STUDENTS' PERCEPTIONS OF ONLINE GAMES IN ENHANCING VOCABULARY ACQUISITION

THESIS

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By

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APPROVAL SHEET

This thesis entitled *"Students Perceptions of Online Games in Enhancing Vocabulary Acquisition"* by Roziyawati Kaloso No. Reg 16.2.6.045, a student of English Education Study Program, has been examined and defended in the Munaqasyah session on 19th May 2020 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Roziyawati Kaloso (2020) Students' perceptions of online games in enhancing vocabulary acquisition. A thesis. English Department Faculty of Tarbiyah and Teacher Training, State Islamic of Institute Manado. Advisors; Mr. Ahmad Mustamir Waris, M.Pd, and Mr. Fadhlan Saini M.Pd.

This research aims to uncover about the students' perceptions of online games in enhancing vocabulary acquisition. This research used survey method Longitudinal survey in which specialized as the trend studies. The survey was conducted at the four schools: SMP Negeri 1 Bitung, SMP Muhammadiyah Bitung, Mts Negeri 1 Bitung, and SMP Negeri 2 Bitung. To collect the data, the researcher used the interview and questionnaire with 40 items (20 attitudinal statements and 20 behavioral statements) given to 110 students of the seventh-grade taken from one class of each of the schools. It used the cluster random sampling technique to take the samples and then analyzed using the program SPSS version 20.0.

From the result of the research, students obtained the vocabulary acquisitions from online games and most of the students had positive perceptions. It could be seen from the results of behavioral and attitudinal statements percentage score with positive criteria of mode and median. It is stated that numbers such as 4 (agree) and 5 (strongly agree) are frequently appeared. The results explained that 54 (49.1%) students agree that they were motivated, then 54 (49.1%) students stated agree that online games pushed them in enhancing their vocabulary and 65 (56.4%) students stated strongly agree.

Key Words: Vocabulary Acquisition, Online Games, Perceptions
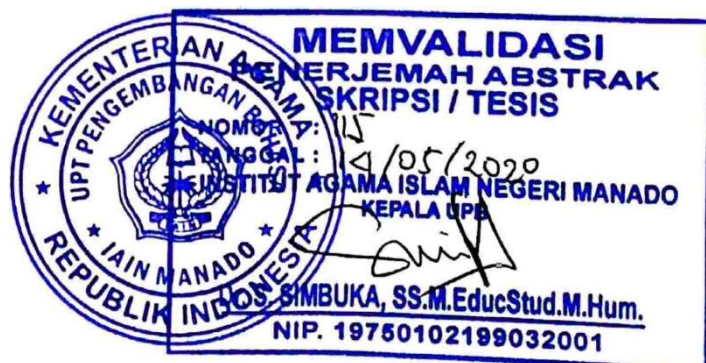
ABSTRAK

Roziyawati Kaloso (2016) Persepsi siswa tentang game online dalam meningkatkan pemerolehan kosa kata. Skripsi. Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado. Pembimbing; Ahmad Mustamir Waris, M.Pd dan Fadhlan Saini, M.Pd.

Penelitian ini bertujuan untuk menemukan persepsi siswa tentang game online dalam meningkatkan pemerolehan kosa kata. Penelitian ini menggunakan metode survei *"longitudinal survey"* terkhusus metode yang diterapkan adalah *trend studies*. Survei ini telah dilakukan pada empat sekolah: SMP Negeri 1 Bitung, SMP Muhammadiyah Bitung, Mts Negeri 1 Bitung, SMP Negeri 2 Bitung. Untuk mengumpulkan data, peneliti menggunakan wawancara dan kuesioner dengan 40 item (20 pernyataan sikap dan 20 pernyataan perilaku) yang diberikan kepada 110 siswa di kelas tujuh diambil dari satu kelas dari masing-masing sekolah. Menggunakan teknik "cluster random sampling" untuk mengambil sampel, dan kemudian dianalisis menggunakan program SPSS versi 20.0.

Dari hasil penelitian, siswa mendapatkan pemerolehan kosakata dari game online, dan sebagian besar siswa memiliki persepsi yang positif. Hal itu dapat dilihat dari skor persentase pernyataan perilaku, dan pernyataan sikap dengan kriteria mode dan median yang positif. Dinyatakan bahwa angka-angka seperti 4 (setuju), dan 5 (sangat setuju) adalah yang sering muncul. Hasilnya menjelaskan bahwa 54 siswa (49.1%) menyatakan setuju bahwa mereka termotivasi, kemudian 54 (49.1%) siswa menyatakan setuju bahwa game online mendorong mereka dalam meningkatkan kosa kata mereka, dan 65 (56.4%) siswa menyatakan sangat setuju

Kata Kunci: Pemerolehan Kosakata, Online Games, Presepsi

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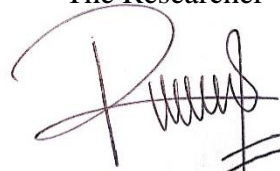
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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

Manado 15 April 2020
The Researcher

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Menyatakan dengan sesunngguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 18 Mei 2020

Penulis

Roziyawati Kaloso
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CHAPTER I

INTRODUCTION

1.1 Research Background

Vocabulary is one of the most important aspects in learning English. Mostly, students as a beginner in learning English cannot communicate their ideas transmitted to them (Kufaishi in Akdogan, 2018) due to their limited mastery in vocabulary. In order to master it, students should expand their knowledge to make it easier for the readers to understand and apply English language in mastering vocabulary.

Therefore, without mastering vocabulary people cannot writing a word or making a sentence well. It means that vocabulary is very important in English language. Croft in Letchumanan and Hoon (2012) Vocabulary is an aspect of language that has not until recently been given much emphasis at the early stages because second language instruction as more attention is given to structural patterns of the language than on vocabulary.

In reality, most of the teachers in the learning process, teaching vocabulary through the traditional method, vocabulary is usually taught through memorizing and writing words. It seems a monotonous method that it might make students bored and lazy in the learning process, therefore the teachers could selected approach and technique must be consistent with a method, and therefore in harmony with an approach as well. Yip et al in Dreakhshan (2015) suggested that students who used games for their learning became more successful in learning

new words compared to those who learned the same vocabulary through traditional method.

Moreover, based on the researcher observation, when the researcher had been doing PPKT (Integrated teacher professional practice) in 2019 at SMP Muhammadiyah Bitung, it was found that most of the students had a problem in mastering vocabulary, and this situation made them feeling lazy about learning English vocabulary, some of them were having low ability in memorizing vocabulary. The students had less practice their vocabulary because the teacher still applied a traditional method. The researcher saw that most of students used their free time to play online games. Consequently, one of the methods that could be used to solve this problem was by using games. Vernon in Bakhsh (2016) stated that games that involve learners to take part in a healthy competition could help them in learning more without forcing compel their participation. It is hoped that students would learn joyfully so it will help the learning purposes reaches optimally.

Currently, online games are used in English display features. This has become one of the facilities for children because they will play while learning English only to the basic level from terms of the online games. Especially in learning English, they obtain vocabulary acquisition intake because in online games when they play are usually in English. In proposed by Kuzu and Ural (2008), when games and education are combined, it can be educative, and education environments can be entertaining. The learners who learned with the use of games, get positive attitudes, and can be more motivated while learning.

The terms of the game played by those in the form of English are also mostly derived from their daily lives that cannot be separated from the basic use of English vocabulary. Wright et al (2006) stated that game to mean an activity that is entertaining and engaging, often challenging, and an activity in which the learners played and usually interact with others. Lewis and Bedson (1999) also stated that game add variation to a lesson and increase motivation by providing a reasonable incentive to use the target language.

When the researcher conducted the observation, the researcher noticed that the majority of students played online games. Online games are standard games in this generation where technology is rapidly evolving, whether it is smartphones, tablets, laptops, or computers, and from this the number of gamers in Indonesia is expected to increase significantly. From students perceptions, they are loved to play online games and often played every day therefore they have found many benefits can increase the English vocabulary, and students stated that if learning vocabulary used online games make them interested and enjoyed.

Therefore, this research sought to uncover to what extent of the students' perceptions of online games in enhancing vocabulary acquisition. As mentioned by Feldman (2011), perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world. On the other hand, perception is the sorting out, interpretation, analyzed, and integration of stimulated carried out by the sense organs and brain. Every people have a different perception of the same thing, it is because of the factors of the people knowing of the world and his feeling about that. Based on problems above the

researcher is interested in conducting further research entitled ***"Students'***
Perceptions of Online Games in Enhancing Vocabulary Acquisition."

1.2 Research Question

Based on the research background, the research question is; what are the
students' perceptions of online games in enhancing vocabulary acquisition?

1.3 Research Objective

The objective of this study aims to uncover what are the students' perceptions
of online games in vocabulary acquisition.

