THE CORRELATION BETWEEN STUDENTS' ACTIVITY IN PLAYING ENGLISH VIDEO GAMES AND STUDENT'S VOCABULARY MASTERY AT SMAN 1 BANDAR LAMPUNG

A Script

By:

MUHAMMAD FARHAN

1713042033

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2022

THE CORRELATION BETWEEN STUDENTS' ACTIVITY IN PLAYING ENGLISH VIDEO GAMES AND STUDENT'S VOCABULARY MASTERY AT SMAN 1 BANDAR LAMPUNG

By

MUHAMMAD FARHAN

An Undergraduate Thesis

Submitted as a Partial Fulfillment of

The Requirement for S-1 Degree

In

The Language and Arts Department of

Teacher Training and Education Faculty

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2022

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' ACTIVITY IN PLAYING ENGLISH VIDEO GAMES AND STUDENT'S VOCABULARY MASTERY AT SMAN 1 BANDAR LAMPUNG

By

Muhammad Farhan

The primary goals of this reasearch are to find out the correlation between students' activity in playing English video games and students' vocabulary mastery. This research was conducted in SMAN 1 Bandar Lampung. The subject were 36 students of XI MIPA 2 as the subject of the research. Questionnaires and vocabulary test were used to collect the data. This research was using correlation through the application of quantitative methods by collecting the data from the test.

The result of questionnaires showed that there were 20 students who had high level of playing English video games, 13 students had medium and 3 students had low. Meanwhile, the result of the vocabulary test showed that there were 2 students got outstanding level of vocabulary mastery. 18 students got good, 10 students got satisfactory, and 6 students got very weak. According to the result of the analysis and statistical calculation it is found that rxy is 0.604, which means there is significant correlation between students' activity in playing English video games and students' vocabulary mastery.

Key Word : Correlation, Video Games, and Vocabulary Mastery.

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Muhammad Farhan

NPM   : 1713042033

Program Study   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : The Correlation Between Students' Activity In Playing
English Video Games and Student's Vocabulary Mastery at
SMA N 1 Bandar Lampung

Menyatakan bahwa skripsi yang saya ajukan ini adalah hasil karya saya sendiri
dan tidak memuat hasil karya orang lain, kecuali bagian-bagian tertentu yang saya
ambil sebagai acuan dalam menulis skripsi ini.

Demikian pernyataan ini saya buat dan saya bersedia bertanggung jawab apabila
pernyataan saya tidak benar.

Bandar Lampung, 21 Januari 2022

at pernyataan,

Muhammad Farhan

NPM. 1713042033

v

Research Title : THE CORRELATION BETWEEN STUDENTS' ACTIVITIY IN PLAYING ENGLISH VIDEO GAMES AND STUDENT'S VOCABULARY MASTERY AT SMAN 1 BANDAR LAMPUNG
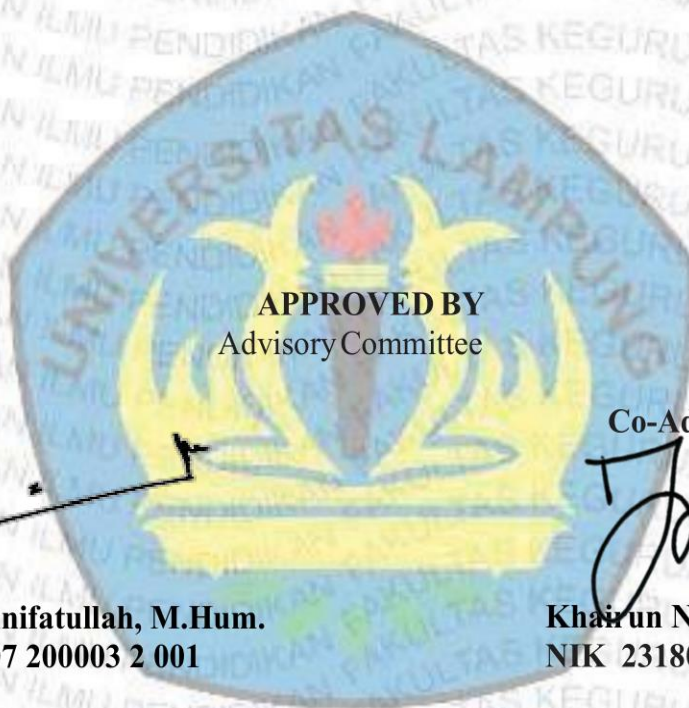
Student's Name : **Muhammad Farhan**

Student's Number : **1713042033**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor,

Dr. Feni Munifatullah, M.Hum.   **Khairun Nisa, M.Pd.**
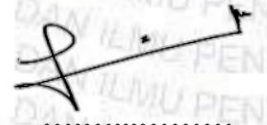**NIP 19740607 200003 2 001**   **NIK 231804921003201**

The Chairperson of
The Department of Language and Arts Education

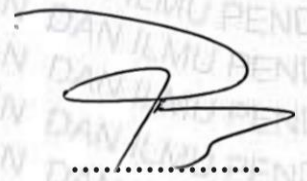**Dr. Nurlaksana Eko Rusminto, M.Pd.**
NIP 19640106 198803 1 001

ADMITTED BY

1. **Examination Committee**

   Chairperson : Dr. Feni Munifatullah, M.Hum. ....

   Examiner : Dr. Tuntun Sinaga, M.Hum. ....

   Secretary : Khairun Nisa, M.Pd. ....

2. **The Dean of Teacher Training and Education Faculty**

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

   Graduated on : January 21st 2022

CURRICULUM VITAE

Muhammad Farhan or can be called Farhan was born on May 13th, 1999 in Pringsewu Barat, Pringsewu. He is the second child from three children, from his beloved parents Muhammad Sofwan and Rully Sukmawati.He has one elder sister (Fadila Shafira) and one younger sister (Fariza Zahra Ramadhani). He started elementary education at SDN 2 Pringsewu Utara and finished it in 2011. After that, he continued at SMPN 1 Pringsewu for junior high school education and finished it in 2014. In addition, in 2017 he finished his study at SMAN 1 Pringsewu. In the same year, he was accepted as a student of the English Education Study Program of Lampung University.

In 2020, he did his KKN program in Tri Karya Mulya, Tanjung Raya, Mesuji. Further, he accomplished his teaching practice program (PPL) at SMP Negeri 1 Pringsewu in 2020. Furthermore, he did his research in SMA Negeri 1 Bandar Lampung from October 11th until October 14th 2021 in order to finish his study at college.

MOTTO

" There are no gains, without pains…"

(Benjamin Franklin)

DEDICATION

To my beloved parents, Muhammad Sofwan and Rully Sukmawati

To my beloved grandfather in heaven, Subeki

To my beloved sisters Fadila Shafira and Fariza Zahra Ramadhani

To my best friends who always in my up and down, Aqib Batul Walad and I Gede Sandi Yasa

All awesome teachers who give their motivation and encouragement for my educational life.

