USING ONLINE MOBILE GAMES TO ENRICH STUDENTS' VOCABULARY ACQUISITION IN TEACHING WRITING OF NARRATIVE TEXT

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor in English Language Education

WALISONGO

By:

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2022

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RATIFICATION

RATIFICATION

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II

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Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title	:	**USING ONLINE MOBILE GAMES TO ENRICH STUDENTS' VOCABULARY ACQUISITION IN TEACHING WRITING OF NARRATIVE TEXT**
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III

Title : Using Online Mobile Games to Enrich Students' Vocabulary Acquisition in Teaching Writing of Narrative Text

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ABSTRACT

The purpose of this research is to explain the effectiveness of using online mobile games to enrich students' vocabulary acquisition in teaching the writing of the narrative text. This study employed quantitative method. The research design was Pre-experimental research, One-Group Pretest-Posttest Design. The research participants were the 8th grade students at SMPIT Cahaya Ummat, Semarang regency. Data collection technique used pre-test and post-test. Data analysis technique applied data reduction, data display, and data validation. The results of the study show that online mobile games being an effective media for students in teaching writing narrative texts. The researcher concluded that online mobile games can be one of the effective media for students to enrich vocabulary acquisition in teaching writing narrative text.

Keywords: narrative text, online mobile games, teaching writing, vocabulary acquisition

ACKNOWLEGEMENT

Bismillahirrahmanirrahim

Allahumma Shalli ala Sayyidina Muhammad wa 'ala ali Sayyidina Muhammad

Alhamdulillah, all praises belong to Allah SWT to give favors and guidance so that we can always be on the path of faith and piety brought by His beloved Muhammad SAW. The learning activities have been passed by the writer, and the writer has arrived at the final stage of learning, namely the final assignment in the form of a thesis. And in the preparation of this thesis could not be separated from the support of various parties who have participated and helped. For all the help and support, the writer would like to take this opportunity to thank:

    a. Dr. KH. Ahmad Ismail, M.Ag. M.Hum, as the dean of Education and Teacher Training Faculty of Walisongo State University Semarang.

    b. Sayyidatul Fadlilah, S.Pd.I. M.Pd as the Head Master of the English Education Department.

    c. Dr. Hj. Siti Mariam, M.Pd, as the advisor, for the advice, input, and guidance during the thesis guidance program.

    d. My beloved parents, Mr. Ali Idrus Alaydrus and Mrs. Kristanti, also my lovely siblings, Agil, Zaidan, and Salma. Without the prayers, efforts,

and supports of them, the author couldn't get to this stage.

e. My bestie, Mas Alva and Pacee Rukint, who are willing to send their enthusiasm and prayers to the writer to continue to be enthusiastic about completing the learning-process.

f. For HOMOSAPIEN CLUB members, who have struggled together in wading through the up and down of the learning life in PBI 18-C.

g. For my beloved classmates in 18C, thank you for the valuable time during the lecture period, for all the material and non-material assistance, thank you for everything.

h. And most importantly for me, myself, and I, thank you for wanting to fight this point.

i. Finally, everyone that cannot be mentioned one by one and giving the contribution throughout the research. Happiness, lessons, and memories are the things that give the writer a thousand smiles while doing this research. Thank you very much.

Semarang, 27 December 2022

Writer

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English education teachers, and everyone who supported the researcher in conducting the experiment, and finishing the thesis. Especially to my father and mother who always give the researcher support and motivation to finish the thesis.

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MOTTO

"And those who strive in Our (cause), – We will certainly guide them to our Paths: For verily Allah is with those who do right"

[Quran, 29:69][1]

To rule the world, the thing to do is learn the essence of that world, and one of the essences is English. Therefore, learn English, even from the smallest lesson in English, which is about vocabulary.

(Ahmad Haydar Ali)

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[1] https://themuslimvibe.com/faith-islam/5-verses-from-the-holy-quran-on-knowledge

CHAPTER I

INTRODUCTION

In this part, researcher discusses about the background of the study, the research question, and the objective of research.

A. Background of the Study

In living life, we are all inseparable from technology. Nowadays, English has become a globalized language spoken by people from different cultural and linguistic background particularly after the tremendous advances in technology (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020).[2]

The Almighty God, Allah SWT created all the things in this world for a reason. Like Allah SWT said on Qur'an Al-Kareem:

"Everything that is created by Allah (s.w.t.) is in the service of mankind." (The Qur'an, 45:13).

Allah SWT also created us (humankind), with our brilliant brain for a reason. Allah SWT gives us

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[2] Hasan, & Alzeebaree, *2020*, "What makes an effective EFL teacher: High School Students' Perceptions", April 2020, *The ESP Journal 16*(1.2):169-183 Project: Applied Linguistics, Translation, *TESOL*, Sociolinguistics

the brain to make more innovation from the things He provided to us in this world.[3] From time to time, technology is growing with various uses. This is inseparable from the idea of technology experts who continue to innovate in utilizing all available things and recycling all existing objects. Technology also makes all our activities easier. All fields have their technology along the way. The same goes for technology in education. This started from the beginning of human civilization which knew how to write, namely by using soil to make a sign/symbol. Followed by the recognition of the language, although the language used is different from that used today.

After getting to know the language, they learn to write to convey a purpose, which is written on animal skins, or other animal parts. And until now, we have been familiar with various technologies for learning, writing, conveying things, and the like. Various ideas have been spawned by education experts in creating learning conditions that are productive, creative, and also follow the interests of students.

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[3] Ahsan, Zafan (2012), The Qur'an, Basic Scientific Research and Technology (Perspective), *Revelation and Science*, Vol. 03, No.01, 33-44

No exception in learning English. There are many facilities that students can use to learn English, because English is one of the languages that are widely used after students leave school, to continue their careers. Many EFL learners have a lot of trouble understanding texts related to information retrieval. To help EFL learners to solve the problems, some steps may be needed to collaborate on cases. Some of them require the use of active learning models such as mind mapping and Think Pair Share (TPS) strategies. They include collaborative learning techniques. Learning models ensure meaningful classroom interactions between teachers and students.[4]

Another facilities are games. For students, usage of video games varies from other Extramural English practices as they provide greater incentives for effective use of languages and result in more adaptive learning than any other application. Sundqvist states that successful activities (games, internet, and blogging) such as listening to music, watching TV and reading news, are superior to receptive behaviours (Sundqvist, 2009).

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[4] Kepirianto, Catur, Siti Mariam, M. Ulya Ashari, Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text, *Parole: Journal of Linguistics and Education*, 12 (1), 2022

Video games allow the users to select the language or to even add written or oral content, in addition to the textual or audio input. Enhanced online access and playing video games are often combined to create multiplayer situations in which players use shared (usually English) languages to negotiate during playing a game in order to solve challenges or simply for the sake of social interactions posed by a game.

Maybe from the perspective of some people, after hearing the word "game". What comes to mind is an activity that wastes time, wastes time, wastes money, etc. Undeniably, this is true. Some people use games just for fun, without thinking about the effects that will occur in the future, such as impaired body health, a lot of wasted time, then the money that keeps going out for favorite games, and various other negative effects. However, some people use games for positive things, such as being used as a medium in teaching English, to earn extra income, to increase their vocabulary, and for various other activities. Of course, games will also not be able to run on their own without the help of tools commonly used to run a game, such as mobile phones, game consoles, PCs, and other tools. As we know, children now on have their smartphones or laptop to do something, like playing a game. Almost all games are available in

English, and we can utilize them to improve our English vocabulary.