1.4 Limitation of the Research

This research focused on the students' perceptions of online games in
enhancing vocabulary acquisition, to get the sample the researcher chose the
major subgroup for 10% out of the total of population 37 junior high school;
37:10% =4 schools in Bitung City of North Sulawesi. The researcher chose
randomly on the seventh-grade from four classes in four schools, namely SMP
Negeri 1 Bitung, SMP Muhammadiyah Bitung, Mts Negeri 1 Bitung, and SMP
Negeri 2 Bitung. This research focuses on the all of online games played used
internet network.

1.5 Significance of the Research

The result of this research is expected to be useful for all parties, specifically;

1. Theoretical

   This research helps the readers to get more information about students'
   perceptions of online games in improving vocabulary acquisition.

2. Practical

a. For the teacher ;

As input to find out the weaknesses and strengths of online games as an alternative in providing vocabulary learning

b. For the researcher

The result in this study could be a reference for those who are have the same purpose in order to identify students' perceptions about online games especially at the stage of junior high school.

1.6 Definition of Terms

1. **Students perception** is of an event is a personal interpretation of information from own perspective. **Perception** is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world (Feldman, 2011). **Perceptions** are sensations. The sensation is the events of the absorption information from the environment by the senses' organs (Prasisti et all, 2018).

2. **Vocabulary acquisition** is the process of learning new words. Vocabulary refers to the list of words that speaker use, since vocabulary is a list people may think that the only system involved in that alphabetical order. (Hatch and Brown, 1995). According to Ur (1996), vocabulary can be defined as the words teacher teaches in a foreign language.

3. **Online games** is an activity with rules played used the internet network, a goal an element of fun, and game to mean an activity which is entertaining and interesting, often defy, and an activity which the learners play and usually interact with others. (Hadfield, 1996).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Description

2.1.1 Vocabulary

Coady and Huckin in Alqatani (2015) stated that vocabulary is basic to language and critical significance to typical language learning. It is clear that vocabulary is a primary language, so there is no language without vocabulary. According to Kamil and Hiebert (2005), vocabulary is knowledge of words and word meaning in both oral and print language and in productive and receptive forms.

In line with Hatch and Brown (1995), vocabulary refers to the list of words that speaker use since vocabulary is a list people may think that the system involved in that alphabetical order. Nation (1990) reveals that vocabulary lists can be an effective way to fast learn word-pair translations. Atkinson in Richards (2002) also stated that it is more effective to use vocabulary cards because learners can control the order in which the study words.

Richards and Renandya (2002) suggests vocabulary is a core component of language mastery and provides much of the basis for how well learners speak, listen, read and written. Then Ur (1996) said that vocabulary can be defined as the words teacher teaches in a foreign language.

Based on the suggestions of the experts above, can be conclusion vocabulary is a basic, stock of words and component of language. Vocabulary gives a real effect for skills in English language; without vocabulary it is difficult to

communicate between one and another. The more we expand our vocabulary, the more we can express our idea.

a. Types of Vocabulary

Based on Gairns and Redman (1986) Vocabulary has two types, there are;

1. Receptive vocabulary (Passive Vocabulary)

Gairns and Redman (1986) stated that receptive vocabulary is larger than productive ones. Vocabulary or words we recognize when we see or hear them, usually in listening and reading. Receptive vocabulary as the language items which can only be understood and comprehended in the context of reading and listening material. It can be concluded that receptive vocabulary is words that cannot be produced correctly but understood through reading and listening activity. In line with Melka in Read (2000) suggests that it is most useful to think in terms of receptive to productive continuum, representing increasing degrees of knowledge or familiarity with a word.

2. Productive Vocabulary (Active Vocabulary)

According to Gairns and Redman (1986) stated that productive Vocabulary to be language items which the learner can recall and used appropriately in speech and writing. A person's productive vocabulary involves knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the word that usually collocated. Productive also used an inappropriate situation. For instance, why we were talking to our friends in the class was different from talked to the people in the hotel. So we can develop our vocabulary throughout of lives. We can also learn new words and expand our

knowledge from experiences, and enrich our vocabularies through our lives experiences that we have had.

b. Learning Vocabulary

Schmitt (2000) stated that in any well-structured vocabulary program, there needs to be the proper mix of explicit teaching and activities from which incidental learning can occur. It is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of the unknown words they meet in context. But beyond this most basic level, incidental. Explicit and incidental approaches are both necessary in the course of learning vocabulary, each with its own strengths and weaknesses.

1. Explicit Approach

The opinion of Schmitt (2000) traditional approaches is vocabulary teaching have unsurprisingly focused on activities for the explicit study of vocabulary. There are numerous sources that illustrate a wide variety of vocabulary exercises, including teachers' reference books such as Techniques in Teaching Vocabulary.

2. Incidental Learning Approach

Schmitt (2000) concluded that in contrast to explicit approaches to vocabulary teaching and learning, the key to an incidental learning approach is to make sure that learners get maximum exposure to the language. Undoubtedly, the most effective way to do this is to transplant the learner into a country or situation where the L2 is the primary language.

2.1.2 Vocabulary Acquisition

Huckin and Coady's in Milton (2009) definition vocabulary acquisition is the learning of new words as a byproduct of a meaning focused communicative activity, such as reading or listening, and interaction.

Ellis et al in Mohseni (2016) argue that vocabulary acquisition is involves discovering the frequency with which the item is used in speech and writing, its situational and functional uses, its syntactic behavior, its underlying form and the forms that can be derived from it, the network of associations between it and other items, its semantic features and, of course, the various meanings associated with the item.

Based on the definitions of the experts above, the researcher concludes that Vocabulary acquisition is learning of new words as a by product of the meaning, gives effect for skills in English language and involves discovering the frequency with which the item is used in speech and writing.

a. Strategy of Learning Vocabulary Acquisition

Vocabulary acquisition strategies are useful across content areas, and help students build deep, meaningful learning structures whereby they can learn, utilize, and even play with new terms.

According to Mohseni (2016) learning strategy (technique) is covers a series of activities and efforts a learner makes to facilitate the completion of a learning task. Vocabulary learning strategies are any set of operations, steps, plans, routines used by the learner which affect this process.

Therefore, in addition Henriksen in Mohseni (2016) stated that Strategies Learning Vocabulary Acquisition is draws attention to the fact that the acquisition of word meaning actually involves two interrelated processes, first, the students have to learn new words and understand their meaning, and then the words must remember.

b. Models of Vocabulary Acquisition

Models of vocabulary acquisition determining word meanings that ought to be taught or introduced. The existence of a sequence for the acquisition of vocabulary.

Landauer et al in Biemiller (2013) An alternative approach models builds on an analysis of how words acquire adult meanings based on students' exposure to words through reading texts.

Deerwester et al in Biemiller (2013) to analyze word usage derived from relevant text corpora, such as readings used at different ages or in school grades ranging from primary to college levels of difficulty.

c. Improving Vocabulary Acquisition

Improve is to make something or someone better, or to become better. According to Kramarsky and Mevarech in Huda (2005) stated that Improve is introducing the new concepts, metacognitive questioning, practicing, reviewing and reducing difficulties, obtaining mastery, verification and enrichment.

Based on Nist and Mohr (2002) the purpose of improving vocabulary is an intensive words in contexts approach. Learn words best by reading them

repeatedly in different contexts not through rote memorization. Each chapter takes students through a productive sequence of steps.

(1) Students infer the meaning of each word

(2) Students identify each words meaning

(3) They strengthen their understanding of a word by applying it

2.2 Online Game

2.2.1 Definition

Hadfield (1996) stated that game is an activity with rules played used the internet network, a goal an element of fun and game to mean an activity which is entertaining and interesting, often defy, and an activity which the learners play and usually interact with others.

Klastrup L in Bainbridge (2010) also stated that online games must be considered as multidimensional worlds, for which no single analytical approach will suffice, for instance, like Ever Quest as a game and learn a lot about the functions of this world by looking, for instance, at the game mechanics and the type of goals and challenges the players are presented with.

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

2.2.2 Types of Online Game

Hadfield (1984) stated that there are two kinds of games; Competitive games in which players or teams race to be the first to reach the goal and Cooperative games, in which players or teams work together towards a common goal.

The types of games that are played online are:

a. First Person Shooter (FPS) is a game that takes the view the first in the game we ourselves are in the game, most of these games do battle with military weapons (in Indonesia games of this type often called game shooting). An example is Point Blank, Crossfire, X-Shot, and PUBG.

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

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

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

e. Massive Multiplayer Online (MMO) were made possible with the growth of broadband Internet access in many developed countries, using the Internet to allow hundreds of thousands of players to play the same game together. Many different styles of massively multiplayer games are available, such as • MMORPG (Massively Multiplayer Online Role-Playing Game) • MMORTS (Massively Multiplayer Online Real-Time Strategy) • MMOFPS (Massively

Multiplayer Online First-Person Shooter) • MMOSG (Massively Multiplayer Online Sports Game) • MMOM (Massively Multiplayer Online Music).