The big family of English Department batch 17

ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin, all praise is due to Allah Subhanahuwata'ala, the Lord of the Worlds who gives His blessings to the writer's whole life, so that this undergraduate thesis entitled "The Correlation Between Students' Activity In Playing English Video Games And Students' Vocabulary Mastery" would be possible to be made and published. This undergraduate thesis would be submitted as a partial fulfillment of the requirement for S-1 degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung. Deepest gratitude and respect are addressed to all people who have supported and helped the writer in accomplishing this undergraduate thesis. Hence, the writer would like to acknowledge her sinceregratefulness to:

1. Dr. Feni Munifatullah, M.Hum., as his first advisor, for his valuable guidance, assistance, support, patience, and also suggestions in helping the writer to complete this undergraduate thesisrightly.

2. Khairun Nisa, S. Pd, M. Pd., as his second advisor, for her kindness, encouragement, knowledge, advice, and support during the completion of this undergraduate thesis.

3. Drs. Tuntun Sinaga, M.Hum., as his examiner and Academic Advisor, for his constructive suggestion, kindness, and support in which the writer could compile this undergraduate thesis to be better.

4. Dr. Ari Nurweni, M.A., as the head of English Department Study Program, all lecturers and administration staff of English Department, who have given great contributions in expanding the writer's knowledge during study in college.

5. Dr. Nurlaksana Eko R., M.Pd., as the chairperson of Department of Language and Arts and all staffs at the department.

6. Prof. Dr. Patuan Raja, M.Pd., as the Dean of Teacher Training and Education Faculty.

7. My beloved family, Ayah, Mama, and all my siblings, thank you so much for your loves, supports, prayers, spirit, and everything you all have given to me.

8. Special appreciation goes to big family of SMAN 1 Bandar Lampung, especially for Mrs. Teti Hernawati, M.Pd., as the English teacher, for the guidance and support, and all the students of class XI MIPA 2 for the participation during the research process.

9. His colleges' life comrade – Aqib Batul Walad, I Gede Sandi Yasa, special feeling of gratefulness to have such a close friend who is really supportive like them, immense gratitude for the laughs, tears, jokes, supports, positive energy, and prayers.

10. His Geng Kapak mates, for the enormous moment, immeasurable laughs, and unimportant jokes.

11. Countless acknowledgement and special gratitude to his buddies in English Education Study Program batch 2017, especially for A class, for every superb moment that we have through since day-1 in college, it is such a beautiful privilege to meet kind-hearted people like all of you.

12. All awesome souls who have given their support, pray, help, and encourage to the writer.

All in all, the writer believes that his writing is still far from being perfect, there might be weakness in this research. Thus critics, comments, and suggestions are always welcome for better research. Somehow, the writer expects that this work

can give positive contribution to the readers, and those who want to conduct the similar research as him in the future.

<div style="text-align:center">

Bandar Lampung, January, 2022

The Writer

Muhammad Farhan

</div>

Table of Contents

LIST OF TABLES

LIST OF APPENDICES

1.Questionnaire of students' activity in playing video games

2.Vocabulary mastery test

3.Questionnaire score via Google Form

4.Student's questionnaire score

5.Student's Vocabulary test score

CHAPTER I

INTRODUCTION

This chapter is concerned with the introduction of the research that consists of the following points: background of the study, research questions, objective of the research, use of research, the scope of the research, and definition of terms

1.1 General Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all the world. In oxford learner's pocket dictionary (2008) defined as language is system of communication in speech and writing used by people of a particular country. We use it to communicate with each other, to solve problems, to express emotions, idea and everything in their mind. In other words, language is one of the most important to help about our activities of life. Language is also a communication of thoughts and feelings through a system of arbitrary signals such as sounds, gestures, or written symbols

In Indonesia, English is a foreign language. It is not confused that TEFL (Teaching English as Foreign Language) is presented as a practice using them as the basis for written and spoken communication (Richard, 2002). We also know

that English is an international language that is used almost all of the countries in the world, as an international language it is used in international activities, such as in the airport. These dimensions are assumed to be significant contributors that determine the success or failure in acquiring English language learning. In learning English there are three components, include pronunciation, grammar and vocabulary.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Mastering vocabulary will help them to improve the other English knowledge, as it is mentioned by Jennings (1978): "If you already have an interestin words (vocabulary) using them can improve your reading, writing, talking,and thinking". From the quotation above, we can take a reference that the basic component, which must be mastered by them to get a success in learning English is vocabulary. They will find some difficulties in their learning process without mastering it, since most learning activities such as listening,reading, thinking and talking need a large and solid vocabulary.

As it is stated by Bennet (1991) "Yet everyone, especially the English learners' need a large vocabulary to succeed in their learning process because reading and listening are the ways they learn". As it is mentioned by Canale and Swain in Jack Richard and W. Schmidt (1983) "Communicative competence was

understood as the underlying system of knowledge and skill required for communication, e.g. knowledge of vocabulary and skill in using the sociolinguistics of convention for a given language". From the quotation above, we know that mastery of the vocabulary of a foreign language is the most required thing for communication. Nasr (1975) stated that language is used to communicate ideas and experiences and vocabulary is an element in a language that expresses units in our experiences.

Realizing the importance of English in our country, many people in Indonesia are learning the language. They learn it for many different purposes such as business, science, technology, and communication and also for education. Besides having different purposes in learning the language, people also have different sources in learning it. Most of them learn the language in formal education such as: schools, college and universities. In our country, English has been taught as a compulsory subject since the students are in the Junior High School until the University. It is also taught in some Elementary Schools and Kindergartens in Indonesia as local content from now on. In addition to learning the language in formal education, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education institutions existing in our country. People can choose one of them that are suitable with their purpose and funds. Although they are learning the language from different sources, they have a same basic wish in their learning process that they want to get a success on it in

realizing their wish; they use some media that can help them in the learning process. These media can be books, magazines, newspapers, cassettes, radios and even video games.

The phenomenon of video games now is booming in this world from the developed countries until developing countries especially Indonesia, from a big city until a rural area had been known video games. A video game is an electronic game that involves interaction with a user interface or input device to generate visual feedback for a player. Nicolas (2005) says that "A video game is a game which we play thanks to an audiovisual apparatus and which can be based on a story."

Regarding language teaching and learning process, as Gee (2005), believes, games are understood as conceptual models working across formal and informal learning contexts. In language teaching, according to Warschauer and Healey (1998, as cited in Sørensen & Meyer, 2007), games have often been utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning. They create a fun environment in which learners and even the teacher become more interested in learning and teaching process. In addition to this, games have been found as a serious and pervasive element for providing stimulation and simulation in educational settings.

