
50. Apakah anda membutuhkan bantuan orang lain saat memahami Bahasa inggris di dalam game online?		✓
51. Apakah pelajaran Bahasa inggris di sekolah membosankan?		✓
52. Apakah belajar Bahasa inggris melalui game online lebih mudah di bandingkan di sekolah?	✓	
53. Apakah orang tua anda mendukung anda bermain game online?		✓
54. Apakah orang tua anda memperbolehkan anda bermain game online?	✓	
55. Apakah anda mengerti istilah slang words?	✓	
56. Apakah anda mendapat slang words dari game online?	✓	

Test Vocabulary in Content

(25)
2017-2018

1. Police used a **nail** trap to stop car thief
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Kuku c. Paku
b. Besi d. Jaring
2. I wanna playing **pool**. Do you want to join?
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Biliar c. Genangan
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5. The witch gives **spell** to Snow White by using an apple
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
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6. Police stop the clash with armed of **staff**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
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7. I heard some noise at backyard, I will **check** it
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Melihat situasi c. Mendengar
b. Alat pengganti uang d. Ketakutan
8. I have to go, I have a **date**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
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b. Rencana d. Kegiatan
9. I lost my cat, I'm feeling **blue** right now.
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
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b. Bingung d. Sedih
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|--|-----------|
| <input checked="" type="checkbox"/> a. Petir | c. Baut |
| b. Menyambar | d. Cahaya |

Name : Pratiwi Liragat Yanti

Grade : X - II

Questionnaire of Students' perceptions of Online Games Practices and Their Understanding of Its English

Question	Answer	
	Yes	No
1. Apakah anda tahu game online?	✓	
2. Apakah anda pernah memainkannya?	✓	
3. Apakah anda masih memainkannya sampai sekarang?		✓
4. Apakah anda kecanduan game online?		✓
5. Apakah game online membuat anda tidak belajar?		✓
6. Apakah bermain game online membuat anda bahagia?	✓	
7. Apakah bermain game online membuat anda stres?		✓
8. Apakah anda bermain game online karena bosan belajar?	✓	
9. Apakah anda bermain game online karena hobi?		✓
10. Apakah anda bermain game online karena pekerjaan?		✓
11. Apakah kebanyakan waktu luang anda dihabiskan untuk bermain game online?		✓
12. Apakah anda bermain game online karna keinginan diri sendiri?	✓	
13. Apakah anda bermain game online karna mengikuti teman anda?		✓
14. Apakah anda tertarik untuk menyelesaikan game online yang anda mainkan?		✓
15. Apakah game online berdampak buruk bagi anda?	✓	
16. Apakah anda menggunakan Bahasa Inggris sebagai Bahasa utama di dalam game online?		✓
17. Apakah anda paham dengan Bahasa Inggris yang ada di dalam game online?	✓	
18. Apakah anda menggunakan Bahasa Inggris untuk berkomunikasi di dalam game online?		✓
19. Apakah Bahasa Inggris di dalam game online lebih mudah dipahami dibandingkan di dalam pelajaran?	✓	
20. Apakah anda mendapat banyak kosa kata baru di dalam bermain game online?	✓	
21. Apakah anda menemukan vocabulary di dalam game online yang mempunyai arti berbeda dengan arti di dalam kehidupan sehari-hari?	✓	
22. Apakah game online berdampak baik pada kemampuan Bahasa Inggris anda?		✓
23. Apakah anda mendapat banyak kemudahan di pelajaran Bahasa Inggris setelah anda bermain game online?		✓
24. Apakah anda bermain game online setiap hari?		✓
25. Apakah anda bermain game online sampai larut malam?		✓
26. Apakah waktu tidur anda berkurang karena bermain game online?		✓
27. Apakah anda bermain game online lebih dari 3 jam per hari?		✓

28. Apakah orang tua anda sering memarahi anda karena terlalu sering bermain game online?		✓
29. Apakah anda menjadi anti sosial setelah bermain game online?		✓
30. Apakah anda mempunyai teman di dunia game online?		✓
31. Apakah anda mengeluarkan uang banyak untuk game online?		✓
32. Apakah anda menghasilkan uang dari game online?		✓
33. Apakah ada prestasi yang anda dapatkan dari game online?		✓
34. Apakah orang tua anda bangga dengan prestasi tersebut?		✓
35. Apakah anda akan depresi, stress, atau marah jika dilarang bermain game online?		✓
36. Apakah teman teman anda menjauhi anda karna anda bermain game online?		✓
37. Apakah anda bermain MOBA di smartphone seperti Mobile Legend, AOV, atau Vainglory?		✓
38. Apakah anda bermain MOBA di PC seperti DotA 2 atau World of Warcraft?		✓
39. Apakah anda pernah mengikuti turnamen game online?		✓
40. Apakah anda bisa mengatur waktu untuk bermain game online dan belajar?	✓	
41. Apakah anda pernah bertemu langsung dengan teman yang anda kenal dari game online?		✓
42. Apakah penguasaan grammar anda meningkat setelah bermain game online?		✓
43. Apakah kemampuan listening anda meningkat setelah bermain game online?		✓
44. Apakah kemampuan reading anda meningkat setelah bermain game online?		✓
45. Apakah kemampuan speaking anda meningkat setelah bermain game online?		✓
46. Apakah kemampuan writing anda meningkat setelah bermain game online?		✓
47. Apakah anda kesulitan dalam memahami bahasa inggris di dalam game online?	✓	
48. Apakah anda bermain adventure game seperti GTA V?		✓
49. Apakah anda bermain sports game seperti PES atau FIFA?		✓
50. Apakah anda membutuhkan bantuan orang lain saat memahami Bahasa inggris di dalam game online?	✓	
51. Apakah pelajaran Bahasa inggris di sekolah membosankan?		✓
52. Apakah belajar Bahasa inggris melalui game online lebih mudah di bandingkan di sekolah?		✓
53. Apakah orang tua anda mendukung anda bermain game online?		✓
54. Apakah orang tua anda memperbolehkan anda bermain game online?		✓
55. Apakah anda mengerti istilah slang words?		✓
56. Apakah anda mendapat slang words dari game online?		✓

Test Vocabulary in Content

24
3
4
5
17
19
20

1. Police used a **nail** trap to stop car thief
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Kuku ~~✓~~ Paku
b. Besi d. Jaring
2. I wanna playing **pool**. Do you want to join?
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Biliar c. Genangan
b. Kolam d. Bola
3. Indonesia has the biggest gold **mine** in the world
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Milikku c. Tambang
b. Ranjau d. Saya
4. I have some **table** to presented to the teacher
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Meja c. Makanan
b. Jamuan d. Tabel
5. The witch gives **spell** to Snow White by using an apple
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Apel c. Sihir
b. Makanan d. Ilmu
6. Police stop the clash with armed of **staff**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Tongkat c. Anggota
b. Karyawan d. Pedang
7. I heard some noise at backyard, I will **check** it
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Melihat situasi c. Mendengar
b. Alat pengganti uang d. Ketakutan
8. I have to go, I have a **date**
Kata bercetak tebal dan miring pada kalimat di atas mempunyai arti...
a. Tanggal c. Acara
b. Kencan d. Kegiatan
9. I lost my cat, I'm feeling **blue** right now.
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