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

g. Multiplayer Online Battle Arena (MOBA) A specific subgenre of strategy video games referred to as multiplayer online battle arena (MOBA), encompassing games such as the Defence of the Ancients mod for Warcraft III, its Valve-developed sequel Defence of the Ancients 2 (DotA 2), League of Legends, and Heroes of the Storm.

Grant, JE & Kim, S.W (2003) stated that online game graphics technology can be divided into:

a. Two Dimensions (2D) games that adopt this technology are average games including light, which does not overload the system. But games with 2D image quality are not easy to see and where the characters played are still 2D, but the environment has adopted 3D.

b. Three Dimensions (3D), are games with good graphics in reality depictions, most of these games have camera shifts up to 360 degrees so that we can see the whole world of games. However, 3D games require fairly high computer specifications so that the 3D display of the game is displayed perfectly.

According to Wright et al (2006), games have functioned as follows the first games provide on the way of helping the learners to experience the language rather than merely study it. The second games involve the emotion, and the

meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than. Learning based on mechanical drills.

2.2.3 Online Game in Enhance Vocabulary Learning

Using games in language learning is able to give much contribution or benefits to the teaching and learning process**.** Wright et al (2006) stated that games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, they have to understand what are saying or have written, and they must speak or write in order to express their own point of view or give information. The games provide one way of helping the learners to experience language rather than merely study it.

The main purpose of vocabulary games is to give many inputs of vocabulary to the students through learning by playing. According to I-Jung in Akdogan (2018), the benefits of using games in language learning include that games are learner-focused, encourages the creative and natural use of language, and foster participatory attitudes of the learners. As well as, learning central if it is accepted that games can provide meaningful practice of language, then they must be regarded as central to a language teacher's and not merely a way of passing the time, games also encourage learners to keep interested in the work, and a teacher can use them to create contexts in which the language is used.

2.2.4 Positive and Negative Impact of Online Games

Kebritchi in Donmus (2010) stated the positive effects of game as follows:

1. The game motivates students because it has an alternative role in education.

2. The games increases attention in learning process.

3. Game removes the lesson phobia in students' minds.

4. Feature used in the games can be remembered longer.

Tuzun et all in Donmus (2010) also stated the disadvantages of game-based learning. These are as follows:

1. It requires orientation process.

2. It requires much more time for implementation when compared to traditional methods.

3. Students are attracted from the charm of the environment and this causes them to spend time with activities not related to educational purposes.

2.3 Students Perceptions

Students perception is of an event is a personal interpretation of information from own perspective. Feldman (2011) stated that perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world.

According to Prasisti et al (2018) Perceptions are sensations. The sensation is the events of the absorption information from the environment by the senses' organs.

In this research to find out students perceptions, where the approach was survey research. Ary et al (2010) in survey research, investigators ask questions about peoples' beliefs, opinions, and characteristics. The researcher used theory Dornyei in Nirwanto (2013) to make Questionnaires.

The points out that the questionnaires can yield three types of data about the respondent: Factual, behavioral, and attitudinal.

Factual, are used to find out the profile about respondents like race, gender, and age, marital and socioeconomic status, the level of education, residential location, religion, any other background information that may be relevant to the findings survey.

Behavioral statements are used to find out what the respondents are doing. They typically asked about people's actions, habits, lifestyles, and personal history.

Attitudinal statements are used to find out what people think. This category, such as concerns, attitudes, beliefs, opinions, interests, and values. About "Attitudes" concerns evaluative responded to a particular target (people, institution, and situation), and regarding "Opinions" is just as subjective as attitudes factually, concerning "Beliefs" has stronger factual supported than opinions and often concerns the question as to whether something is true, false, or right, and then about "Interests" is a preference for particular activities.

2.4 Previous Studies

The first previous study was conducted by Tegisa Dwi Septian (2019) from the Faculty of Languages and Arts Universitas Negeri Semarang. The title is Students' perceptions of online game practices and their vocabulary attainment in English related to online game used methodology qualitative. In conclusion, it can be said that the students were interested and enjoyed playing online games. They found something new in online games such as friends, knowledge, language, and

many more. In friendship, they meet a new friend who knows from the online game then play together. In language, they found new vocabulary in English, sometimes in other languages. It happened because not all online game players used English in-game. There were some positive impacts of online game. First the students could learn many languages in online games especially English. Second the students could learn history by the storyline of the online games. Third the students could got a new friend from online games, and fourth also could earn money by trading items or accounts in online games.

The second researcher Ira Estyani Noviarningsi (2017), the state Islamic of Surakarta the title was the effectiveness of using Bingo game. The researcher used methodology Experimental Class to effectiveness used game to enrich vocabulary, the conclusion was used bingo game to enrich vocabulary used two tests, and the experimental group got better achievement than control group. the result of the independent test computation of the post-test between experimental and control groups showed that there was a significant difference in the student's vocabulary between the students who were taught by used bingo games and those who were taught by crossword puzzle game. It can be proved from the score result of t-obtain (2.634), which was higher than $t\text{-}table$ (2.000). The mean students' score who were taught by used bingo game (75.15) is higher than those who were taught by crossword puzzle (66.88). It meant that the students who were taught used bingo games had better vocabulary scores than those who were taught by used a crossword puzzle game. Bingo game gave opportunities for the students to enrich their vocabulary.

The third previous studies was conducted by Abdul Muhsin Polem (2017) from the North Sumatra state Islamic University Medan the title of the thesis the implementation of Simon say game to improve students' vocabulary mastery in learning English. Used methodology Classroom action research. The result indicated that there was an increased on the students' vocabulary mastery by used Simon says game. The mean of the first cycle was 64.5, it was good enough. The mean of second cycle was 80.5, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point $\geq$ 70 also grew up. In the pre-test, the students who got point $\geq$ 70 up were 0 students (0%). In the post-test of cycle I students who got point $\geq$ 70 up were 23 students (57.5%). It means that there was an increased about 57.5 %. The post-test of cycle II, students who got point 70to up there were 34 students (85%) and the increased was about 27.5%. For the total increased of the students' score from pre-test to post-test of cycle II was 85%. In other words, the students' vocabulary mastery improved and became well in the first meeting to the next meeting.

The fourth previous studies was conducted by Winda lestari (2016) from the North Sumatra State Islamic University Medan the title of the thesis Improving Students of Vocabulary Master Using the Twist Online Game in Junior High School, used methodology classroom action research. The percentage of the students' score of the post-test I was 8 students who passed and got score 75 or up to 75 it was only 38%. On the other hand, 13 students failed or did not get score up to 75 and it was 62 %. So, post-test of the first cycle was categorized improved. Qualitatively, based on the result of observation and interview, it can

be concluded that the students felt enjoyable, easier, and interested to learn vocabulary by used text twist game. The percentage of the students' score of the post-test II was 18 students who passed and got score 75 or up to 75 it was only 86 %. On the other hand, 3 students failed or did not got a score up to 75 and it was 14%. It could be concluded that teaching vocabulary by used text twist game could improve students' vocabulary mastery.

The five previous studies was conducted by Imas Febriansyah (2015) the tittle was Improving Students' Vocabulary Mastery through Bingo Game for Grade X of SMAN 4 Purworejo from Faculty of Languages and Arts Yogyakarta State University. Used methodology Classroom action research. The result of the students" vocabulary achievement in Cycle I, there was an increase of students" mean score from the students" vocabulary achievement on the preliminary study to the students" vocabulary achievement on the first Cycle. It was 64.3 increased to 77.9. In Cycle II, the result of the students" vocabulary achievement increased. There was an increase of students" mean score from the students" vocabulary achievement in Cycle I to the students" vocabulary achievement in Cycle II. It was 77,9 and it became 89,8 in the second Cycle. Showed that the vocabulary mastery of the tenth grade students of SMAN 4 Purworejo improved through the use of Bingo Game. They effectively not only improved the students" vocabulary mastery but also the students" self-confidence, enthusiasm, and motivation. The students made a better improvement in post-test I and post-test II. It means that the students had better vocabulary mastery.

The conclusion of the previous studies above is Students' Perception of Online Games in Enhancing Vocabulary Acquisition, and the differences in this research is the researcher would see the perception of the students about online games it can had vocabulary acquisition, students of the seventh grade taken from one class of each of the schools in Bitung city North Sulawesi. Data collection the researcher used a quantitative descriptive method in which the approach is survey Longitudinal specifically trend studies. The interview and questionnaire as the main instrument to get data, and questionnaire has two types of statements, namely; behavioral and attitudinal as well as cluster random sampling technique to determine the sample.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In conducting this research, the researcher used a quantitative descriptive method in which the approach was survey research. The sampling method in this study used a cluster random sampling technique to determine the sample. As mentioned by Cohen et al (2007) stated that cluster random sampling is used when the population is large and widely dispersed, gathering a simple random sample to selected groups of individuals that is to individuals chosen from a defined population.