Learning new words is a crucial part of language pedagogy since vocabulary is such an important component of a language.[5] As well as spelling, pronunciation, meaning, part of speech, and typical collocations, learning new words in a foreign language is challenging because they involve many aspects of knowledge. That is, knowledge of a word develops gradually over time through many encounters with that word. Nevertheless, a common concern with vocabulary learning, as reported by most language learners, is that the vocabulary learning process is tedious and requires conscious concentration. On the main nuances of meaning, however, learning results are often unsatisfactory as memory declines over time. As a result, many learners feel frustrated when learning new words and are eager for an effective approach to vocabulary learning. [6] Students may find it difficult to

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[5] Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363. doi:10.1177/1362168808089921

[6] Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

consciously focus on explicit vocabulary learning for long periods of time.[7]

However, acquiring new vocabulary during the learning process for English as a Foreign Language (EFL) or non-English students can be challenging.[8] Therefore, vocabulary learning strategies should be used in the classroom to facilitate students ` vocabulary acquisition.[9] Several Studies Investigating the Effects of Digital Games on EFL Students' Vocabulary Development, Additionally, using games in EFL learning provides real-world context for language acquisition.[10]

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[7] Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press

[8] Derakhshan, A., & Khatir, E. D. (2015). The effects of using games on English vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(3), 39–47. Retrieved from http://jallr.com/index.php/JALLR/article/view/40/pdf_38

[9] Salavati, M., & Salehi, H. (2016). Impact of using instructional video games on EFL learners' vocabulary retention. *Universal Journal of Educational Research*, 4(12), 2724–2728. http://doi.org/10.13189/ujer.2016.041205

[10] Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126–135. http://doi.org/10.18844/cjes.v11i3.625

Therefore, students absorb words by encountering them many times in the game.[11] To facilitate the learning process, it is believed that using games to teach vocabulary can be seen as a new way to improve students' English proficiency.[12] Thus, games may bring real context for learners to use the language in the classrooms[13], it also prevents negative assessments as students focus on the games and interactions rather than the language itself.[14] A study conducted by Salavati and Salehi (2016) concluded that even shy students were more motivated and more confident in participating in the game.

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[11] Toma, I., Alexandru, C. E., Dascalu, M., Dessus, P., & Trausan-Matu, S. (2017, September). Semantic boggle: A game for vocabulary acquisition. *In European Conference on Technology Enhanced Learning* (pp. 606-609). Springer, Cham. http://doi.org/10.1007/978-3-319-66610-5

[12] AlNatour & Hijazi, 2018, The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students, *US-China Foreign Language*, April 2018, Vol. 16, No. 4, 193-205 doi:10.17265/1539-8080/2018.04.001

[13] Derakhshan, A., & Khatir, E. D. (2015). The effects of using games on English vocabulary learning. *Journal of Applied Linguistics and Language Research*, 2(3), 39–47. Retrieved from http://jallr.com/index.php/JALLR/article/view/40/pdf_38

[14] Wulanjani, A. N. (2016). The use of vocabulary-Games in improving children's vocabulary in English language learning. *Transformatika*, 12, 76–83.

Games can motivate students to easily memorize new vocabulary, but choosing the right games to help them reach their goals is essential for teachers.[15] According to Tracy La Quey (1994:20), all games require a serious learning process to get to know the characters and the peculiarities of the game, in addition to the rules. From this theory, it is concluded that in playing games, players are required to know the intricacies of the game. From this process, they will get a variety of new words known. This study contributes to the investigation into the scope of video games for fostering second language vocabulary acquisition. There is no limitation of the kinds/genre of the games for this investigation. Many kinds of game, such as Defense of The Ancients (DOTA 1/2), Grandchase, Genshin Impact, GTA Series, CoC, Mobile Legend, and PUBG have thousands of participants from diverse age groups, social and linguistic backgrounds. What unifies all these people is the need to use English to communicate during playing.

These gamers generally play these games for the benefit of having stress-free social interactions

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[15] AlNatour & Hijazi, 2018, The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students, *US-China Foreign Language*, April 2018, Vol. 16, No. 4, 193-205 doi:10.17265/1539-8080/2018.04.001

and in most cases; they do not realize their involvement in games with their language learning advancement. In other words, the gamers are not consciously aware of the language learning side benefit of playing. Nevertheless, their linguistic ability may be involuntarily influenced by numerous linguistic elements in the games they are engaged in, such as game orientation and storyline, instant messaging with other gamers, and game instructions and quest logs.

B. Research Question

The problem discussed in this research can be stated: How is the effectiveness of using online mobile games to enrich students' vocabulary acquisition in teaching writing of narrative text?

C. Objective of the Research

The purpose of this research is to explain the effectiveness of using online mobile games to enrich students' vocabulary acquisition in teaching writing of narrative text.

D. Significance of the Study

The researcher hopes that the results of this research give brief information and contribution theoretically and practically as follows:

1. Theoretically

   a. The results of this research can be used as a reference for the next researchers.

   b. The results of this research can be advantageous in the English teaching-writing process.

2. Practically

   a. For the students

   The researcher hopes this research will motivate students to study more than they did before and encourage them to learn English writing in a good ways using online mobile games.

   b. For the teachers

   The researcher hopes the results of this study will be useful as a reflection to enhance and develop the method in teaching students through online mobile games.

c. For the next researchers

Hopefully, this study will give some valuable and benefits for the next researchers and make this study more perfect than before. The researcher hopes it will be useful as a reference for the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, researcher discusses about theoretical review, previous research, and hypothesis.

A. Theoretical Review

1. Online Game on Language Acquisition

There are 4 words, "Online", "Game", "Language, and "Acquisition". Now, we going to explain all the words' mean.

First, we are going to talk about online. The word "online", linguistically, according to Merriam-Webster, online means "connected to, served by, or available through systems and especially computers or telecommunications systems (such as the internet)".

In Indonesian, online is translated as "daring: an abbreviation in the network". According to the General Indonesian Dictionary (KBBI), online means "in a network, connected through computer networks, the internet, and so on". In a practical sense, online/daring refers to when we say "online", it means that we are connected to the internet and ready

to communicate remotely, receive and send messages, chat, etc. [16]

Secondly, we are going to explain about game. The word "Game" means something that can be played with various rules that make there are winners and losers. Or it can be said, the game is also a learning tool to analyse the interaction between several players and individuals who show rational strategies.

The game contains a set of rules that build an atmosphere of competition between players and the system or between one player and another by providing several strategy options to increase the team's winning percentage or reduce the opponent's winning percentage.[17]

Next, we are going to talk about Language. Word "Language" means, an arbitrary sound-symbol system, which members of a society use to work together, interact and identify themselves [18]

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[16] https://romeltea.com/pengertian-online-atau-daring/#:~:text=Dalam%20bahasa%20Indonesia%2C%20onlin e%20diterjemahkan,%2C%20internet%2C%20dan%20sebagai nya%E2%80%9D.
[17]
https://dspace.uii.ac.id/bitstream/handle/123456789/3752/05.2%20bab%202.pdf?sequence=8&isAllowed=y
[18] https://kbbi.web.id/bahasa

Last, about acquisition. Acquisition here around acquisition in language universe. Language acquisition is a process of human to gain the ability to capture, generate, and use words for understanding and communication. This capacity involves various skills such as syntax, phonetics, and extensive vocabulary. According to Maksan (1993:20), language acquisition is a process of mastering language that is carried out unconsciously, implicitly, and informally.[19]

2. Language Learning

With the growing demands related to globalization, more and more people are deciding to familiarize themselves with other languages. Chinese, Koreans, and Japanese, and any other citizens from all countries take English as a special course to equip their residents with knowledge of the language in preparation for the global socio-political, social, and economic context.[20]

As foreign language learners learn a new language, they often struggle with a limited

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[19] Sundari, Weli, Pemerolehan Bahasa, *Jurnal Warna Vol. 2, No.1, Juni 2018*, Welisundari85@gmail.com

[20] Honna, N., & Takeshita, Y. (2014). English as an international language and three challenging issues in English language teaching in Japan. In R. Marlina & R. Giri (Eds.), *In the pedagogy of English as an international language* (pp. 65-77). London, England: Springer

vocabulary, particularly when learning the vocabulary for a specific field. As foreign language learners learn vocabulary, effective vocabulary teaching has become increasingly important, particularly for improving vocabulary mastery, especially in writing development and performance.