Yip and Kwan (2006) in their study entitled "Online vocabulary games as a tool for teaching and learning English vocabulary" sound that learners playing online vocabulary games tend to learn more appropriately and could retain the new words for a longer period of time and retrieve more words compared to those who aren't provided with vocabulary games. Vocabulary instruction is a long-time process. If the games are fun, relaxing, motivating and confidence boosting, the learners' interest will increase. To become sure that learning continues, it is required to see if the games provide the learners with continuous motivation. Although excitement is effective in motivating learners to play a game again, it is important to become sure that the excitement element does not negatively influence the learning objectives.

Dealing with vocabulary mastery, English learners cannot develop other language elements, pronunciation, grammar, and spelling without vocabulary. Vocabulary mastery refers to the number of words a person knows. Vocabulary is very important for students. Students are expected to master reading, writing, speaking, and listening skills. Vocabulary can help students to gain an adequate understanding of a large number of words. The term mastery is not limited to recognize the meaning of certain words. In other words, it is more accurately defined as 'knowing a word' because students are said to have good vocabulary mastery if they can recognize its meaning also know the form, grammar, collocation, meaning, and word formation. Vocabulary mastery can be interpreted as several vocabulary words or words in the memory of users or students'.

As explained above, vocabulary is important in learning English. Students must increasingly master vocabulary because lack of vocabulary often brings problems for English learners. When they are writing something in English, sometimes they get into trouble because they do not know how to express their ideas in the written language. It cannot be denied that vocabulary is one of the important thing in English communication.

In this case, the researcher wants to see whether students who play video games have an interest in learning English vocabulary and knows vocabulary more than students who not play video games. So, he conducted this research.

1.2 Research Question

The research questions that can be formulated based on the explanation above are as follows:

1. Is there any significant correlation between students' activity in playing English video games and their vocabulary mastery?
2. How is the level of students' vocabulary mastery at the second year students in the academic year of 2020/2021 of SMA N 1 Bandar Lampung?

1.3 Assumption and Limitation

In conducting this investigation, the writer has the following assumptions.

1. A students' activity in playing English video games is indicated by the score of the questionnaires concerning the students' activity in doing it.
2. A students' mastery of vocabulary is indicated by the score of vocabulary test.
3. The result of this study is only applied to the second year students of SMA Negeri 1 Bandar Lampung in the academic year 2021

1.4 Objectives of the Study

The objectives of the study are:

1. To find out whether there is a significant correlation between the students' activity in playing English video games and their vocabulary mastery.
2. To know the levels of students' vocabulary mastery at the second year students in the academic year of 2020/2021 of SMA N 1 Bandar Lampung.

1.5 Uses

There are some uses that can be summarized from this research:

1. Theoretically, it can support and strengthen some previous research that proves the correlation between students' activity in playing video games and vocabulary mastery.

2. Practically, it can be advantageous for English teachers in determining the learning media, in this case by using video games and also to help his/her students to master in English vocabulary.

1.6 Definition of Terms

1. **Correlation**

    Correlation is a term that is a measure of the strength of a linear relationship between two quantitative variables.

2. **Vocabulary Mastery**

    Vocabulary mastery refers to the number of words someone know. Vocabulary mastery not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

3. **Video Games**

    Video games is a game played by electronically manipulating images produced by a computer program on a television screen or other display screen.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns the literature review that is used in this study: definition of vocabulary and vocabulary mastery, the importance of vocabulary, the definition of reading, aspect of reading, previous studies, theoretical assumption, and hypothesis.

2.1 Definition of Vocabulary

After discussed so far about vocabulary, but what vocabulary is? Here, the writer tries to present some definitions of vocabulary. Bella (1968) defined "A word or vocabulary is a verbal label that represents a concept or idea. It is the currency of thought". Albert and Edward (1981) also have a similar opinion about the definition the vocabulary. They stated "A word or vocabulary is a verbal label that represents a concept or idea, as children mature, the concept represented by the word gradually become refined and accurate" Holt (1966) has a different definition about vocabulary. He said "Vocabulary is an alphabetical list of the word used in a book, often including their translation or definition". Besides the definitions above, there is an interesting definition of vocabulary that is stated by Ashley (1970). She said "the words or vocabularies are the tools, the ingredients in a magical brew which can inflame, amuse, influence and carry out our fellow human beings". From those definitions, the writer concludes that vocabulary is a tool or verbal that represents

9

concept or idea with its definitions in an alphabetical list, in which the tool can amuse very amazing feelings to human beings.

2.2 The Importance of Vocabulary

Tarigan (1984: 2) points out the importance of vocabulary in language learning. He states that language skill mostly depends on the mastery of vocabulary. Thus, the more vocabulary is mastered, the bigger possibility is that someone can skillfully use the language. Nunan (1983: 125) argues that the acquisition of an adequate vocabulary is essential for succesful language use because without an extensive vocabulary, people will be unable to use structure and function they may have learned for comprehensible communication. It forms an important element in learning a second language vocabulary is very important for the students. The students are expected to master the skills of reading, writing, speaking and listening .The vocabulary can help the students or the leamers to acquire the considerable understanding of a large number of words. As the explanation above, vocabulary becomes an important thing in learning English Students have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners. When they are writing something in English, sometimes they get trouble because they don't know how to express their ideas in written language. Therefore, the conclusion is it can't be denied that vocabulary is one of the important things in English communication

In learning the language, Indonesian learners will be introduced to many English components; one of them that should be mastered first in their English learning process is vocabulary..In chapter I it is important for every English learner to master vocabulary, but why they should it first before they study other English components. The first reason for the question is the words or vocabularies or lexicons are the basic tools for almost English skills such as listening, reading, speaking and writing. Mastering them influence students ability in other English skills.

As it is mentioned by John (1988) "Vocabulary proficiency affects not only the students reading skills, but their speaking, listening and writing as well". From the statement above, we can conclude that vocabulary proficiency helps the students or the English learners to master other English skills, so they should focus their attention first to the vocabulary mastery in their learning process.The second is that vocabulary plays an important role in writing activity. Actually, most of English learners' activities deal with writing activities, for example; doing assignments, thesis and also taking writing test. Therefore they should have a larger vocabulary in order to make their writing good, coherent, and also understandable by their readers.

Barli (1995) has an opinion concerning with that matter. He stated that words or lexicons are the basic tool for writing. To a great extent, it is word that determines whether a paragraph is good or not. Furthermore he said that wrong words surely do not state the writer's message across. In essence, the diction or

word choosing in a paragraph has an important role. Readers can receive the messages that are conveyed by the writer if she or he uses appropriate words in their paragraphs. The last reason is that a large vocabulary helps the English learners in studying other English subjects such as Sociolinguistics, Psycholinguistics, Business Correspondence, etc. It will help them to understand and define many concepts, ideas, expressions that they get in such subjects. It is stated by Bella (1968) "The larger the vocabulary you build up, the better able you are to define and refine the expression of the images and ideas". Moreover, she said "The more words you master richer become you thought process and the better you distinguish between shades of word meanings, the subtler grows your expression of ideas". In conclusion, vocabulary learning is an unseparate thing from language learning because whenever people think of it, they usually think of vocabulary learning and vocabulary mastery. It is a key for the English learners to get a success in their learning process.