In collecting information from respondents, the researcher used interview and questionnaire as data collection instruments where the approach was survey Longitudinal surveys specifically trend studies. Ary et al (2010) stated that Longitudinal survey is gathered information at different points in time in order to study the changes over extended periods of time research and trend studies is respondent randomly drawn from the same general population are surveyed at intervals over a period of time. Balnaves (2001) states that a survey is method of collecting data from people about who they were (education, finances, etc.), how they were thinking (motivations, beliefs, etc.) and what they do (behavior). It means a survey method is used for the general described of the population from which the data source was obtained from the respondents as research samples.

Creswell (2016) stated that Survey design is the researcher describe quantitatively some trends such as; behaviors, or opinions of a population by examining a sample population.

Besides that, Babbie in Creswell (2016) also said that the purpose of the survey is to generalize population from several samples so that it can be made conclusions/hypotheses about characteristics, behavior, or attitudes of the population.

3.2 Population and Sample

Here are some steps to find the sample in this research;

1. The researcher chose the major subgroup for 10% out of the total population 37 junior high school; 37:10% =4 schools.

2. The researcher selected randomly of one minor subgroup (class) on the seventh-grade from within each of those schools in total, and there were four classes, namely; VII of SMP Negeri 1 Bitung, VII of SMP Muhammadiyah Bitung, VII of Mts Negeri 1 Bitung, and VII of SMP Negeri 2 Bitung.

3. All of the students were the seventh-grade students taken from a class from each schools in Bitung city North Sulawesi. The majority of the students like to played online games, but the researcher chose seventh-grade because were not in the examination year, the researcher cannot chose the eight-grade and nine-grade they are preparing to exams and national exams.

3.3 Research Setting

 This research has four places, which located in;

1. SMP Negeri 1 Bitung. Jl. Wolter Monginsidi No.Kel, Girian Atas, Girian, Kota Bitung, Sulawesi Utara.

2. SMP Muhammadiyah Bitung. Jl.R.E Martadinata No.14 Kec.Maesa Kota Bitung Sulawesi Utara.

3. Mts Negeri 1 Bitung. Paceda, Kec Madidir, Kota Bitung, Sulawesi Utara.

4. SMP Negeri 2 Bitung. Jl. Siswa Madidir Unet, Kadoodan, Kec Madidir Unet, Kota Bitung Sulawesi Utara.

1.4 Data and Source Data

This survey research used instruments and questionnaires as the main to obtain data, from four schools in Bitung City North Sulawesi, it could be seen from table 3.1 below about the distribution of questionnaire instrument and table 3.2 explain participants from the interviewed.

Table 3.1 the significant subgroup

No	Major subgroup (school)	Minor Subgroup (class)	Sample
1	SMP Negeri 1 Bitung	VII-2	34
2	SMP Muhammadiyah Bitung	VII-C	24
3	Mts Negeri 1 Bitung	VII-7	21
4	SMP Negeri 2 Bitung	VII-1	31
		Total	110

The table above was about total of students from four schools is 138 students, but only 110 students filled out the questionnaire because 28 students were not present when the researcher conducted the study. It can be seen (Table 3.1). The mostly of students' answered questionnaires are aged 11 (9%), 12 years

old (32%), 13 years old (55%), 14 years old (2%), and the last age 15 years old (2%). The most of them are gender female 61 students (56%), male 49 students (44%).

Table 3.2 the participants who answered the interview

No	Major subgroup (school)	Minor Subgroup (class)	Sample
1	SMP Negeri 1 Bitung	VII-2	4
2	SMP Muhammadiyah Bitung	VII-C	4
3	Mts Negeri 1 Bitung	VII-7	4
4	SMP Negeri 2 Bitung	VII-1	4
		Total	16

The table above was shows the total of students answers in the interview. The researcher interviewed a pool of the students from four schools and only took four students in every each schools. The total participants was 16 students.

3.5 Research Instrument

In collecting the data this study used interview and questionnaire statements as the main instrument to the respondents about of the online games in enhancing vocabulary acquisition. Ary et al (2010) stated that they are two basic ways in which data are gathered in survey research: interview and questionnaires.

a. Interview is one way to get more information, it is also used to know whether online games can enhancing students' vocabulary. According to Ary et al (2010) Interviews are some form of direct contact between the people in the sample group and the, who presents the questions to each person in the sample group and records their responses. Since the majority of the students answered the same, thus, the researcher only took 4 answers which represented the questions asked.

b. Questionnaire, according to Wilson and McLean (1994) stated that the questionnaire is an instrument for collecting survey information, providing structured, often numerical data, can be managed without the presence of researchers, and relatively to analyzing. According to Creswell (2012) Questionnaire is a form used in a survey design that respondent in a study complete and give back to the researcher. The researcher used questionnaire as the instrument. The students were given 20 attitudinal statements and 20 behavioral statements by the researcher

3.6 Data Collection Technique

There were two techniques of for collecting data applied in this study;

a. **Interview**

To get information, the researcher used an un-structured interview for the students, whether by played online games they are enhancing their English vocabulary. An unstructured interview is an interview in which there is no specific set of predetermined questions, although the interviewers usually have certain topics in mind that they wish to cover during the interview (Cohen et all, 1994).

b. **Questionnaire**

The questionnaire is used to get data about students' perceptions of online games in enhance vocabulary acquisition. There are 20 attitudinal statements and 20 behavioral statements. Wilson and McLean (1994) revealed that the questionnaire is an instrument for collected survey information, providing

structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyzed.

In this study, it was used the Likert scale as the kind of questionnaire. Ary et al (2010) states that a Likert scale shows a set of statements of the topic and asked the respondent to answer whether they strongly agree, agree, are undecided, disagree, and strongly disagree.

3.7 Data Analysis Techniques

To collect the data, the researcher interviewed the students and questionnaires with statements that were given to the participants. To analyzing the data the researcher using SPSS program version 20.0.

There were two steps to analyze the data from interview;

1. Interviewing transcript based on the students' answers

2. Making conclusions based on the data obtained in the interview.

There were three steps to analyze the data from questionnaire;

1. They were item scores, the distribution of frequency, percentage, and deviation score.

2. Calculating the mean used a formula; mean, median, and mode.

3. Describing the data result and giving the conclusion.

3.8 Validity and Reliability

Ary et al (2010) stated that the appropriateness of the tests content to the total content area measured how adequate the test samples the total domain as well and

also stated that reviewed the validity of scores in survey research, the reliability of a measured instrument is the degree of consistency with which it measures whatever it is measured. This quality is essential in any kind of measurement. Creswell (2016) concluded that validity is measured from one's ability to understand the meaning and conclusions of the numbers that are in a special instrument.

The researcher conducted validity and reliability from students perceptions of online games in enhancing vocabulary acquisition, support with the SPSS version 20.0 program. From the validity test the researcher used r-Table N and from reliability test used Cronbach's alpha formula.

3.8 Research Procedures

In completing this research, the researcher conducted some steps throughout the process. The data could be found and be organized due to this following procedures;

1. The researcher asked the permission letter from department to conduct a research

2. The researcher visited the school to ask permission

3. The researcher conducted an interview and distributed the questionnaires to compile the entire data.

4. The researcher analyzed the existing data, and reported into quantitative analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Respondent Profile

Table 4.1 Profile data respondent

	Name	Total	Percentage
Schools	SMP Negeri 1 Bitung	34	31%
	SMP Muhammadiyah Bitung	24	22%
	Mts Negeri 1 Bitung	21	19%
	SMP Negeri 2 Bitung	31	28%
	Total	110	100%
Gender	Female	61	56%
	Male	49	44%
	Total	110	100%

The table above shows the total respondents. Those were 110 students from four schools in Bitung city, North Sulawesi. It could be seen from (table 4.1) that the percentage from four schools had a variation in total, that is; SMP Negeri 1 Bitung 34 (31% students), SMP Muhammadiyah Bitung 24 (22% students), Mts Negeri 1 Bitung 21 (19% students), SMP Negeri 2 Bitung 31 (28% students). The researcher chose schools from four different sub-districts in the city of Bitung, two schools, namely SMP Negeri 1 Bitung and SMP Negeri 2 Bitung. The highest total of students, about 40 students in one class. Two schools were Islamic schools with 33 students in one class. They were SMP Muhammadiyah and Mts Negeri 1 Bitung. Total gender the most was female 61 (56%), and the lowest was male 49 (44%).

4.1.2 Data Descriptions

The researcher conducted this research from four schools, it started on 9 march 2020 to 12 march 2020. The researcher obtained the data from interviews and questionnaires. In conducting research, researcher had no problems in getting information. The interview the researcher conducted was an unstructured interview, so this interview was casual and proceeded without disturbing the respondent's activity.