According to Johnson (2016), foreign language writing performance is strongly correlated with productive vocabulary knowledge. In this study, high-performing foreign language writers scored significantly higher on the total productive vocabulary test.[21] As a result, learning a foreign language vocabulary productively is crucial to the overall development of authentic vocabulary proficiency in a foreign language.

3. Teaching Writing Narrative Text

There are 3 words above, "teaching", "writing", and "narrative text". After we talk about those 3 words, we move to the correlation of those words with using mobile games. First is teaching. In the words of John Brubacher (1939), Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual

[21] Johnson, M. D., Acevedo, A., & Mercado, L. (2016). Vocabulary knowledge and vocabulary use in second language writing. *TESOL Journal, 7*(3), 700-715. doi:10.1002/tesj.238

will seek to overcome and from which he will learn in the course of doing so[22].

Secondly, we have writing word. Writing is an effort or activity carried out by a writer to express facts, feelings, attitudes, and contents of his thoughts clearly and effectively to readers. The primary purpose of writing is to inform everything, both facts, data, and events, including opinions and views on these facts, data, and events so that the public reading gains new knowledge and understanding about various things that exist or are happening on this earth (Hadiyanto, 2001:9-10).[23]

And the third, we have narrative text. Narrative text is a compiled sequence of problematic events, and always ends with resolution from the problems.

And the correlation between those words with my research is, in teaching reading narrative text, we can use many media to teaching reading, one of them is video game. There are many strategies to teach reading. But, not all of them are effective, because the students usually have problem in practicing the strategies. Children now have spent much of their time to playing a game. So, the researcher thinks, this is the benefit from video game, to enhance and being

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[22] Isola Rajagopalan. Concept of Teaching, *Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8.*
[23] Hadiyanto, *Membudayakan kebiasaan menulis*, Bogor: PT. Fikahati, 2001

a media to teach English language, especially teaching reading narrative text.

B. Previous Research

There are previous studies to support the research:

The first literature is study conducted by Mohammed Alfadil, Effectiveness of virtual reality game in foreign language vocabulary acquisition. In this study, the participants are male students who engaged in vocabulary acquisition in a non-native language learning course in Saudi Arabia. The educational system here is segregated by his, her, their, etc. gender, which means that the learning process of male and female students is separated in a different rooms. The participants weren't random people. So, the author sent an application to 6 different schools that have a minority of English native speaker students. Then, one of them allows the author to conduct the research. After obtaining permission, the author selected classrooms for research based on the foreign language courses enrolled in the semester. Both male and female classrooms have the same teacher to teach English.

The teacher was being an English teacher for 6 years, but he has no experience in VR classrooms[24].

The vocabulary acquisition was analyzed based on with or without the use of VR for 12 days, for 35-45 minutes during class time. The consent forms and the confidentiality statements were signed by students, teachers, and parents. The implementation of this study occurred in intermediate school classrooms in the Eastern Region, Al-Khobar, Saudi Arabia. In this specific context, the researcher believes the study required experimental methods to provide a clear path to understanding the research hypothesis. The experiment included 12 days of 35-45-minute sessions during school-day class time that commenced and concluded with an evaluation (pre-test and post-test). It was established that the training program varied in several aspects: the presentation of lessons, training time, and the type of evaluation to measure learning, even though the participants were given enough time to practice until they felt comfortable with the Samsung headgear. These methods can be explained and classified through

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[24] Alfadil M., Effectiveness of virtual reality game in foreign language vocabulary acquisition, *Computers & Education* (2020), doi: https://doi.org/10.1016/j.compedu.2020.103893

multiple characteristics or elements. This warranted the use of primary data.[25]

There are a similarity and different between this research and mine. The similarity is, a post-test after holding a small activity to collecting data from the participant. And the different is, the participants here were not a random people, based on the choosing process of school to conducting the research.

The second literature is study conducted by Novia Alfitri, Arifmiboy, Merrt Prima Dewi under the title The students' vocabulary acquisition addicted to playing online games. The participants of this study were the eleventh-grade students at SMK Cendana Padang Panjang academic year 2019/2020 consists of 117 students. To determine the sample, researchers used non-probability sampling, namely quota sampling. Research samples were computer network engineering (11 TKJ 1, 11 TKJ 2.11 TKJ 3), and 11 TAV (audiovisual techniques). 73 students were addicted and not addicted. To analyze the data collected, researchers used the U-test by Mann

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[25] Alfadil M., Effectiveness of virtual reality game in foreign language vocabulary acquisition, *Computers & Education* (2020), doi: https://doi.org/10.1016/j.compedu.2020.103893

Whitney using the SPSS 20 application with a significance of α = 0.05.[26]

The design of this research was causal-comparative by using mixing methods for data analysis. It means that the data was collected in two ways namely quantitative and qualitative. In the first procedure, the students were given the questionnaire to find out students were addicted and not addicted to playing online games. The questionnaire consisted of 11 items adopted from two experts who were are Eun jin lee and Lemmens. Then, the researchers grouped the students and gave a vocabulary acquisition test to compare between students addicted and not addicted to online games. [27]

The researchers used U-test by Mann Whitney to find out similarities and differences. After that, the researchers used the interview to get data about why were there similarities between students' vocabulary acquisition addicted to play online games with students who are not addicted to play online games.

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[26] Prima D. Merry, Novia A., Arifmiboy, the students' vocabulary acquisition addicted to playing online games, *Journal Of English Language Pedagogy Vol. 6, No. 1, January 2021, pp. 33-44*

[27] Prima D. Merry, Novia A., Arifmiboy, the students' vocabulary acquisition addicted to playing online games, *Journal Of English Language Pedagogy Vol. 6, No. 1, January 2021, pp. 33-44*

The researchers used a questionnaire for grouping students addicted to playing online games with students who are not addicted to playing online games.[28]

There are similarity and difference between this literature and my research. The similarity is, both the literature and my research uses questionnaire as a pre-test and post-test to collect the data from the participants. And the difference is, the literature uses both quantitative and qualitative methods to collect the data, but in my research only uses quantitative.

The third literature is study conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana under the title Utilizing Quipper School for Improving Reading Comprehension of Recount Text. The purpose of the study is to describe how "Quipper School" was used to improve reading comprehension in counting the texts. And to illustrate student engagement in the use of this digital media. The study design was qualitative descriptive. Data

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[28] Prima D. Merry, Novia A., Arifmiboy, the students' vocabulary acquisition addicted to playing online games, *Journal Of English Language Pedagogy Vol. 6, No. 1, January 2021, pp. 33-44*

collection techniques use interviews and documentation.[29]

Researchers analyzed data using data reduction, mapping, inference, or validation. Participants in this study were her 11th grade and English teacher from a public high school in Semarang, Indonesia. Research shows that students and teachers use the Quipper School application to assist them during their teaching and learning activities. This digital medium allows students to learn reading material during their online learning due to the Covid19 pandemic. Students enjoy discussions, engage with easy-to-implement teaching materials, and have easy access to digital media. There were also interactive conversations about students' learning problems to help them understand what they were reading.[30]

There are similarities and differences between this research and mine. The similarity, both this research and mine chose the participants randomly.