2.3 Vocabulary Mastery

The vocabulary mastery is a thing that is difficult enough to be defined. Fries (1945) stated that the mastery of language is meant as the ability to use or to understand all the words of the language, but when we read a newspaper or a magazine we often find words we do not know. Therefore, we can never master a through vocabulary or even the vocabulary of our own language. Furthermore, he also said that the vocabulary mastery of a foreign language is also bound by our actual experience. It takes time to learn them and there is no short cut to attain mastery of the complete

vocabulary of a foreign language. However, we can learn few hundreds lexical items that are most useful in situations and really master them first. So, one can reallymaster a limited number of very useful vocabulary items in a short time. In essence, vocabulary mastery is people ability to use or to understand words of a language that they have learned and heard in certain situations in which they really have experienced the situations in their life.

2.4. Kind of Vocabulary

According to Hiebert there are two kinds of vocabulary.

1. *Productive vocabulary* is the set of words that an individual can use when writing or speaking. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must be able to use grammar of the language target, and they are also hoped to be familiar with collocation and understand the connotation meaning of the words.

2. *Receptive vocabulary* is that set of words for which an individual can assign meanings when listening or reading.

Read (2000) mentions two kinds of vocabulary, those are:

1. Function words are seen as belonging more to the grammar of the language than to its vocabulary. such as articles, prepositions, pronouns, conjunctions, auxiliaries, etc. It means that the function word which have no lexical meaning, and whose sole function is to express grammatical relationships. In other word, function words used to make the sentences grammatically correct.

2. Content words. They have little if any meaning in isolation and serve more to provide links within sentence, modify the meaning of content words and so on . The kinds of these words are noun, verb, adjective, and adverb.It means that the content word is a word. that can tell which object, tell about the action happening, about detail object, and tell about how, when or when something is done. In other word, content word can convey information or meaning in a sentence or a text.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text

1. High frequency words. These words are almost eighty persen of the running words in the text;

2. Academic words. The text is from an academic textbook and contains many words that are common in different kinds of academic texts. Typically, these words make up about nine pecent of the running words in the text;

3. Technical words. The text contains some words that are very closely related to the topic and subject area of the text. These words are reasonably common in this topic area however are not so common elsewhere. As soon as we see them we know what topic is being dealt with. These words make up about five persen of the running words in the text They differ from subject area to subject area. If we look at technical dictionaries, such as dictionaries of economics, geography, electronics, we usually find about 1,000 entries in each dictionary;

4. Low frequency words. There are thousands of them in the language. They are by far the biggest group of words. They include all the words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words tha almost got into the high frequency list, and words that we rarely meet in our use of the language. They make up over five percent of the words in an academic text. Related to the statement above, the reseacher concludes that there are many types of vocabulary based on the expert who explained it and how they look what is vocabulary. But most people known that kind of vocabulary is receptive vocabulary and productive vocabulary. Receptive vocabulary used in reading and listening. Productive vocabulary used in writing and speaking.

2.5 General Concepts of Media (Audiovisual)

Teaching media is needed in the teaching learning processes to help students to become active. Gerlach and Ely (1980) propose that establishes conditions which enable learners or students to acquire knowledge, skills and attitudes. They also claim that the term instructional media includes a wide range of materials, equipment and technique: chalkboards, bulletin boards, filmstrips, slides, motion picture, TV, programmed instruction, models, demonstrations, charts, maps, book and combination of these. Hornby (1974) defines media as mass communications, e.g. television, radio and the press. There are a lot of media in teaching and learning processes. Gerlach and Elly (1980) classify media into six types:

1. Still picture
They form as photographs of any objects or events which can be presented in textbook illustration, bulletin board materials, slides, filmstrip frames or overhead transnsparancies.

2. Audio recording
They are made on magnetic tape on discs or a motion picture sound tract.These are the actual events or sound effects reproductions.

3. Motion picture or video tape recording
It is a moving image produced in color or black and white from live action or graphic representation, objects or events can be in normal, slow, time lapse or stop motion.

4. Audio-video electronic

All types of audio-video electronic distribution system eventually appear on a cathode ray tube (television monitor) included or television.

5. Real things, simulation and models

They include people, events, objects and demonstration. Real things are the actual objects or events. Simulation is a copy of real situation designed to be as similar as possible to the actual events.

6. Programmed and computer-assisted instructions

They are sequences of information (verbal, visual or audio) designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers. The audiovisual aids can be interpreted as any substances which play an important role in teaching and learning process. They help the students or learners master the material more interestingly. Audiovisual aids as one of the media are not new things in the instructional world. Things such as television and video compact disk are often found in the teaching learning processes.

2.6 General concept of video games

Needless to say that a videogame is a game. It is obvious but we have to clearly remember this. Before being a cultural form, an art form, a narrative form,

an education tool and more, videogames are games. "However, even if it sounds obvious, videogames are, before anything else, games." So, what is a game? We have had games for a very long time, but the definitions are not numerous.

Nevertheless, some of them are applied to video games with adeptness. Caillois (1967), inspired by Huizinga (1955), provides elements to define what a game is: a fictional, unpredictable, and unproductive activity with rules, with time and space limits, and without obligation. He also presents an approach for classifying games. He especially identifies two orientations. He calls it *paida* and *ludus*.

We can understand it as freedom and constraints. Frasca (2003) says it "describes the difference between play and game". Effectively, some games without quantifiable outcome can be considered as toy-games (two famous examples: *Sim City*, 1989, and *The Sims*, 2002). Zimmerman also use (quantifiable outcome), so it is time to discuss his definition of what a game is: "A game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome."This definition, which is not far from Avedon and Smith's (1971), is a very accurate definition of what a game is. But, it does not include toy-games and puzzle-games. Is there a quantifiable outcome in toy-games? Is there always an artificial conflict in puzzle-games? The answer would be: a videogame can be a puzzle-game, a toy-game, or any kind of game that can be handled by an audiovisual apparatus.

Crawford (2003) calls this wide range of games *interactive entertainments* or *playthings*. Besides, Kramer (2000) advances two sets of criteria to differentiate "games with rules" from the others. Basic criteria for every game: common experience, equality, freedom, activity, diving into the world of the game. And additional criteria for "games with rules": game rules, goal, the course of the game is never the same (chance), competition.