4.1.3 The Results of Interview

The Interviews was conducted before giving questionnaires to students. The researcher used un-structured interviews for interviewing students about online games and if from online games they had enhancing their vocabulary acquisition. From the result of interview, students who were from four schools namely SMP Negeri 1 Bitung, SMP Muhammadiyah Bitung, MTs Negeri 1 Bitung and, SMP Negeri 2 Bitung. The mostly of students said that they like to play online games such as; PUBG, Mobile Legend, Cooking Fever, Free-Fire, Point Blank, Word Search, Hago, X-Shot, Worms Zone and, Call of Duty Mobile. Students often played it, even though students lack of vocabulary but they kept playing it, in which to get their vocabulary acquisition increase. They usually tried to find the meaning of unknown vocabularies in dictionary or they asked their friend who were good in English. For this reasons, students got motivated and happy to learn new words through games. In addition, if there are words that did not get during study in a class they can get from plying games because in the

online games many pictures available in display therefore, that makes them interest to learn new words.

4.1.4 The Score Frequencies of Students' Perceptions from Questionnaire

The score of students' perception of online games in enhancing vocabulary acquisition showed in the measurement of central tendency

(mean, median, and mode), the measurement of deviation score, table of frequency distribution, and chart of the frequency distribution it could be seen table (4.2 and 4.3). The total of respondents were 110 students, and it consisted of 20 items attitudinal statements and 20 items behavioral statements. The results of the questionnaire can be seen (Table 4.2 attitudinal statement and Table 4.3 behavioral statement).

a. Attitudinal Statement

Attitudinal statement number 1, I *like playing online games.* This first statement said that there were 48 students (43.6%) stated strongly agree, 47 students (42, 7%) agree, 4 students (3.6%) undecided, 10 students (9.1%) disagree, and 1 student (.9%) strongly disagree.

Attitudinal statement number 2, is about *online games do not disturb my daily activities*. For this statement, 21 students (19.1%) stated strongly agree, 35 students (31.8%) agree, 29 students (26.4%) undecided, 20 students (18.2%) disagree, and 5 Students (4.5%) stated strongly disagree.

Attitudinal statement number 3*, I agree that online games can increase my English vocabulary*. In this statement, 51 students (46.4%) answered strongly

agree, 40 students (36.4%) agree, 13 students (11.8%) undecided, 5 students (3.6%) disagree, and 1 Student (.9%) stated strongly disagree.

Attitudinal statement number 4, *I feel happy playing online games.* In this section, 62 students (56.4%) strongly agree, 31 students (28.2%) agree, 11 students (10.1) undecided, 6 students (5.5%) disagree, and no one answered strongly disagree.

Attitudinal statement number 5, *I often play online games every day 5 times and 30 times for a week.* From this statement, 24 students (21.8%) stated strongly agree, 32 students (29.1%) agree, 22 students (20.0%) undecided, 23 students (20.9%) disagree, and 9 Students (8.2%) stated strongly disagree.

Attitudinal statement number 6, *I get many benefits from online games to learn new English vocabulary, for example, to improve my communication with others and practice my cooperation.* Based on attitudinal statement number 6, there were 51 students (46.4%) stated strongly agree, 37 students (33.6%) agree, 17 students (15.5%) undecided, 5 students (4.5%) disagree, and no one answered strongly disagree.

Attitudinal statement number 7, *I feel lazy learning English vocabulary from textbooks.* For this statement, 12 students (10.9%) stated strongly agree, 47 students (42.7%) agree, 31 students (28.2%) undecided, 17 students (15.5%) disagree, and 3 Students (2.7%) stated strongly disagree.

Attitudinal statement number 8, *I like competitive games in which the terms can enhance my English vocabulary.* In this position, 32 students (29.1%)

stated strongly agree, 46 students (41.8%) agree, 21 students (19.1%) undecided, 10 students (9.1%) disagree, and 1 student (.9%) stated strongly disagree.

Attitudinal statement number 9, *I agree that learning English vocabularies used online games interested and fun.* Fortunately, students mostly like this statement. It can be proven that 45 students (40.9%) stated strongly agree, 44 students (40.0%) agree, 13 students (11.8%) undecided, 6 students (5.5%) disagree, and 2 students (1.8%) stated strongly disagree.

Attitudinal statement number 10, *I rarely play online games.* This position tells told that there are 15 students (13.6%) stated strongly agree, 26 students (23.6%) agree, 20 students (18.2%) undecided, 29 students (26.3%) disagree, and 20 student (18.2%) stated strongly disagree.

Attitudinal statement number 11, *I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot.* The tudents stated that 56 (50.9%) strongly agree, 29 students (26.4%) agree, 8 students (7.3%) undecided, 13 students (11.8%) disagree, and 4 student (3.6%) stated strongly disagree.

Attitudinal statement number 12, *I have trouble figuring out the meaning of English vocabulary in online games.* This line shows that 19 students (17.3%) stated strongly agree, 26 students (23.6%) agree, 33 students (30.0%) undecided, 26 students (23.6%) disagree, and 6 students (5.5%) stated strongly disagree.

Attitudinal statement number 13, *the online games that I played were useful by adding English vocabularies such as verb, noun, and adverb.* As mentioned, 36 students (32.7%) stated strongly agree, 44 students (40.0%) agree,

18 students (16.4%) undecided, 8 students (7.3%) disagree, and 4 students (3.6%) stated strongly disagree.

Attitudinal statement number 14, *when I have finished playing online games, my English vocabulary improved and related to other skills such as; speaking, listening, writing, and reading.* In this statement, 22 students answered (20.0%) strongly agree, 49 students (44.5%) agree, 28 students (25.5%) undecided, 9 students (8.2%) disagree, and 2 students (1.8%) stated strongly disagree.

Attitudinal statement number 15, *playing online games stimulates the ability to communicate with friends.* 52 students (47.3%) stated strongly agree, 34 students (30.9%) agree, 12 students (10.9%) undecided, 12 students (10.9%) disagree, and no one answered strongly disagree.

Attitudinal statement number 16, *with online games I can concentrate more on learning English vocabulary word by word*. According to this statement, there are 25 students (22.7%) stated strongly agree, 44 students (40.0%) agree, 27 students (24.5%) undecided, 9 students (8.2%) disagree, and 5 students (4.5%) stated strongly disagree.

Attitudinal statement number 17, *after playing online games I get more excited to learn English vocabulary.* From this statement, concluded there are 24 students (21.8%) stated strongly agree, 46 students (41.8%) agree, 24 students (21.8%) undecided, 13 students (11.8%) disagree, and 3 students (2.7%) stated strongly disagree.

Attitudinal statement number 18, *kinds of online games can teach me to work and learn in a team.* 62 (56.4%) stated strongly agree, 32 students (29.1%) agree, 8 students (7.3%) undecided, 5 students (4.5%) disagree, and 3 students (2.7%) stated strongly disagree.

Attitudinal statement number 19, *many deficiencies in playing online games such as spending money and resulting in addiction.* From the calculations, 30 students (27.3%) stated strongly agree, 29 students (26.4%) agree, 22 students (20.0%) undecided, 19 students (17.3%) disagree, and 10 students (9.1%) stated strongly disagree.

Attitudinal statement number 20, *every day I always provide times to play online games.* For the last statement, 33 students (30.3%) stated strongly agree, 31 students (28.2%) agree, 16 students (14.5%) undecided, 21 students (19.1%) disagree, and 9 students (8.2%) stated strongly disagree.

Table 4.2 The Attitudinal questionnaire result (percentage, frequency, mean, median, mode, and deviation score)

Item	Percent & Number	Scale					Total	MN	MD	MO	Dev
		SA = 5	A=4	Ud=3	D=2	SD=1					
1	Percent	43.6	42.7	3.6	9.1	.9	100%	4.19	4.00	5	.943
	Number	48	47	4	10	1	110				
2	Percent	19.1	31.8	26.4	18.2	4.5	100%	3.43	4.00	4	3.43
	Number	21	35	29	20	5	110				
3	Percent	46.4	36.4	11.8	3.6	.9	100%	4.23	4.00	5	.895
	Number	51	40	13	5	1	110				
4	Percent	56.4	28.2	10.0	5.5	0	100%	4.35	5.00	5	.874
	Number	62	31	11	6	0	110				
5	Percent	21.8	29.1	20.0	20.9	8.2	100%	2.65	2.00	2	1.260
	Number	24	32	22	23	9	110				
6	Percent	46.4	33.6	15.5	4.5	0	100%	4.22	4.00	5	.871
	Number	51	37	17	5	0	110				
7	Percent	10.9	42.7	28.2	15.5	2.7	100%	3.44	4.00	4	.972
	Number	12	47	31	17	3	110				
8	Percent	29.1	41.8	19.1	9.1	.9	100%	3.89	4.00	4	.961
	Number	32	46	21	10	1	110				
9	Percent	40.9	40.0	11.8	5.5	1.8	100%	4.13	4.00	5	.949