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[29] Mariam, S., Kepirianto, C., Fadhilah, M., & Mardhiana, N. (2022). Utilizing Quipper School for improving reading comprehension of recaunt text. *Indonesian EFL Journal*, *8*(1), 127-136. https://doi.org/10.25134/ieflj.v8i1.5660

[30] Mariam, S., Kepirianto, C., Fadhilah, M., & Mardhiana, N. (2022). Utilizing Quipper School for improving reading comprehension of recaunt text. *Indonesian EFL Journal*, *8*(1), 127-136. https://doi.org/10.25134/ieflj.v8i1.5660

And the difference between us, this research used qualitative, and my research uses quantitative. And the data collection techniques are also different. The method used in this research is to conduct interviews and documentation, while the research was conducted to fill out several questions in the pre-test and post-test sessions.

The fourth literature is the study conducted by Herliansyah Lubis under the title The Effect of Playing Online Vocabulary Games and Motivation on Student's Vocabulary Mastery in Insan Utama Junior High School Pekanbaru. The design of this research is categorized into experimental research or quantitative research. The experimental research divided into two, true experimental research and quasi experimental research. In this study the researcher used quasi experimental research. Quasi experimental research is a type of comparison that compares the effect of giving a treatment to an object and looks at the effect of its treatment. This research, there were three variables playing online vocabulary games (X1) motivation (X2), and vocabulary mastery (Y) one dependent variable and two independent variables.[31]

[31] Lubis Herliansyah, The Effect of Playing Online Vocabulary Games and Motivation on Student's Vocabulary Mastery in Insan Utama Junior High School Pekanbaru,

The study attempts to confine it is framework to measure students' vocabulary mastery and analyzed students' motivation in the class. The design of this research factorial design. Factorial design represent a modification of the between group design in which the researcher studies two or more levels and purpose of this design to study the independent and simultaneous effects or more independent treatment variables on an outcome Craswell (2012). This research was conducted at Insan Utama Islamic Junior high School Pekanbaru located on Jl. Soekarno Hatta. The duration of the research April to May 2020. The subject of the research was the seven grade students of Insan Utama junior high school Pekanbaru.[32]

The object of this research was the effect of playing online game vocabulary games and motivation on students' vocabulary mastery in Insan Utama islamic junior high school Pekanbaru. All population in Insan Utama Islamic junior high school 106 students. The researcher chose seven grade as

Tanjak: Journal of Education and Teaching, Volume 1 Nomor 2, 2020
[32] Lubis Herliansyah, The Effect of Playing Online Vocabulary Games and Motivation on Student's Vocabulary Mastery in Insan Utama Junior High School Pekanbaru, *Tanjak: Journal of Education and Teaching, Volume 1 Nomor 2, 2020*

subject of the research. The population for sample of seven grade students Insan Utama 35 respondents. Actually, in this school consist of 2 classes for seven grade. The sample of the research consisted of two class comprised of 35 respondents. 15 students control class (VII.1) and 20 experimental class (VII.2).[33]

The sample of this study used a purposive sampling. Cohen (120: 2005) stated that the purposive sampling is non probability sample. Researcher handpicks the case to be included in the sample but it is not representative of the population. In order to get the data which were needed to support this study, the researcher used two tests and one questionnaire as the instruments. They were administered to find out the effect of playing games and motivation on students' vocabulary mastery in Insan Utama Islamic junior high school Pekanbaru and test for vocabulary mastery. Data Analysis Technicque to analyze the data of information about students' vocabulary mastery and motivation of the students. In this part the researcher needed to test homogenity and normality if the data. Homogenity is

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[33] Lubis Herliansyah, The Effect of Playing Online Vocabulary Games and Motivation on Student's Vocabulary Mastery in Insan Utama Junior High School Pekanbaru, *Tanjak: Journal of Education and Teaching, Volume 1 Nomor 2, 2020*

used a refrence material for determining statistical test decision and normality of the test. The researcher had to find out the normality test of the data. The normal distribution analysis used Kolmogorof – Smirnov method.

The fifth literature is the study conducted by Asifa Qasim under the title Impact of Digital Games on Incidental Vocabulary Acquisition of Pakistani High School Students. Qualitative and quantitative research designs have been employed in this study. All results and conclusions drawn from the research are based on a methodical data collection and all the data has been correctly examined to access its validity. The questionnaire has been designed by taking Dörnyei (2007) methodology as a research framework. Researcher designed the questionnaire in English by taking a lead from several studies that deal with the learning of English language from the video games (Kirppu 2014; Sundqvist 2009; Uuskoski 2011; Chen, 2015).[34]

The final questionnaire had three sections: In the first one deals with the contextual statistics of participants, such as age, gender, and whether and for

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[34] Qasim Asifa, Impact of Digital Games on Incidental Vocabulary Acquisition
of Pakistani High School Students, *Asian EFL Journal Research Articles, Vol. 28 Issue No. 1.3 February 2021*

how long they have lived abroad; the second and the largest section, questions 1- 10, was about the perception of the participant in video gaming, such as; habits, and the resulting learning of English vocabulary. The last section contained a small vocabulary test of ten words. The questionnaire was done by all the 88 students participating in the study. The vocabulary test was designed to test whether the students knew common gaming words. These words are commonly used in different types of games and usually not taught in school.[35]

Game-specific words were deliberately chosen as they do not reflect the students' overall English vocabulary knowledge. This small vocabulary test was meant to indicate some parallels between the times spent gaming and vocabulary proficiency. The qualitative part of the research consists of semi-structured interviews with 5 participants out of 23 volunteers who remarked in the questionnaire that they are habitual of playing English computer games, and they think it is helpful for them in English learning. I contacted the interviewees through social media or email to arrange the interviews with them

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[35] Qasim Asifa, Impact of Digital Games on Incidental Vocabulary Acquisition
of Pakistani High School Students, *Asian EFL Journal Research Articles, Vol. 28 Issue No. 1.3 February 2021*

individually. Interviews were conducted in English. The interviews with the participants took around ten minutes and consisted of eight questions. The interviews were recorded on phone.

The interview recordings were complemented with the Google forms document since it provided with the opportunity to make notes directly during the interview and have these available online for later reviewing. The present study is an intrinsic case study, An intrinsic case study is defined as Croker and Heigham (2009) reported as a study that is intended to get an understanding of a particular phenomenon under consideration (i.e. the study of the students' video gaming perceptions and habits). Such studies are not an attempt to mark generalizations or associations to other studies (Croker & Heigham 2009, pp. 69–70). The informants of the present study are secondary school (SS) students from Egypt. I chose SS students for some practical reasons.

The first and foremost reason is that they are more likely to identify their follow-up with cognitive learning of English language comparable to that of younger ESL learners – how they have acquired it, how they use it and how they see English as a language. Secondly, it was convenient and frank to deal the young learners to gather online data for the

present study. The sample for the present study was conveniently selected from the general public.

Participants' selection criteria were to be Egyptian, to use English as their L2, and their age range should be between 14 and 18 since the study is targeting secondary school gamers. This could be achieved by contacting local friends who were MMORPG gamers and whose age and nationality were known. The sampling process conformed to snowballing; the researcher first approached acquaintances that fit the criteria, and then they were asked to invite their circle of connections who match the selection criteria of the research. Overall, participants were preferably active video games, with preference for MMOs.[36]

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[36] Qasim Asifa, Impact of Digital Games on Incidental Vocabulary Acquisition
of Pakistani High School Students, *Asian EFL Journal Research Articles, Vol. 28 Issue No. 1.3 February 2021*

C. Hypothesis

In this research, researcher made the hypothesis that the mobile games are effective for the students to acquire an English reading vocabulary.

There are 2 possibilities for the hypothesis:

H0 : Online Mobile Games isn't an effective media in teaching writing narrative text.