2.7 Video games advantages for language learning

Video games is one of media that has a great attractive power for it's player, even the audience. It offers so many interesting things for them such as knowledge, information, experience and also excitement. It is also an actual medium that gives something different to them compared with other medium. Zimmerman (in Nicolas, 2005) states a game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome. Przybylski (2014) states that those who played video games less than an hour were more emotionally stable, while those who played for around three hours a day developed social problems. Therefore, when it comes to video games, moderation is key, because as well as improving learning abilities. Many teachers feel that they are competing with video games inteaching students how the world works. Some educators believe the video games distorts the real world; others feel that video games glorifies anti social behavior such as crime and violence. Whatever we may think, we must be aware that commercial and

educational video games affects students for better or worse. According to Griffiths (2002) video games has several advantages for the English learners to enlarge their vocabulary. They can practice them if they want to be successful in learning vocabulary. Those advantages are:

a. Video games can be used as research and/or mea-surement tools. Furthermore, as research tools they have great diversity

b.Video games attract participation by individuals across many demographic boundaries (e.g., age, gender, ethnicity, educational status)

c.Video games can assist children in setting goals, ensuring goal rehearsal, providing feedback, reinforcement, and maintaining records of behavioural change

d.Video games can be useful because they allow the researcher to measure performance on a very wide variety of tasks, and can be easily changed, standardized and understood

e. Video games can be used when examining individual characteristics such as self-esteem, self-concept, goal-setting and individual differences

f.Video games are fun and stimulating for participants.

g.Video games can provide elements of interactivity that may stimulate learning

h. Video games also allow participants to experience novelty, curiosity and challenge. This may stimulate learning

In this era, the video games development in the world is so vast. There so many video games with variations of games throughout the world right now. In Indonesia there are many video games recently. Different video games has specific characteristics. All of them offer interesting programs for it's player such as sports,war,history,mythology, and also music.

2.8 Types of Vocabulary Found in English Video Games

There can be two groups of vocabulary that gamers might acquire during the gameplay Musa (2015): "general meaning or situated meaning words. General Meaning is composed of the lexicon that has a purpose apart from the actual gameplay. That means, a player does not need to know them in order toplay but these words are present in other functions" (p. 448). To the group of Situated Meaning words belong all the words included during the game that users are supposed to understand to succeed in a certain game.

Based on the types of vocabulary that have been discussed in section 2.5 (types of vocabulary), the writer considers that vocabularies which are found in English video games are included into active or working vocabulary.The vocabularies that appear in the programs are the vocabularies that people use daily in their speaking and writing. The words like: "keep your eyes", "he is as cool as ….", "take a round", "game over", "hello mam", "wrong way" , "keep on moving….", "I want to establish a business….", "drive the car….", "I dedicate my love to….", "our friend

will save us….", "Welcome back in school", and others are the words that are familiar with the people in communication.

They use the words in their daily life. Both in oral and writing communication. The audience will not get a difficulty to understand those words because the speakers on those programs speak in an interesting and a right expression and intonation. So, they will know about how to pronounce the words in a right and good pronunciation. Moreover, they will learn to determine appropriate meaning of words by seeing their contexts.

2.9 Student's Activity in playing English video games.

Vasquez and Ovalle (2019) state that video games could be used as effective tools in the classroom. As the data from study indicates, there is a link between their use and an increased uptake in vocabulary. These games seem to have positive repercussions in the student vocabulary acquisition process. Tomlinson (1998), said that relaxed and self-confident learners learn faster. Krashen (1985) states that non-linguistic variables, like motivation and confidence, may have influence on learning. Video games, and games in general, seem to low the affective filter, and a result enable students' language acquisition since in the virtual environment students work in a context without pressure; because of this, Ghanbaran and Ketabi (2015), state that players are capable of having a deeper processing of vocabulary.

Students' activity in playing English video games that the writer mentioned in his thesis is the daily activity which is done by second year students of SMA Negeri 1 Bandar Lampung playing English video games. Playing in this context does not mean playing only, but also covers the activities such as: thinking, writing and discussing that are done by them after they playing the video games. Their intensity in doing the activity is expressed by their responses to the statements on the questionnaires concerning with the matter.

2.10 Hypothesis

Based on the problem, theories, and theoretical assumption, which are discussed above, the hypotheses are formulated below :

1. Null Hypo (H0): There is no correlation between students' activity in playing English video games and students' vocabulary mastery

2. Alternative Hypothesis (Ha):

a) There is a positive relationship between students' activity in playing English video games and student's vocabulary mastery

b) There is a negative relationship between students' activity in playing English video games and student's vocabulary mastery

CHAPTER III

METHODOLOGY

This chapter provides an overview of research design, subjects of the research, data collecting technique, procedure of data collecting technique, and data analysis.

3.1 Research Design

This research is a quantitative study to determine the correlation between students' activity in playing English video games and their vocabulary mastery. To analyze the data, he used the correlation study of Ex facto design. The researcher only collects the data to see the correlation between two variables, so there were no treatment. (Setiyadi, 2018)

To find out students' activity in playing video games, fifteen questionnaires were distributed related to students' activitiy in learning English from video game. For vocabulary mastery, vocabulary size test will be given as many as sixty items in which there will 2000-3000 words level.

3.2 Population and Sample

3.2.1 Population

The population of this research was 168 second year students of the SMA Negeri 1 Bandar Lampung in the academic year 2020/2021. They were chosen as subjects of his research for the following reasons:

a. The students were in the same grade and have been studying English for the same period of time.

b. The students have been familiar with vocabulary items that exist in English video games

3.2.2 Sample

The samples for the all second year students of the SMA Negeri 1 Bandar Lampung. The total samples used in this study were 36 students taken from the population by applying cluster random sampling technique.

Arikunto (2002) says that "If the population is 100 or less, it is better to take the whole population as the sample, if the population is more than 100 respondents, the researcher can take 10-15 % or 20-25 % or more than 25% of the population based on the capability of a researcher" (Translated from Metode Penelitian, 2002). In this research, the researcher will use one class as a sample, which is selected by using random sampling method.

3.3 Variables of the instruments

The variables are the condition or characteristics that a researcher manipulates controls or observer. There are two kinds of variables; the independent variable X and the dependent variable Y. The independent is the presumed effect. Whereas the dependent variable is the consequent of independent variable and it is the variable

predicted to. Whereas the independent variable is predicted from. In this research, the two variables investigated were:

X ——————————⟶ Y

a. The students' activity in playing English video games. (X)

This is the independent variable. The students' activity in playing English video games is indicated by the following indicators:

- Interest
- Frequency
- Focus

b. The students' vocabulary mastery (Y)

This is the dependent variable. The students' vocabulary mastery is indicated by the students' scores of vocabulary test from those which were available vocabulary subject concerning with the vocabularies that appeared in the English Video games.