	Number	45	44	13	6	2	110				
10	Percent	13.6	23.6	18.2	26.3	18.2	100%	2.88	3.00	2	1.332
	Number	15	26	20	29	20	110				
11	Percent	50.9	26.4	7.3	11.8	3.6	100%	4.09	5.00	5	1.177
	Number	56	29	8	13	4	110				
12	Percent	17.3	23.6	30.0	23.6	5.5	100%	3.24	3.00	3	1.157
	Number	19	26	33	26	6	110				
13	Percent	32.7	40.0	16.4	7.3	3.6	100%	3.91	4.00	4	1.054
	Number	36	44	18	8	4	110				
14	Percent	20.0	44.5	25.5	8.2	1.8	100%	3.37	4.00	4	.938
	Number	22	49	28	9	2	110				
15	Percent	47.3	30.9	10.9	10.9	0	100%	4.15	4.00	5	1.003
	Number	52	34	12	12	0	110				
16	Percent	22.7	40.0	24.5	8.2	4.5	100%	3.68	4.00	4	1.057
	Number	25	44	27	9	5	110				
17	Percent	21.8	41.8	21.8	11.8	2.7	100%	3.68	4.00	4	1.031
	Number	24	46	24	13	3	110				
18	Percent	56.4	29.1	7.3	4.5	2.7	100%	4.32	5.00	5	.986
	Number	62	32	8	5	3	110				
19	Percent	27.3	26.4	20.0	17.3	9.1	100%	3.45	4.00	5	1.304
	Number	30	29	22	19	10	110				
20	Percent	30.3	28.2	14.5	19.1	8.2	100%	3.53	4.00	5	1.318
	Number	33	31	16	21	9	110				

From attitudinal statements above, the table illustrates data findings, most of the students were strongly agree and agree with all items. It could be seen by the data that frequently all items almost have modes 4, 5, and median also stated as same as the mode. For mean, data showed that be amalgamated performance of the entire group was highest value in item 4 (4.35), and lowest value was item 5 (2.65), and then, standard deviation highest value was item 10 (1.332) and lowest value was item 6 (.871).

b. Behavioral Statement

Behavioral statement number 1, *my English vocabulary improved day by day after playing online games.* Item 1 from behavioral statement there were 22 students (20.0%) stated strongly agree, 33 students (30.0%) agree, 46 students

(41.8%) undecided, 8 students (7.3%) disagree, and 1 student (.9%) stated strongly disagree.

Behavioral statement number 2, *more than one online game application installed on my smartphone.* 2, 36 students (32.7%) stated strongly agree, 31 students (28.7%) agree, 5 students (4.5%) undecided, 25 students (22.7%) disagree, and 13 students (11.8%) stated strongly disagree.

Behavioral statement number 3, *even though I installed the online games application, I never played it.* Not many students stated they were strongly agree with this statement only 11 students (10.0%), 15 students (13.6%) agree, 9 students (8.2%) undecided, 49 students (44.5%) disagree, and 26 students (23.6%) stated strongly disagree.

Behavioral statement number 4, *online games motivated me to study English vocabulary.* Students answered 23 students (20.9%) stated strongly agree, 54 students (49.1%) agree, 21 students (19.1%) undecided, 12 students (10.9%) disagree, and no one answered strongly disagree.

Behavioral statement number 5, *I looked for a new English vocabulary from online games.* From this statement 17 students (15.5%) stated strongly agree, 47 students (42.7%) agree, 29 students (26.4%) undecided, 15 students (13.6%) disagree, and 2 students (1.8%) stated strongly disagree.

Behavioral statement number 6, *I could show my English vocabulary to everyone who closes to me like my friends due to the effect of online games.* 18 students (16.4%) stated strongly agree, 42 students (38.2%) agree, 33 students

(30.0%) undecided, 15 students (13.6%) disagree, and 2 students (1.8%) stated strongly disagree.

Behavioral statement number 7, *I tried to learn a lot of English vocabulary from online games.* That was 24 students (21.8%) stated strongly agree, 53 students (48.2%) agree, 23 students (20.9%) undecided, 10 students (9.1%) disagree, and no one answered strongly disagree.

Behavioral statement number 8, *I got many English vocabulary from online games such as kinds of nouns, adjectives, adverbs, and things around me.* There are 25 students (22.7%) stated strongly agree, 58 students (52.7%) agree, 21 students (19.1%) undecided, 4 students (3.6%) disagree, and 2 students (1.8%) stated strongly disagree.

Behavioral statement number 9, *I once spoke using English through voices in online games.* Students stated that 17 (15.5%) strongly agree, 34 students (30.9%) agree, 21 students (19.1%) undecided, 30 students (27.3%) disagree, and 8 students (7.3 %) stated strongly disagree.

Behavioral statement number 10, *I am not bored when finding out new English vocabularies such as nouns, verbs, adverbs, imperative sentences from online games.* In this statement likewise students answered 25 (22.7%) strongly agree, 52 students (47.3%) agree, 24 students (21.8%) undecided, 8 students (7.3%) disagree, and 1 student (.9%) stated strongly disagree.

Behavioral statement number 11, *I prefer the first-person shooter game like PUBG, Free fire, Point blank, and X-Shot. That contains fighting between players.* The most of students like this statement because of 55 students (50.5%)

stated strongly agree, 27 students (24.5%) agree, 14 students (12.7%) undecided, 8 students (7.3%) disagree, and 6 students (5.5%) stated strongly disagree.

Behavioral statement number 12, *the English vocabulary in the game was easy to understand and memorize.* Students stated that 34 (30.9%) strongly agree, 54 students (46.4%) agree, 17 students (15.5%) undecided, 6 students (5.5%) disagree, and 2 students (1.8%) stated strongly disagree.

Behavioral statement number 13, *I set the time to play online games.* For this statement many of student answered 52 students (47.3%) strongly agree, 39 students (35.5%) agree, 4 students (3.6%) undecided, 7 students (6.4%) disagree, and only 8 students (7.3%) stated strongly disagree.

Behavioral statement number 14, *I pushed to learn English vocabularies from online games such as nouns, verbs, adverbs, imperative sentences.* 19 students (17.3%) stated strongly agree, 54 students (49.1%) agree, 29 students (26.4%) undecided, 4 students (3.6%) disagree, and 4 students (3.6%) stated strongly disagree.

Behavioral statement number 15, *I often filled my free time by playing online games.* 42 students (38.2%) they were stated strongly agree, 27 students (24.5%) agree, 18 students (16.4%) undecided, 14 students (12.7%) disagree, and 9 students (8.2%) stated strongly disagree.

Behavioral statement number 16, *I spent my allowance to buy internet data so I can play online games.* From the calculations of this statement, there were 20 students (18.2%) stated strongly agree, 23 students (20.9%) agree, 11

students (10.0%) undecided, 39 students (35.5%) disagree, and 17 students (15.5%) stated strongly disagree.

Behavioral statement number 17, *I loved to play online games in my daily morning up to the evening activity*. Only 16 students (14.5%) answered strongly agree, 18 students (16.4%) agree, 11 students (10.0%) undecided, 38 students (34.5%) disagree, and 27 students (24.5%) stated strongly disagree.

Behavioral statement number 18, *I used a smartphone (Samsung, OPPO, iPhone, Vivo, Realme, Lenovo, Xiomi) to play online games*. From the data, it was found that the students had various types of a smartphone to play online games. It can be displayed that 59 students (53.6%) stated strongly agree, 35 students (31.8%) agree, 5 students (4.5%) undecided, 6 students (7.3%) disagree, and 3 students (2.7%) stated strongly disagree.

Behavioral statement number 19, *before getting to know the online games, I did not recognize the recent terms of English vocabularies nowadays.* In summary, in this statement number 19, there are 15 students (13.6%) stated strongly agree, 36 students (32.7%) agree, 17 students (15.5%) undecided, 31 students (28.2%) disagree, and 11 students (10.0%) stated strongly disagree.

Behavioral statement number 20, *I once talked to tourist using English language via voices in online games.* The last is item number 20 which is shown that there were 19 students (17.3%) stated strongly Agree, 26 students (23.6%) agree, 16 students (14.5%) undecided, 28 students (25.5%) disagree, and 21 students (19.1%) stated strongly disagree.