H1 : Online Mobile Games is an effective media in teaching writing narrative text.

CHAPTER III

RESEARCH METHOD

In this part, researcher discusses about research design, pre-experimental diagram, research setting and participant, data collection technique, and data analysis technique.

A. Research Design

This is quantitative research. And the method that used is Pre-experimental research, One-Group Pretest-Posttest Design. In this design, the participants are given the pre-test at the first day. Then, doing an activity told by the researcher for 3 days (playing game that used English language). In the last day of research, the participants filling the post-test given by the researcher to measure how far their English changes after doing the activity.

In addition to use test score as the variable used in the study, researcher also use observational score as a variable. This observation refers to the attitude of the students during the learning activities. And these values are distinguished based on the time of the test.

In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented

numerically.[37] One of the central goals is to build accurate and reliable measurements that allow for statistical analysis. Because quantitative research focuses on data that can be measured, it is very effective at answering the "what" or "how" of a given situation. Questions are direct, quantifiable, and often contain phrases such as what percentage? What proportion? To what extent? How many? How much?

Quantitative research allows librarians to learn more about the demographics of a population, measure how many patrons use a service or product, examine attitudes and behaviours, document trends, or explain what is known anecdotally. Measurements like frequencies (i.e., counts), percentages, proportions, and relationships provide means to quantify and provide evidence for the variables listed above.[38]

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[37] Bob Matthews and Liz Ross, *Research Methods: A Practical Guide for the Social Sciences* (Harlow, UK: Pearson Education, 2010), 45.

[38] Melissa J. Goertzen**,** *Applying Quantitative Methods to E-book Collections, Library Technology Reports*, alatechsource.org

B. Pre-Experimental Diagram

Table 3.1

Pre-Test	Treatment	Post-test
Y1	X	Y2

Note

Y1   : Pre-test test to determine initial ability

X   : Treatment using the method of playing online mobile games

Y2   : Post-test test to determine students' abilities after given treatment

C. Research Setting and Participants

The research was conducted in SMPIT Cahaya Ummat, located in Jalan Kalinjaro, Ngimunanjaran, Karangjati, Kec. Bergas, Kabupaten Semarang, Jawa Tengah 50552.

The participants are 15 male students from the second grade of junior high school whose fulfil the requirement. The requirements are:

1. Having a hand-phone for running the game
2. Having an internet signal from WIFI/cellular broadband
3. Having a game on their phone

The reasons why I choose to take participants from the junior high school level:

First, this is the right time for them to explore the potential exists within each of them.

Secondly, it is not surprising that children their age, in this highly developed era, already have their cell phones/their own Personal Computer (PC), so we take advantage of existing technology to explore this potential, especially in activities to deepen their English skills.

Third, the researcher feels that the junior high school level is the right level to be the object of this research. When viewed from the side of the research time requirement, if the researcher takes participants from the high school level, then the researcher thinks that the time they have not as long as the researchers' need. Because usually, the high school level has begun to focus on preparing things for scientific needs at a higher level. While at the junior high school level, they are still given free time to at least "Playing".

D. Data Collection Technique

There are 2 kinds of test used in this research. Test is a set of questions and exercises used to measure the achievement or ability of an individual or group. There are two types of tests used by researchers namely pre-test and post-test. The pre-test was given before the researcher gave the treatment to the students. The post-test is given after the researcher gave the treatment to the students.[39]

Before the pre and post-test were carried out, the researcher provided several questions to test the students. From this session, the researcher can decide which questions can use in the pre-test and post-test in the next session.

The researcher conducted the research and announce it to the students 2 days before the research begin. At the first day of the research, the researcher provided an introduction to the student, and explained the material that will be tested on the next day. The next day, the researcher gave the test to decide the type of question used on pre and post-test session. In the day of pre-test, the participants have to fill the pre-

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[39] Mariam, Siti, Improving students' skimming and scanning in reading skill by applying metacognitive strategy, *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, Volume 2, Issue 1, July 2016

test before playing all kinds of games they have. And researcher gave a time to participants for playing the games for 3 days. In this research, the researcher used only mobile game. In the end of research, there was a post-test for the participants. And the post-test here they have to fill the form of questions shared among them. Quantitative research designs have been employed in this study. All results and conclusions drawn from the research are based on a methodical data collection and all the data have been correctly examined to access its validity.

The pretest is a test conducted on research subjects (in this case, a student) before being given action. The pretest here contain a questions about narrative text, and the question in fill-the-blank form. Participants are required to answer the questions in the answer column provided. This pretest was conducted before the participants carried out the activities requesting by the researcher.

After doing the pre-test, participants are given a treatment by doing an activity. The activity is, participants playing all kinds of game they have on their phone for a 3 days.

After 3 days of treatment, and to further prove students' understanding of narrative text material, the researcher collaborates with the English teacher and

made an hour of meeting to do the examination (post-test). Post-test is a test conducted on research subjects (in this case, students) after being given action. This post-test contains the type of question where students explain a few of specific word, and making a story based on the vocabulary obtained.

The list of questions in the pre-test and post-test was described in the research instruments section. During the pre-test and post-test, the researcher also took an assessment of student attitudes by observing student behavior during the test process.

E. Data Analysis Technique

To analyze the data collected, I have to make sure that my data are valid and reliable. So, I have to do the validity test and reliability test.

A. Reliability Test

Reliability is examined for both vocabulary tests using an internal consistency procedure to calculate Cronbach's Alpha. According to Altman's Benchmark Scale (Gwet, 2014), an-α between 0.81 and 1.00 is very reliable.[40] An instrument can be said

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[40] Gwet, K. L. (2014). *Handbook of inter-rater reliability: The definitive guide to measuring the extent of agreement among*

as a reliable one if the instrument used to measure the same object repeatedly, it will show the same data. The researcher used *Cronbach's alpha* formula as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Where:

r_{11} = the coefficient reliability

k = the number of items

$\sum \sigma_b^2$ = the total variance of each item

σ_t^2 = the total variance

B. Validity Test

Content validity refers to the extent to which a specific item in the test reflects content domain (DeVellis, 2012).[41]

To measure the validity test, the researcher uses the *Pearson product-moment* formula as follows:[42]

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raters (4th ed.). Gaithersburg, MD: Advanced Analytics, LLC.

[41] DeVellis, R. F. (2012). *Scale development*: Theory and applications (3rd ed). Thousand Oaks, CA: Sage Publications, Inc.

[42] Geoffrey E. Mills and L. R. Gay, *Educational Research: Competencies for Analysis and Applications*, Twelfth Ed (The United States of America: Pearson Education, 2018), p. 489.

$$r_{XY} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]}}$$

Where:

r_{XY} = the coefficient correlation between variable X and Y

N = the number of participants

ΣX = the sum of the scores of each item

ΣY = the amount of the scores of each student

There are two criteria to determine the validity of test items:

1. If $R_{count} > R_{table}$ = it means that the item is valid.
2. If $R_{count} < R_{table}$ = it means that the item is invalid.

After doing those 2 Test above, the researcher can decide which item used in pre-test and post-test as a tool to obtain the score. And the score obtained used as a variable compared in analysis session.