3.4 Method and Procedure of Collecting Data

Arikunto (2002) said that there are five methods in collecting the data. They are questionnaire, interview, observation, test and documentation. In this research, the

writer used two of the five methods; they are questionnaire and test method. He considers that two methods are test method for collect the data in this research.

The procedure of collecting the data of this research involved several steps. The first step was arranging the questionnaire. The second was trying-out the questionnaire to measure whether or not it needed improvement. The third step was collecting and analyzing it for its validity and reliability. The fourth was distributing the questionnaire to the respondents and then collecting it.

3.5 Instrument

In this research, the instruments used were questionnaires and vocabulary test.

3.5.1 The Questionnaire

The questionnaire is a number of questions or statements used to gain information from respondents about the respondents themselves or their knowledge, belief, etc. (Arikunto, 2002). The questionnaire in this research is used to measure the students' activity in playing English video games. In this research, the writer used a rating scaleform of questionnaire i.e. a statement followed by columns indicating always, often, sometimes and never. The researcher adapting the questionnaire item from The Effects of Video Game Play on Academic Performance by Jancee Wright (2011) and Video Games as Motivators of English Vocabulary Acquisition and Reading by Audrey and Sonya (2019).

Table 3.1

The outline of measurement to collect the data

No	Variables	Indicators	Table number of item	Item Number
1	The students' activity in playing English video games	- Interest - Frequency - Focus	4 2 4	1-4 5-6 7-15

All of students concerning to the students' activity in playing English video games. Each item has five scales. The scoring technique of the questionnaire the writer used was Likert scale type. The Likert scale type presents a number of positive and negative statements regarding the attitude of the respondents. In responding to the items on these scales the respondents indicate whether they Always, Often, Sometimes or Never with each statements. The numerical value assigned to each response depends on the degree of agreement or disagreement with individual statements. A subject's score is determined by summing the values assigned to individual responses. The response is usually expressed in terms of the following five categories; the response option are assigned of four points to each response indicating always with favorable statements, a value of three for often with these statements, two for sometimes and one for never. For an unfavorable statement one reverses the scoring procedure, since never with the unfavorable statement is assumed psychologically equivalent to agreement with always of a favorable statement. It makes no difference whether four is high and one is low or vice versa.

The main consideration is that the response be scored consistently in term of the attitude the represent, whether strongly approve or strongly disapprove is the favorable attitude depends on the content of the statement. The outline of scoring of the questionnaire can be seen as follows;

Table 3.2

The scoring of questionnaire

Statement	Score
Always	4
Often	3
Sometimes	2
Never	1

Since the highest score of each item in the questionnaires is four, then 100 is the highest total score (that is $\frac{60}{60}$ X 100).

3.5.2 Vocabulary Test

To deal with vocabulary mastery test, the researcher will use the test of vocabulary size Receptive Vocabulary Level Test (RVLT) which was originally created by Notion (1983; 1990), revised and expanded by Schmitt and Clapham (2001) has been used by the researcher. It is considered that RVLT is as a 'nearly' standard test since there is no truly standard test vocabulary.Normally, in the curriculum, there is a core competence, basic competence and goal which define that the high school students must achieve 2000-3000 words of vocabulary. It is in line with Senior High

School English Curriculum Guidelines (1996) that senior high school students are expected to learn 2,800 words.

The test will be given to the subject in order to measure their vocabulary mastery through vocabulary size. The receptive version of VLT named RVLT was created to measure a controlled receptive vocabulary. The test is a mixed version of the original new version of the Vocabulary Size Test designed by Schmitt and Clapham (2000). The format of the test is like the following example (with the expected answers):

1.   Birth

2.   Dust   __5__game

3.   Operation   __6__winning

4.   Row   __1__being born

5.   Sport

6.   victory

The test is objective test in the form of matching type. There are six alternatives answers in each session item, consisting with three correct answer and three destructors in each session item. There are 60 items will be used to measure students' vocabulary mastery. In scoring students' result of the test, Percentage Score was used. The ideal highest score was 100. The score of vocabulary size calculated by using as follow:

$$r$$

$$S = \overline{n} \text{ x } 100$$

Where:

S = the score of the test

r = the total of the right answer

n = the total of test items

Then the score would indicate the number of words known at that particular level, e.g.: if an examinee gets 10 words correct that means he knows 33% of the words at that level. Having 24 words (80%) or more correct at a level of vocabulary level test indicates mastery of that particular level (Laufer & Nation, 1999).

High	80% - 100%
Medium	60 % - 75 %
Low	0 % - 55%

3.6 Validity

Arikunto (2002) stated that to get a valid instrument, a researcher should take a careful effort in arranging it from the beginning. He or she has to follow a right procedure to acquire its validity. If he or she has done the procedure carefully, it can be assumed that he or she has acquired the validity.

Validity is the extent to which the scores from a measure represent the variable they are intended to. There are several types of validity but in this research, he will use two types of validity, they are content validity and construct validity.

Content validity refers to whether the test items or task being tested have represented what has to be tested. In other words the test or task hate to be able to find out whether the researcher have been able to achieve the stated goals

Construct validity is used to determine how well a test measures what it is supposed to measure. In this research the researcher will test the students' activity in playing English video games with their vocabulary mastery.

3.6.1 Validity of Questionnaire

Content validity is a test to measure the extent to which the sample is representative of the content measuring subject, the focus of the content is the adequacy of the sample and only on the display of the test (Hatch and Farhady, 1982). Based on indicators from Gardner (1990), in preparing the material the researcher applied this method to obtain the validity of the questionnaire. Besides that, the researcher will consult with his advisor to get the questionnaire test checked, so that the test looks correct and the instructions are easy to be understood and not misleading.

3.6.2 Validity of Vocabulary Test

The researcher correlates the test with syllabus and curriculum senior High School to measure the validity of vocabulary test. If the table represented the material that the researcher wanted to test, it could be said that it had content validity.

The vocabulary test will be conducted after the students fill out a questionnaire. To measure students' vocabulary, the test of vocabulary size Receptive Vocabulary Level Test (RVLT) which was originally created by Notion (1983; 1990), revised and expanded by Schmitt and Clapham (2001) has been used by the researcher. There are 60 items that will be used to measure students' vocabulary mastery.

3.7 Reliability

3.7.1 Reliabilty of the questionnaire

Reliability of the questionnaire indicates the stability of the questionnaire score when it is used to collect the data. In other words, the questionnaire measures respondents' responses consistently. Harris (1969) mentioned that to have confidence in measuring instrument, the researcher needs to make sure the reliability of the scoring of the test The questionnaire said to be reliable when approximately the same results are obtained on different occasions. To measure the validity of the instrument used in this research, the researcher applied an internal reliability of questionnaire test using the formula of Alpha as following :

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma^2 b}{\sigma^2 t}\right)$$

Where

r_{11}	=	Index reliability
k	=	Number of item
$\sigma^2 b$	=	Item variance
$\sigma^2 t$	=	Total variance

Relating to the matter, Suharsimi Arikunto (1996: 210) stated that the researcher in a small or large scale could do a try-out. A small-scale try-out can be done to 4-5 respondents. On the other hand, a large-scale try-out is done to 15-50 respondents. Furthermore, he stated the subjects of the try-out could be taken from the population or outside the population. If the researcher took the respondents outside, the population for the try-out, he should take the subjects who have the similar characteristics with the population.