Table 4.3 The Behavioral questionnaire result (percentage, frequency, mean, median, mode and deviation score)

Item	Percent & Number	Scale					Total	MN	MD	MO	Dev
		SA =5	A-4	Ud=3	D=2	SD=1					
1	Percent	20.0	30.0	41.8	7.3	.9	100%	3.61	3.50	3	.920
	Number	22	33	46	8	1	110				
2	Percent	32.7	28.2	4.5	22.7	11.8	100%	3.47	4.00	5	1.444
	Number	36	31	5	25	13	110				
3	Percent	10.0	13.6	8.2	44.5	23.6	100%	2.42	2.00	2	1.266
	Number	11	15	9	49	26	110				
4	Percent	20.9	49.1	19.1	10.9	0	100%	3.80	4.00	4	.896
	Number	23	54	21	12	-	110				
5	Percent	15.5	42.7	26.4	13.6	1.8	100%	3.56	4.00	4	.972
	Number	17	47	29	15	2	110				
6	Percent	16.4	38.2	30.0	13.6	1.8	100%	3.54	4.00	4	.983
	Number	18	42	33	15	2	110				
7	Percent	21.8	48.2	20.9	9.1	0	100%	3.83	4.00	4	.876
	Number	24	53	23	10	-	110				
8	Percent	22.7	52.7	19.1	3.6	1.8	100%	3.91	4.00	4	.852
	Number	25	58	21	4	2	110				
9	Percent	15.5	30.9	19.1	27.3	7.3	100%	3.20	3.00	4	1.210
	Number	17	34	21	30	8	110				
10	Percent	22.7	47.3	21.8	7.3	.9	100%	3.84	4.00	4	.894
	Number	25	52	24	8	1	110				
11	Percent	50.0	24.5	12.7	7.3	5.5	100%	4.06	4.50	5	1.191
	Number	55	27	14	8	6	110				
12	Percent	30.9	46.4	15.5	5.5	1.8	100%	3.99	4.00	4	.924
	Number	34	54	17	6	2	110				
13	Percent	47.3	35.5	3.6	6.4	7.3	100%	4.09	4.00	5	1.193
	Number	52	39	4	7	8	110				
14	Percent	17.3	49.1	26.4	3.6	3.6	100%	3.73	4.00	4	.918
	Number	19	54	29	4	4	110				
15	Percent	38.2	24.5	16.4	12.7	8.2	100%	3.72	4.00	5	1.314
	Number	42	27	18	14	9	110				
16	Percent	18.2	20.9	10.0	35.5	15.5	100%	2.91	2.00	2	1.385
	Number	20	23	11	39	17	110				
17	Percent	14.5	16.4	10.0	34.5	24.5	100%	2.62	2.00	2	1.394
	Number	16	18	11	38	27	110				
18	Percent	53.6	31.8	4.5	7.3	2.7	100%	4.26	5.00	5	1.029
	Number	59	35	5	6	3	110				
19	Percent	13.6	32.7	15.5	28.2	10.0	100%	3.12	3.00	4	1.247
	Number	15	36	17	31	11	110				
20	Percent	17.3	23.6	14.5	25.5	19.1	100%	2.95	3.00	2	1.400
	Number	19	26	16	28	21	110				

The table above is about the behavioral statement data findings. It illustrates that most of the students agree with all items. It could be seen by the

data frequently that all items almost have mode 4, and the median also stated the same as the mode. For the mean, the data showed a combination of the entire group was the highest value in item 18 (4.26), and the lowest value was item 2 (3.47). Standard deviation the highest value was item 2 (1.444), and the lowest value was item 8 (.852).

4.2 **Discussion**

The objective of this research was to reveal the students' perceptions of online games and had advantages in this study. There had improvements in vocabulary acquisition from playing games. The students' weaknesses that they were required much more time for implementation comparing to the traditional method. The students are attracted to the charm of the environment and this causes them to spend time with activities which are not related to educational purposes.

In line with Donmus (2010), simplified that games can develop individuals' physical and mental capacities and also can hold the attention of participants all the time and puts them in a race with themselves and also with others in order to obtain certain objectives.

From the data result of questionnaire, students' perceptions were described by the researcher based on descriptive quantitative research, it can be seen in bar chart 4.4 below.

4.4 Bar chart of the percentage and frequency attitudinal statement questionnaire

ATTITUDINAL STATEMENT
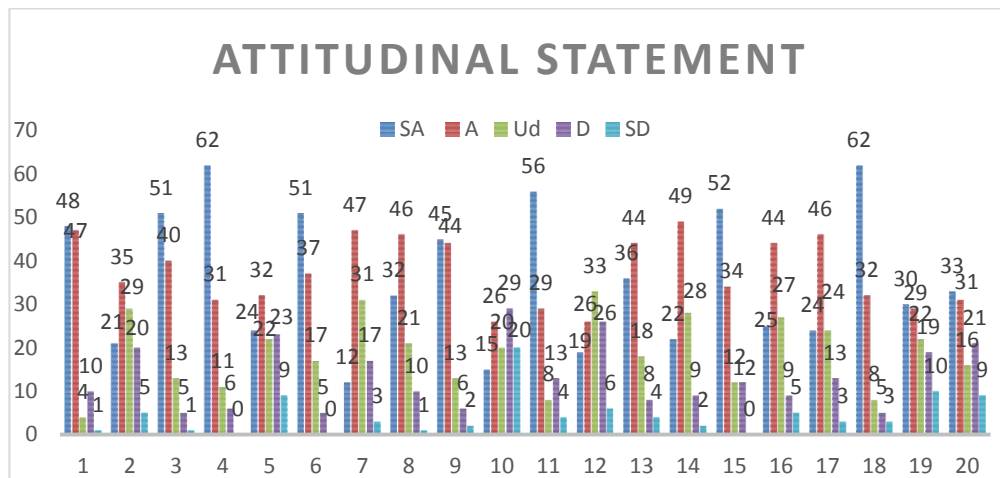
From the bar chart 4.4, it can be explained that items 1, 2, 3, 4, 5, and 6 that the majority of the students always feel happy and often play online games every day. They had many benefits in playing online games such as; online games do not disturb my daily activities, 46.4% (51 students strongly agree) and 33.6 (31 students agree) that online games can be enhancing my English vocabularies. Items 7, 8, 9, 10 and 11. 40.9% (45 students strongly agree) and 40.0% (44 students agree) that learning vocabularies used online games is interested and fun because 42.7% (47 students agree) if learning English vocabulary from textbooks students said lazy and 50.9% (56 students strongly agree) and 26.4 (29 students said agree) they were interested played game online in Genre First-Person Shooter.

However, in item number 12, 30% (33 students answered undecided) have trouble in figuring out the meaning in online games. Items 13, 14, 15, 16, 17, 18, and 19 are shown the students have values from online games to enhancing vocabulary acquisition. Overall, This result was supported by Donmus (2010) the value of educational games has been increasing in language education since they

help to make language education fun. The last item 20, 30.3% (33 students'

answered strongly agree), and 28.2 (31 students agree) said that they love playing

online games every day and always provide times to play online games.

**4.5 Bar chart of the percentage and frequency behavioral statement
questionnaire**
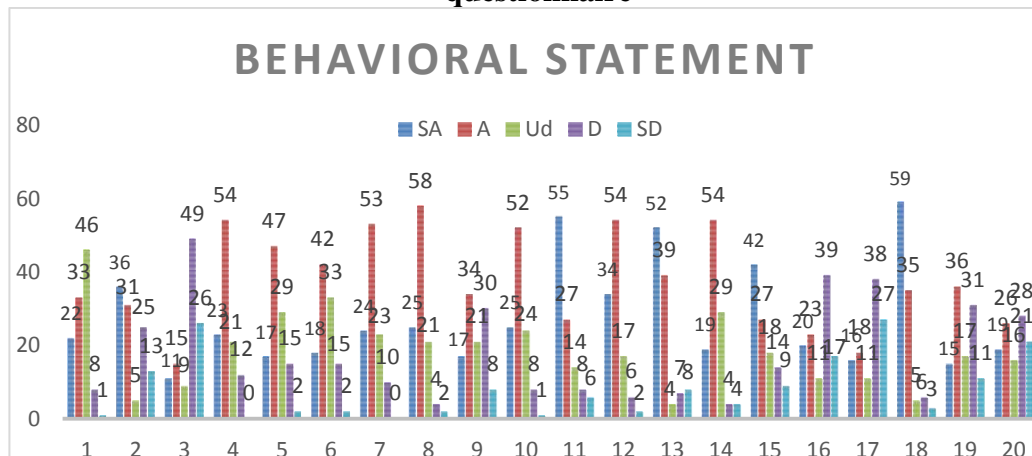
The discussion the results in behavioral statement of this study as followed; in

bar chart 4.5, it is explained about students' perception of online games from four

schools from Bitung city North Sulawesi, consisted of 110 students, included 62

females and 48 males. Items 1, 2, 3, 4, 5, 6, 7, 8, and 9 the actions of students by

playing online games, the English vocabulary can be enhancing before playing

online games. This supported by Rieber (1996) argument that technological

innovations provide new opportunities for interactive learning environments that

can be integrated with and validated by theories of learning. Items 10, 11, 12 the

lifestyles students 50.0% (55 students strongly agree) and 24.5% (27 students

answered agree). In detail, they preferred the first-person shooter game like

PUBG, Free fire, Point blank and X-Shot since the vocabularies on it, is easy to

memorize 30.9 (34 strongly agree) 46.4% (54 students agree) and not bored when

finding out English vocabularies from online games such as noun, verb, adverb

and imperative sentences it could be seen the total of students answered 22.7 (25 strongly agree) and 47.3% (52 said that agree) whit this statement.

In items 13, 14, 15. The 47.3% (52 students' said strongly agree), 35.5% (39 students) said they always set their free time to play online games. They stated that they were motivated to learn English vocabularies from online games. The most of students said 17.3% (19 strongly agree) and 49.1% (54 agree). This result, supported by Rieber (1996) Games motivates students to take responsibility for their own learning, which leads to intrinsic motivation contained by the method itself. Items 16, 17. The majority of students 35.5% (39 students' disagree) said they were not allowed to buy internet data and the students do not always play online games every day. Because in items 13 above the most students answer they are set their playtime.