C. Scoring the Test

To simplify the data analysis stage, we need a variable to measure in this study. So, we need the student learning outcomes obtained from students' pre-test (preliminary test) and post-test (final test) scores as the variable. The questions gave consisted of 6 questions for the pre-test with details: 3 essay questions, 3 multiple choice questions, and 16 questions for the post-test with detail: 5 multiple choice questions, 1 question of writing narrative text, and 10 questions of fill-in-the-blank. And the following are the example of criteria for researcher in taking the score of the test:

Table 3.2

Student's name	Aspect			Total Score
	1	2	3	

Note:

1: In accordance with the generic structure of the narrative text

2: Appropriate choice of words

3: The ability to arrange words into a narrative text

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

    D. Observation score of the student

        In addition to use the test score as the variable in the study, researcher also used observational score as a variable. Observation scores are given depending on the behaviour of students during the experiment. And the following are the example of criteria for researcher in taking the score of observation:

Table 3.3

Student's name	Aspect			Total Score
	1	2	3	

Note:

1: Focus on teachers' explanation

2: Activeness in the question-and-answer process

3: Maintain the condition during the lesson

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

E. Normality Test

Normality test used to find out whether the variable is normally distributed or not. Normality test used the formula Kolmogorov-Smirnov in the calculations using the SPSS program. To find out if it is normal or not:

- If sig > 0.05, it is normal
- If sig < 0.05, it is abnormal

F. Hypothesis Testing

After researcher obtained the final score of pre-test and post-test, researcher use SPSS as the tool of research. In SPSS, researcher used Paired-Sample T Test to decide which hypothesis is accepted and the other one is rejected. To find out which hypothesis are accepted:

- If the significant value ≤ 0.05, H0 rejected and H1 accepted.
- If the significant value ≥ 0.05, H0 accepted and H1 rejected.

CHAPTER IV

FINDING AND DISCUSSION

In this part, researcher discusses about description of research finding, result of the research, data analysis, and research discussion.

A. Description of Research Finding

This research was conducted at the eighth grade of SMPIT Cahaya Ummat in academic year of 2022/2023. The research was conducted from 11 November to 18 November 2022. In this research, researcher uses only one group as an experimental group.

The research was started on Friday, with introduction from the researcher to the students, then researcher explained the material for a moment, doing a validity test, and announced a pre-test for the next Monday. In Monday, the students carried out the pre-test for an hour, then given a treatment by the researcher for the next 3 days, and doing the post-test on Friday.

B. Result of the Research

Before the pre and post-test begin, researcher made 1 session of validity test to decide the item of

test used on pre and post-test. A validation test is used to measure the validity of the item questions' used. Question items are considered valid if they can reveal something measured. The validity test in this study was processed using the SPSS application. The validity test in this study is used to measure whether a question was valid, with a total score at a significance level of 5% with a total sample of 15 respondents. To test its validity, the researcher compared the Pearson correlation for each item with the moment product r-table. If r-count > r-table, then the statement item is declared valid. The result of the validity test can be seen in the table below with n = 15, then a df of 15-2 = 13 and α = 5% is obtained, so the r-table value is 0.514.and here are the result of the test:

Table 4.1

No	Question	R-count	R-table	Decision
	1	0.655	0.514	Valid
	2	0.720	0.514	Valid
	3	0.651	0.514	Valid
	4	0.605	0.514	Valid
	5	0.731	0.514	Valid
	6	0.661	0.514	Valid
	7	0.572	0.514	Valid
	8	0.054	0.514	Invalid

	9	0.530	0.514	Valid
	10	-0.273	0.514	Invalid
	11	0.594	0.514	Valid
	12	0.656	0.514	Valid
	13	-0.273	0.514	Invalid
	14	0.630	0.514	Valid
	15	0.630	0.514	Valid
	16	-0.205	0.514	Invalid
	17	0.639	0.514	Valid
	18	0.596	0.514	Valid
	19	0.710	0.514	Valid
	20	0.639	0.514	Valid
	21	0.616	0.514	Valid
	22	0.604	0.514	Valid
	23	0.604	0.514	Valid
	24	0.605	0.514	Valid
	25	0.710	0.514	Valid
	26	0.557	0.514	Valid

From this session, there are 26 questions, and 4 of them are invalid. So, the question that used in pre and post-test are 22 items, which separated into 2 parts: 6 questions for pre-test, and 16 questions for post-test.

After doing the validity test, researcher also conducted the reliability test of the valid items. A

reliability test is a test to determine whether the research instrument used can be used more than once or at least by the same respondent. The calculation of reliability is a calculation of the consistency of the questionnaire data using the *Alpha-Cronbach* formula. The value of the correlated item-total correlation in an indicator to be declared reliable is at least 0.70, and here is the result of the test:

Table 4.2

Reliability Statistics	
Cronbach's Alpha	N of Items
.930	22

Based on the reliability test results in the table above, the information obtained that Cronbach's Alpha value is $0.930 > 0.7$. Based on this, the researcher can conclude that all these items are reliable.

1) Data Analysis

After all the instrument were valid and reliable, researcher gave the instruments to the students as a pre-test and post-test. Beside from the test, researcher

also giving a score of pre and post-test depends on the students' behavior during the pre-post activity.

➢ Test

• Pre-test

The students do the pre-test on Monday, 14 November 2022, for an hour. Pre-test was given to the students before they're getting a treatment. Here are the score of students' pre-test:

Table 4.3

Student's name	Scoring Aspect		Total Score
	Attitude	Work result	
Bahtiyar	68	77.5	72.75
Zema	80	75	77.5
Raihan	75	60	67.5
Nanda	75	72.5	73.75
Satria	65	67.5	66.25
Ibrahim	68	60	64
Ahnaf	73	72.5	72.75
Daffa	78	72.5	75.25
Rama	65	70	67.5
Wisnu	68	65	66.5
Rafi	68	67.5	67.75

Mufid	68	70	69
Qassam	67	65	66
Alif	71	72.5	71.75
Ananda	68	62.5	65.25

Note:

Total Score : $\frac{S+Hk}{2}$

S : Attitude

Hk : Work result

Assessment indicator for pre-test

Assessment indicator of attitude	Performance appraisal indicators
1. Focus on teachers' explanation 2. Activeness in the question-and-answer process 3. Maintain the condition during the lesson	1. In accordance with the material explained 2. Ability to re-explain the material obtained

Table 4.4

Student's name	Assessment			Total Score
	1	2	3	
Bahtiyar	7	7	6.5	68
Zema	8	8	8	80
Raihan	7.5	7	8	75
Nanda	7.5	7.5	7.5	75
Satria	7	6.5	6	65
Ibrahim	7.5	6	7	68
Ahnaf	7	7	7.5	73
Daffa	8	8	7.5	78
Rama	7	6.5	6	65
Wisnu	7	7	6.5	68
Rafi	7.5	7	6	68
Mufid	7	6	7.5	68
Qassam	7	6	7	67
Alif	7	7.5	7	71
Ananda	7	6.5	7	68

Note:

1: Focus on teachers' explanation
2: Activeness in the question-and-answer process
3: Maintain the condition during the lesson

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

Table 4.5

Student's name	Assessment		Total Score
	1	2	
Bahtiyar	7.5	8	77.5
Zema	7.5	7.5	75
Raihan	6	6	60
Nanda	7	7.5	72.5
Satria	6.5	7	67.5
Ibrahim	6	6	60
Ahnaf	7	7.5	72.5
Daffa	6.5	8	72.5
Rama	7	7	70
Wisnu	6.5	6.5	65
Rafi	7	6.5	67.5
Mufid	7	7	70
Qassam	6	7	65
Alif	7.5	7	72.5
Ananda	6.5	6	62.5

Note:

1: In accordance with the material explained

2: Ability to re-explain the material obtained

Total Score: $\frac{\text{Total point obtained}}{20} \times 100$

- Post-test

After the students were given a pre-test on Monday, and also given a treatment for 3 days, the students doing the post-test on Friday, 18 November 2022, for an hour. Here the score of students' post-test:

Table 4.6

Student's name	Scoring Aspect		Total Score
	Attitude	Work result	
Bahtiyar	70	75	72.5
Zema	83	89	86
Raihan	78	75	76.5
Nanda	80	78	79
Satria	66	72	69
Ibrahim	63	77	70
Ahnaf	66	75	70.5
Daffa	80	86	83
Rama	78	75	76.5
Wisnu	72	78	75
Rafi	71	75	73
Mufid	70	70	70
Qassam	67	68	67.5
Alif	68	73	70.5
Ananda	71	71	71

Note:

Total Score : $\frac{S+Hk}{2}$

S : Attitude

Hk : Work result

Assessment indicator for post-test

Assessment indicator attitude	Performance appraisal indicators
1. Focus on teachers' explanation 2. Cooperation between students 3. Maintain the condition during the lesson	1. In accordance with the generic structure of the narrative text 2. Appropriate choice of words 3. The ability to arrange words into a narrative text

Table 4.7

Student's name	Assessment			Total Score
	1	2	3	
Bahtiyar	7.5	6.5	7	70
Zema	8.5	8	8.5	83
Raihan	7.5	8	8	78
Nanda	8.5	7.5	8	80
Satria	6.5	7	6.5	66
Ibrahim	7	6	7	63
Ahnaf	7	6.5	7	66
Daffa	8.5	8	7.5	80
Rama	8	8	7.5	78
Wisnu	7	7.5	7	72
Rafi	7	7	7.5	71
Mufid	6.5	7.5	7	70
Qassam	7	6.5	6.5	67
Alif	6.5	7	7	68
Ananda	7	7.5	7	71

Note:

1: Focus on teachers' explanation

2: Cooperation between students

3: Maintain the condition during the lesson

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

Table 4.8

Student's name	Assessment			Total Score
	1	2	3	
Bahtiyar	7.5	7	8	75
Zema	9	8.5	9	89
Raihan	8	7.5	7	75
Nanda	8	7	8.5	78
Satria	7	7.5	7	72
Ibrahim	8	7.5	7.5	77
Ahnaf	7.5	8	7	75
Daffa	9	8.5	8.5	86
Rama	7.5	7	8	75
Wisnu	8	7.5	8	78
Rafi	7.5	7.5	7.5	75
Mufid	7	7	7	70
Qassam	7	6.5	7	68
Alif	7.5	7	7.5	73
Ananda	7	6.5	8	71

Note:

1: In accordance with the generic structure of the narrative text

2: Appropriate choice of words

3: The ability to arrange words into a narrative text

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

- Basic Assumption Test

1. Normality Test

The normality test is a test carried out to assess the distribution of data in a group of data or variables, and whether the data distribution was distributed normally. The Normality Test is useful to determine whether the data collected was distributed normally or not. Here is the result of normality test:

Table 4.9

| | Kolmogorov-Smirnov[a] | | |
	Statistic	df	Sig.
Pretest	.205	15	.089
Posttest	.179	15	.200[*]

Based on the result of the test, the researcher can make a conclusion that all the items on pre-test and post-test are distributed normally, because the significant score of each part (pre-test and post-test) are above 0.05

2. Hypothesis Test

Hypothesis test is a test used to decide which hypothesis is accepted and the other one is rejected. And here is the result of the test:

Table 4.10

Class	Mean	T	Two-Sided p	
			1%	5%
Pretest - Posttest	-4.43 333	-4.398	<,001	<,001

Based on the table above, the significant value of the item is < 0.001. And $0.00 < 0.05$, so the H0 is rejected and H1 is accepted. And the researcher conclude, that online mobile games is an effective media in teaching writing narrative text.

C. Discussion

a. The finding of the effect of students' vocabulary acquisition in teaching writing narrative text using online mobile games.

Based on the research results obtained, an analysis was carried out to determine the influence of Online Cellular Games in teaching narrative text writing. Online Mobile Games treatment was carried out for 30 minutes within 3 days. This study aims to explain the effectiveness of using online mobile games to enrich students' vocabulary acquisition in teaching writing of narrative text. The sequence of activities is:

(1) Giving a pre-test to students

(2) Giving treatment to students. This is an activity where students are asked to play all the online mobile games they have for 30 minutes in 3 days.

(3) Giving a post-test to students to collect data.

Then, the results were analyzed using the SPSS program.

The final result of pre-test and post-test are obtained by using the following formula:

$$\frac{\text{Total test score}}{\text{Total amount of student}} \times 100$$

Total		NA
Pretest	1043.5	69.56
Posttest	1110	74

According to the table above, we can see that there is an increase in scores from the pre-test to the post-test. This is proof that online mobile games are an effective tool to help students in enrich vocabulary acquisition as a provision in learning to make narrative text. And this is also the basis for decision-making in the hypothesis test, which results are as follows:

Class	Mean	T	Two-Sided p	
			1%	5%
Pretest - Posttest	-4.43333	-4.398	<,001	<,001

Based on the table above, the significant value of the item is < 0.001. And 0.00 < 0.05, so the H0 is rejected and H1 is accepted. And the researcher concludes that online mobile games is an effective media in teaching writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

In this part, researcher discusses about the conclusion of the research and the suggestion can take from the research.

A. Conclusion

Based on the discussion of findings and the results of data analysis from the experiments that have been carried out, the researcher found that online mobile games increased students' vocabulary acquisition in teaching writing narrative texts. This is evidenced by increasing the scores achieved by almost all students, as seen from the pre-test and post-test scores given during the research period. This conclusion also supports one of the hypotheses made by researcher that online mobile games is an effective media for students' vocabulary acquisition in pursuit of writing narrative texts.

B. Suggestion

Based on the research results, the researcher has several suggestions:

a) The researcher thinks that online mobile games are one of the tools in teaching

narrative text writing, which helps students increase their vocabulary. So, they are fluent in writing narrative texts.

b) As a teacher, you are required to have innovation in teaching techniques. So that students can acquire various knowledge that can support their learning process. And one of them is online mobile games.

c) Researcher thinks that the research summarized in this thesis is far from perfect. Therefore, the researcher makes this thesis a stepping stone and supporting information for other researchers researching the field of writing, especially narrative text. And researcher is hoping for criticism and suggestion from the readers and the researcher who uses this thesis as supporting data.

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APPENDIXES

APPENDIX 1

Pre-Test

I.What is narrative text?

II.What is the purpose of narrative text?

III.What are the generic structure of narrative text?

IV.FTB Challenge (Fill the Blank)

So guys, I'll make an un-complete story, then please fill the blank with the proper word. (The word listed on the box).

One day, there was a group of treasure hunters from Baldor who were ___ around the Hargandi harbor. They are looking for a very expensive diamond, which was left behind by a billionaire who drowned when his car was ___ by the waves when he wanted to board the ferry.

While they were busy hunting, and almost found the diamond, suddenly they got an ___ from something that was not a known direction. At first, they thought that this was a bluff to leave the port immediately. But apparently, what attacked them was a group of ___ from the Balton region who were also after the same diamond they were looking for.

The fight ___ was unavoidable. Baldor hunters try to keep the diamond they almost owned from hunter Balton. The battle continued to rumble, which was eventually won by the Baldor hunters. After the fight ended, Baldor's hunters quickly brought the diamond that was finally found back to their ___.

The victory over the Balton hunter group was a very extraordinary ___ for the Baldor hunting group. Because the Balton hunters were rumored to be a very ___ and formidable group.

Hit	Attack
Hunters	Achievement
Strong	Fight
Base	Hunting

APPENDIX 2

Post-Test

There are questions consists of 10 questions to explain the words, and making a story.

A.   Explain the Words

Please explain these 10 specific word with your own understanding and knowledge about these words.

a) Hit   :
b) Attack   :
c) Victory   :
d) Defeat   :
e) Bullet   :
f) Reload   :
g) Direction   :
h) War   :
i) Base   :
j) Move   :

B.   Making a Story

Please make a story using the vocabulary you've got from the game in 1 paragraph or more. And give a sign which part is the **Orientation**, **Complication**, and **Resolution**.