An instrument is said as a reliable instrument, if the value resulted from the computation, r is higher than its critical value. On the contrary, an instrument is called, as unreliable instrument if the value resulted from the computation is lower than its critical value

3.7.2 Reliability of the vocabulary test

To deal with students' vocabulary mastery, the vocabulary size test will be used in this research. The vocabulary size test of this research is adapted from version 1 (2000) and version 2 (3000) of the Vocabulary Levels Test developed by Norbert Schmitt, Diane Schmitt, and Caroline Clapham. Bayazidi and Saeb (2017) have measured the reliability of the vocabulary size test developed by Schmitt.

To examine the reliability of the vocabulary size test, Pearson Product Moment correlation will be used to examine the reliability of the two versions and the individual bands. The correlation coefficient obtained for the two versions is significant beyond the .01 level ($r = .938$, $p = .000$). This high level of correlation can be taken as evidence for the reliability of both version 1 and version 2 of the Vocabulary Levels Test. Additional support for the reliability of the two versions comes from the correlation between the individual sections. The sections of the two versions are correlated with each other, which can be taken as additional support for the reliability of the two versions. Therefore, it can be concluded that version 1 and version 2 of the Vocabulary Levels Test are reliable tests.

3.8 Data Analysis

The main objective of the research is to find out whether there is a significant correlation between the students' activity in playing English video games and their vocabulary mastery. The researcher examined the data by applying the formula of the Pearson product moment correlation

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

in which :

Σ XY   : the sum of XY

Σ X   : the sum of the X

Σ Y   : the sum of Y

Σ X^2 : the sum of square of X

Σ Y^2 : the sum of square of Y

N   : the amount of subjects

Other objective of her research is to find out whether there is significant correlation between the students' activity in playing English video games on their vocabulary mastery. The researcher examined the opinion by computing the data by applying

the formula $t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

In which:

t   : the significant correlation

r_{xy} : the correlation between 2 variables

n   : the amount of the subject

By using the equation, it can be found the significant correlation coefficient between the students' activity in playing English video games on the vocabulary mastery of the second year students of SMA Negeri 1 Bandar Lampung Then we used the distribution t and its table t distribution with dk denumerator (n) with the 5 % significant level, If t in Ho area, that is $-t_{(1-1/2\alpha)(n-2)} < t < t_{(1-1/2\alpha)(n-2)}$, it means not significant.

The writer uses the 5% significant level, because the field of him is language subject not an exact subject. In the language study, it is better to use the 5% significant level. On the other hand, for an exact study it is better to use the 1% significant level.

3.9 Hyphotesis Testing

The hypotheses of this research are:

1. 1.Null Hypotheis (H0): there is no correlation between students' activity in playing English video games and their vocabulary mastery.

2. Alternative Hypothesis (Ha):

a) There is a positive relationship between students' activity in playing English video games and student's vocabulary mastery

b) There is a negative relationship between students' activity in playing English video games and student's vocabulary mastery

The hypothesis testing is used to prove whether the proposed hypothesis in this research is accepted or not. The hypotheses are tested by using a Pearson Product Moment of Statistical Package for Social Science (SPSS).

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestion for English teachers who want to use video games as an additional step in teaching vocabulary and for those who want to conduct similar research.

5.1 Conclusion

After conducting the research, the writer comes to the conclusions that:

1. There is a significant correlation between the students' activity in playing English video games and their vocabulary mastery of the second year students of SMAN 1 Bandar Lampung. Recalling the rxy observed value is 0.604, and consulting to table of Arikunto (2004), the score is significant. The writer concludes that there is a significant correlation between the video games (X) and students vocabulary mastery (Y) of the second year students of SMA N 1 Bandar Lampung in academic year 2020/2021.

2. Video games can be effective in vocabulary acquisition, due to creating an interactive and motivating context where learners can easily and subconsciously share their information, and also due to the requirements

and obligations encountered by them during playing, are effective in vocabulary acquisition. Students acquire the new words via the games because they are willing to be the winner. They compete and cooperate with each other in an enjoyable environment.

3. The vocabulary achievement of second year students of SMA N 1 Bandar Lampung is in good criteria.

5.2 Suggestions

Based on the results of the research, the researcher would like to offer some suggestions to be considered to enlarge the students' vocabulary mastery:

The suggestions are:

1. The results of this study have implications for designers of educational video games,teachers, and students. Language teachers are advised to use video games in their classrooms, especially for vocabulary building. The teachers also must paying attention to materials so it still based on the current curriculum, and adjusting the vocabulary for learners, whether it is for verbal communication or written communication. Students could use a variety of media to autonomously learn a foreign language, and as video games continue to gain popularity, it seems likely that learners will import

or download foreign-language video games, using video games as an effective media for self study.

2. Further research of similar types should be done with greater population in order to gain a wider generalization.

3. In the time of collecting the data, online learning was implemented on SMAN 1 Bandar Lampung. The researcher saw that online learning has many flaw. Teacher are suggested to make the online learning more enjoy and interesting for the student. Video games can be one of the media to make sure the student can both learn and play in the same time.

4. Video games always has a bad stereotype from the teacher or parents. With the right usage, video games can be a good media for learning not only language learning, but also the problem solving kind games will help the cognitive skill of the students. Parents from now on are suggested to support the children in playing video games in a positive way.

5. It is suggested that teachers should not only make good use of their textbook but also deliberately find extra material for enlarging the students' vocabulary, for example,they should find suitable material from other reading texts such as from the internet sources and find ways to add more common words to the vocabulary of their students.

6. Vocabulary knowledge, which has proved to be a predictor of learner' language proficiency, plays a significant role in language learning. Language teachers should pay special attention to students' vocabulary

learning, assisting them with appropriate and effective ways to learn and

enlarge their vocabulary to at least meet the minimum requirement for

reading at the level of their texts

REFERENCES

Albert, J.H., & Edward, R.S. (1981*) How to teach reading : a competency-based program.*

Ang, C. S., & Zaphiris, P. (2006). *Developing enjoyable second language learning software tools: A computer game paradigm.* London: City University.

Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta.*

Ashley (1970) *Successful Techniques for Teaching Elementary Language Arts.*

Ashraf, Hamid,Motlagh, Fateme Ghanei,Salami, Maryam (2014*). The Impact of Online Games on Learning English Vocabulary by Iranian (Low-intermediate) EFL Learners.*

Audrey, Sonya. (2019) *Video Games as Motivators of English Vocabulary Acquisition and Reading.*

Avedon & Smith's (1971) *The study of games*

Barli, B. (1995) *Writing Well, Improving Writing Skill*

Bella F, Joseph. (1968). *Words At Work.* Amsco School Pubns Inc.

Bennet, Michael. (1991). *The Lexical Approach. The State of ELT and the way forward.*

Berlin: Springer Heidelberg. Kang, S. (1995). *The effects of context-embedded approach to second language vocabulary learning.*

Brown, R. M., Hall, L. R., Holtzer, R., Brown, S. L., & Brown, N. L. (1997). Gender and video game performance. *Sex Roles: A Journal of Research*, *36*(11/12), 793-812.

Cabraja, Andreas. (2016). *The effects of video games on the receptive vocabulary proficiency of Swedish ESL students*

Caillois, R., (1967) *The structure and the classification of games*

Chang, H. B., Hsu, H. H., & Chao, L. R. (2008). *Interactive video game platform for gamebased learning.*

Crawford, C., (2003) *Chris Crawford on game design*

DeHaan, J. W. (2005). Acquisition of Japanese as foreign language through a baseball video game. *Foreign Language Annals, 38*(2), 278-282.

DeHaan, J. W., Reed, W. M., & Kuwada, K. (2010). *The effects of interactivity with a music video game on second language vocabulary recall*. *Journal of Language Learning & Teaching, 14*(2), 74-94.

Esposito, Nicolas. (2005). *A short and simple definition of what a videogame is.* Proceedings of DiGRA 2005 Conference.

Ferguson, C. J., Cruz, A. M., & Rueda, S. M. (2008). Gender, video game playing habits, and

Frasca, G., (2003) *Sim sin city: some thoughts about grand theft auto 3*

Fries, C. C, (1945) *Teaching and Learning English as Foreign Language*

Funk, J. B., & Buchman, D. D. (1996). *Playing violent video and computer games and adolescent self-concept. Journal of Communication, 46*(2), 19-32.

Gee, P. J. (2005) *Why Video Games are Good for Your Soul: Pleasure and Learning*

Gerlach & Ely (1980) *Teaching and Media*

Ghanbaran, S., & Ketabi, S. (2014). *Multimedia Games and Vocabulary Learning. Theory and Practice in Language Studies*

Griffiths, M.D (2002) *The educational benefits of video games*

Holt (1966) *Historical Linguistics: An Introduction*

Hornby A S. (1984). *Oxford Advanced Learner's Dictionary*, Fifth Edition

In F. Li, J. Zhao, R. Lau, Q. Li, & D. McLeod (Eds.), *Advances in webbased learning* (pp. 332-240). Berlin: Springer Heidelberg.

Jennings, C.B (1978). *Consider your words.*

Johnson, W. L., Beal, C., Fowles-Winkler, A., Lauper, U., Marsella, S., Narayanan, . . . &Vilhjálmsson, H. (2004). *Tactical language training system: An interim report.*

Kirriemuir, J. (2003, March). *The relevance of video games and gaming consoles to the higher and further education learning experience*. *JISC*, *3*(1). (Techwatch Report, TSW 2002)

Kramer & Reer (2000) *Are online role-playing games more social than multiplayer first-person shooters? Investigating how online gamers' motivations and playing habits are related to social capital acquisition and social support*

Krashen, S. (1985) *Principles and practice in second language acquisition.*

Lester (Ed.), *Intelligent tutoring system: Lecture notes in computer science* (Vol. 3220,336-345).

Liu, Zi Yu Shaikh, Zaffar Ahmed Gazizova, Farida. (2020). *Using the concept of game-based learning in education*

Lucas, K., & Sherry, J. L. (2004). *Sex differences in video game play: A communication-based explanation. Communication Research, 31*(5), 499-523.

Mark Griffiths. (2002). *Video Gaming in School Children: How Much Is Enough?*

Musa, J. (2015) *Adding new vocabulary while playing casual games: Young people in Brunei as a case study*

Nasr, Raja T. (1975). *Teaching and Learning English. London, Longman group limited.*

Nation, I. S. P. (1990). *Teaching and learning vocabulary*. New York: Newbury House.

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

Nation, P., & Kyongho, H. (1995). *Where would general service vocabulary stop and special purposes vocabulary begin?, 23*(1), 35-41.

Norton Quaiser-Pohl, C., Geiser, C., & Lehman, W. (2006, February*). The relationship between computer-game preference, gender, and mental-rotation ability*.

Nunan, D. (1999). *Second language teaching & learning.*

Piaget, J. (1962). *Play, dreams and imitation in childhood*.

Przybylski, A. K.(2014) *Electronic gaming and psychosocial adjustment*

Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. *Language Testing.*

Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.

Richard, J.C. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.*

Saputra, Dian,(2018). *Developing Students' Vocabulary Mastery Through Video Game,* (Qalam : Jurnal Ilmu Kependidikan)

Schmitt, N. (2000). *Vocabulary in language teaching. Cambridge: Cambridge University Press.*

Schmitt, N. (2008). *Review article instructed second language vocabulary learning. Language Teaching Research, 12*(3), 329-363.

Schmitt, N., Schmitt, D., &Clapham, C. (2001).*Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. Language testing, 18(1), 55-88.*

Setiyadi, B. (2018). *METODE PENELITIAN UNTUK PENGAJARAN BAHASA ASING PENDEKATAN KUANTITATIF DAN KUALITATIF*. Graha Ilmu

Shaffer, D. W., Squire, K. R., Halverson, R., & Gee, J. P. (2005). *Video games and the future of learning.*

Sørensen & Meyer (2007) *Serious Games in language learning and teaching – a theoretical perspective*

Squire, K. D. (2008*). Video game-based learning: An emerging paradigm for instruction Performance Improvement Quarterly, 21*(2), 7-36.

Tarigan (1984) *Prinsip-Prinsip Dasar Sastra*

Tomlinson, B. (1988) *The importance of materials development for language learning*

Turgut, Y., & Irgin, P. (2009). *Young learners' language learning via computer games. Procedia Social and Behavioral Sciences*, *1*(1), 760-764.

Vasquez and Ovalle (2019) *The Influence of Video Games on Vocabulary Acquisition in a Group of Students from the BA in English Teaching*.

visual memory tasks. *Sex Roles: A Journal of Research*, *58*, 279-286.

Wright, J. (2011) *The Effects of Video Game Play on Academic Performance*

Yip & Kwan (2006). *Online vocabulary games as a tool for teaching and learning English vocabulary.*

Zhang, J. L., & Anual, S. B. (2008). *The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. Journal of Regional Language Center Journal, 39*(1), 51-76.