APPENDIX 3

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP POST-TEST)

Subject   : English Language

Class/Semester   : VIII/ Ganjil

Schools' name   : SMPIT Cahaya Ummat, Semarang Regency

Material   : Narrative Text

Time allocation   : 2 x 40 minutes

Core competency   : 1. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

Basic competency   : 1.1 Understand the social function, text structure, and linguistic elements of narrative text, according to the context of its use.

A. Learning Goals

Students can understand the sentence structure and language in narrative text. Students can discuss various information contained in narrative text. Students are able to retell the information they have obtained in their own language.

B. Learning Steps

Activities	Learning Steps	Times
Preface	1. The teacher greets students and leads a prayer to start class. 2. Students prepare themselves physically and psychologically to follow the lesson. 3. The teacher prepares the material to be studied and asks students to focus.	10 minutes
Core	1. Students are asked to focus on the material to be studied. 2. Students learn about narrative text and the parts in narrative text. 3. Students learn the generic structure of a narrative text. 4. Students are given the opportunity to ask about the material being studied. 5. In guided group work, students are given questions and opportunities to	60 minutes

	analyze the generic structure contained in narrative texts. 6. Students are given the assignment to make a story in the form of a narrative text using the vocabulary they have acquired during the treatment period.	
Closi ng	1. Students and teachers provide feedback on the process and learning outcomes. 2. Students listen to the teacher's message to prepare the material to be studied next. 3. The teacher and students pray to end the lesson.	10 min utes

C. Assessment of learning outcomes

    1. Knowledge Assessment: Written test in the form of a description

    2. Skills Assessment: Practice creating narrative stories

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP PRE-TEST AND TREATMENT)

Subject   : English Language

Class/Semester   : VIII A/1

School Name   : SMPIT Cahaya Ummat, Semarang Regency

Time Allocation   : 2 x 45 (2 hours of lessons) and 3 x 30 minutes (while at home)

Material   : Introduction about narrative text

A. Goals
1. Students can find out the material to be studied
2. Students can know the kinds of vocabulary
3. Students can tell the activities that have been passed in a paragraph.

B. Learning Tools and Media
1. **Learning media**
Mobile Games, examples of narrative stories
2. **Tools**
Paper, pen, laptop

C. Learning activity (Pre-Test and Treatment)

Activities	Learning Steps	Times

Preface	1. The teacher greets students and performs a prayer procession to start class. 2. Students prepare themselves physically and psychologically to follow the lesson. 3. The teacher prepares the material to be studied and asks students to focus.	15 minutes
Core	1. Students are given a little introduction about narrative text 2. Students are asked to listen carefully to the reading displayed by the teacher. 3. Students are asked questions about narrative text. 4. Participants are asked questions about the game by the teacher 5. The teacher and students determine together the type of game to be played.	60 minutes

Closing	1. Students and teachers provide feedback on the process and learning outcomes.	15 minutes
	2. Students listen to the teacher's message to prepare the material to be studied next.	
	3. The teacher and students pray to end the lesson.	

activity	Learning Steps	Times
Inti	1. Participants are welcome to play predetermined games.	30 minutes (on Tuesday, Wednesday, and Thursday)
	2. After playing the game, students are given the task of recording the vocabulary they get while playing the game	

D. Assessment

1. Knowledge Assessment   : Written test
2. Skills Assessment   : Performance

APPENDIX 4

Scoring instrument for Pre-test and Post-test

Scoring instrument of pre-test

Student's name	Scoring Aspect		Total Score
	Attitude	Work result	

Note:

Total Score : $\frac{S+Hk}{2}$

S : Attitude

Hk : Work result

Assessment indicator for pre-test

Assessment indicator attitude	Performance appraisal indicators
1. Focus on teachers' explanation 2. Activeness in the question-and-answer process 3. Maintain the condition during the lesson	1. In accordance with the material explained 2. Ability to re-explain the material obtained

Scoring of Attitude (PRE-TEST)

Student's name	Assessment			Total Score
	1	2	3	

Note:

1: Focus on teachers' explanation

2: Activeness in the question-and-answer process

3: Maintain the condition during the lesson

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

Scoring of Work result (PRE-TEST)

Student's name	Assessment		Total Score
	1	2	

Note:

1: In accordance with the material explained

2: Ability to re-explain the material obtained

Total Score: $\frac{\text{Total point obtained}}{20} \times 100$

Scoring instrument of post-test

Student's name	Scoring Aspect		Total Score
	Attitude	Work result	

Note:

Total Score : $\frac{S+Hk}{2}$

S : Attitude

Hk : Work result

Assessment indicator for post-test

Assessment indicator attitude	Performance appraisal indicators
1. Focus on teachers' explanation 2. Cooperation between students 3. Maintain the condition during the lesson	1. In accordance with the generic structure of the narrative text 2. Appropriate choice of words 3. The ability to arrange words into a narrative text

Scoring of Attitude (POST-TEST)

Student's name	Assessment			Total Score
	1	2	3	

Note:

1: Focus on teachers' explanation

2: Cooperation between students

3: Maintain the condition during the lesson

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

Scoring of Work result (POST-TEST)

Student's name	Assessment			Total Score
	1	2	3	

Note:

1: In accordance with the generic structure of the narrative text

2: Appropriate choice of words

3: The ability to arrange words into a narrative text

Total Score: $\frac{\text{Total point obtained}}{30} \times 100$

APPENDIX 5

Research Permit and Supported Pictures

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SURAT KETERANGAN
No : 097.02/SMPIT-CU/XII/2022

Yang bertanda tangan dibawah ini, kepala sekolah SMPIT Cahaya Ummat menerangkan bahwa:

Nama   : Ahmad Haydar Ali

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Fakultas   : Ilmu Tarbiyah dan Keguruan

Nama tersebut diatas benar-benar telah melakukan kegiatan penelitian dalam rangka penyusunan skripsi dengan judul **"Using Online Mobile Games to Enrich Students' Vocabulary Acquisition in Teaching Writing of Narrative Text"** di SMPIT Cahaya Ummat pada tanggal 11- 18 November 2022.

Demikian surat ini diterbitkan agar dapat dipergunakan sebagaimana mestinya.

Karangjati, 26 Desember 2022

Kepala Sekolah

Ananto Dista Nugroho, M.Pd
NIP. -

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Hari	Kosakata yang didapat dan artinya	
Jumat	Dominator : Penguasa be the legend : menjadi legenda hunters : pemburu Ruthless : kejam Unparalled : tak tertandingi	
Sabtu	best pal : sahabat terbaik feared : ditakuti mercifully : untungnya comnuity : komunitas master : menguasai	
Minggu	Peace maker : Perdamaian balance : keseimbangan foes : musuh Future : masa depan	

Nama Siswa : Nanda Fajar K

Hari	Kosakata yang didapat dan artinya	
Jumat Selasa	theater : Dambula Tuthless : kejam Dominator : Penguasa	
Sabtu Rabu	Seated : di tahan Massive : Menguasa Coaching : komitmen	
Minggu Kamis	foes : musuh Balance : keseimbangan Best pal : Sahabat terbaik	

Nama Siswa : Arini Rama Yudha

Hari	Kosakata yang didapat dan artinya	
Jumat Selasa	Starting line up = barisan Awal Trainins Latihan ruthless : kejam	
Sabtu Rabu	Quick make : pembantina - 99 cpt win : menang future : masa dpn	
Minggu Kamis	Lose : kalah Dominator : Penguaso foes : musuh	

Nama Siswa : M.Daffa Al Ahmar

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