Furthermore, items 18 and 19. 53.6% (59 strongly agree), 31.8% (35 agree) the students said they have various types of smartphones to play online games. Back then when there was no online games, they did not recognize the recent terms of English vocabularies which means there are have enhancing vocabulary acquisition from the online games. Items 20, have 17.3% (19 students said strongly agree), and 23.6% (26 students agree) about 45 students answered agree that they were never talked with foreigners using English language via voices in online games.

In conclusion, the results of questionnaires found that most students in this survey had a positive response to online games in vocabulary acquisition. It could

be seen the percentage score of the data result that 43.6% (48 students stated 'strongly agree) and 42.7% (47 students said agree).

From table 4.2 the attitudinal questionnaire that score shows 5 and 4, which often appears and in table 4.3, the behavior questionnaire then score refers to 4, which often appears. From data description and discussion above, it can be answered the research questions about the students' perception of online games in enhancing vocabulary acquisition.

From the result of Interview, the mostly of the students loved to play online games like Genre First Person Shooter (FTS) and Massive Multiplayer Online (MMO) such as PUBG, Free-Fire, X-Shot, Point Blank, Mobile Legend, Call of Duty Mobile. Since they played online games often, they become familiar with some vocabularies. Compared to learning from the book, playing online games made them felt more motivated and interested.

1.3 Validity and Reliability

4.3.1 Validity Test

Ary et al. (2010) said that validity is the mostly crucial consideration in developing and evaluating the measured instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure.

The researcher conducted validity tests data from students' perceptions of online games in enhancing vocabulary acquisition. The total respondents were 110 students with 40 items. This validity test supported the SPSS version 20.0 program. The researcher used r-table N (total of respondents) = (N-2), therefore (110-2= 108) r-table 108=0.1874). The instrument, if it is said to be valid if the

value of r-count> r-table, then the items can be used as an accurate data collection tool in research. Results of validity test of students' perceptions of online games in enhancing vocabulary acquisition showed that out of 20 items attitudinal statements and 20 items behavioral statements using program SPSS version 20.0, were valid. It can be seen on the following table below:

Table 4.6 Test validity attitudinal statement

Number of items	r Count	r Table	Status
1	0.628	0.1874	Valid
2	0.311	0.1874	Valid
3	0.479	0.1874	Valid
4	0.618	0.1874	Valid
5	0.640	0.1874	Valid
6	0.555	0.1874	Valid
7	0.352	0.1874	Valid
8	0.571	0.1874	Valid
9	0.620	0.1874	Valid
10	0.480	0.1874	Valid
11	0.628	0.1874	Valid
12	0.510	0.1874	Valid
13	0.571	0.1874	Valid
14	0.547	0.1874	Valid
15	0.602	0.1874	Valid
16	0.682	0.1874	Valid
17	0.639	0.1874	Valid
18	0.628	0.1874	Valid
19	0.640	0.1874	Valid
20	0.639	0.1874	Valid

Table 4.7 Test validity behavioral statement

Number of items	r Count	r Table	Status
1	0.695	0.1874	Valid
2	0.666	0.1874	Valid
3	0.570	0.1874	Valid
4	0.702	0.1874	Valid
5	0.678	0.1874	Valid
6	0.606	0.1874	Valid

7	0.629	0.1874	Valid
8	0.494	0.1874	Valid
9	0.563	0.1874	Valid
10	0.488	0.1874	Valid
11	0.594	0.1874	Valid
12	0.567	0.1874	Valid
13	0.624	0.1874	Valid
14	0.623	0.1874	Valid
15	0.721	0.1874	Valid
16	0.615	0.1874	Valid
17	0.623	0.1874	Valid
18	0.543	0.1874	Valid
19	0.578	0.1874	Valid
20	0.662	0.1874	Valid

2.1.1 Reliability

Creswell (2016) stated validity is measured from one's ability to understand the meaning and conclusions of the numbers that are in a special instrument. For test the reliability of the questionnaire. The researcher used Cronbach's alpha formula and obtained the results below:

4.8 Table Case Processing Summary reliability

		N	%
Cases	Valid	110	100.0
	Excluded[a]	0	.0
	Total	110	100.0

From the table above, information about the number of respondents (N) analyzed in the SPSS program, namely N as many as 110 students. Because there were no data empty means that the respondent answers all statements on the questionnaire accordingly the valid number is 100%.

4.9 Table Test Reliability statistics

Cronbach's Alpha	N of Items
.916	40

The table illustrated about test reliability statistic the results of the analyzed of the reliability test with Cronbach's Alpha 0.916 of 40 statement items. The reliability value of 0.916 is a very highly reliable value. Cohen et al (1994) stated that coefficient value Cronbach's alpha as follow table below.

>0.90 very highly reliable
0.80–0.90 highly reliable
0.70–0.79 reliable
0.60–0.69 marginally/minimally reliable
<0.60 unacceptably low reliability

Which means the questionnaire used to conduct in this research has relied.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research, the majority of the students had positive perceptions from the questionnaires and interview. In the attitudinal statements, it could be concluded that 48 (43.6% students strongly agree) students like playing online games, 51(56.4% students strongly agree) that online games helped them in improving their English vocabulary. It was about 51.4% students felt that they got many benefits from online games in learning new vocabulary.

Moreover, in behavioral statements, it could be concluded that there were 33 students (30.0% students stated agree) could improve their English vocabulary day by day. 54 or 49.1% students stated agree that online games motivated them to learn English. 44 students (40% students agreed) that online games helped them to understand vocabulary and 54 students (49.1% stated agree) that online games pushed them to learn English Vocabulary.

It could be seen from the attitudinal statements percentage, the score of the data in mode and median were positive perceptions. In attitudinal statements, the highest numbers that often appeared were 4 (Agree) and 5 (Agree) out of 20 statements. The lowest three statements were number 5, 10, and 12.

In the Behavioral statements, the percentage of number 4 (Agree) and 5 (strongly agree) appeared more often. From 20 statements, the number with lowest value were statements number 3, 16, 17, and 20.

From the result of interview the majority of the students loved to play online games, Genre First Person Shooter (FTS) and Massive Multiplayer Online (MMO) such as PUBG, Free-Fire, X-Shot, Point Blank, Mobile Legend. Since they played online games very often, they become familiar with some vocabularies. Compared to learning from the book, playing online games made them felt more motivated and interested.

In conclusion, having an online games made them motivated, pushed and encouraged to learn vocabularies since online games was really helpful in improving their vocabulary acquisition.

5.2 Suggestion

1. Online games could be a media for learning strategy especially in English, considering English is the most main language in the online games.

2. With online games, the students could understand and acquire the meaning of a word.

3. The researcher encouraging the next research, looking for ways how to combine online games and learning vocabulary in the learning process.

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APPENDICES

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Respondent Profile

No Responden	Name	Gender	School	Age	Religion
1	Abdie Rasya salinsehe	Male	SMP Negeri 1 Bitung	12	kristen
2	Aeril Riu Mananggel	Male	SMP Negeri 1 Bitung	12	kristen
3	Boas Walangitan	Male	SMP Negeri 1 Bitung	13	kristen
4	Bryan E. Gandaria	Male	SMP Negeri 1 Bitung	12	kristen
5	Dairel Karauwan	Male	SMP Negeri 1 Bitung	13	kristen
6	Dwi Henkyan Lotje	Male	SMP Negeri 1 Bitung	12	kristen
7	Glen Farel Gantare	Male	SMP Negeri 1 Bitung	12	kristen
8	Muhammad sandy Putra	Male	SMP Negeri 1 Bitung	12	islam
9	Oktaviano J. I. Awuy	Male	SMP Negeri 1 Bitung	12	kristen
10	Olberto J. Mamitua	Male	SMP Negeri 1 Bitung	12	kristen
11	Samuel F. Marune	Male	SMP Negeri 1 Bitung	12	kristen protestan
12	Tavenivs Pinontoan	Male	SMP Negeri 1 Bitung	13	katolik
13	Ahfiza Mustafa	Female	SMP Negeri 1 Bitung	12	islam
14	Aurelya Sweetly Ginoga	Female	SMP Negeri 1 Bitung	12	kristen
15	Cornelia S. B. S. Tiwalu	Female	SMP Negeri 1 Bitung	12	kristen protestan
16	Cynarlie E. Zepfhania	Female	SMP Negeri 1 Bitung	11	kristen protestan
17	Diandra S. M Yusuf	Female	SMP Negeri 1 Bitung	12	islam
18	Dinda Restiani Dewi	Female	SMP Negeri 1 Bitung	12	islam
19	Elizabet M. N Prasetyo	Female	SMP Negeri 1 Bitung	12	kristen
20	Emanuela P. Lawendatu	Female	SMP Negeri 1 Bitung	12	kristen protestan
21	Grasya Tiara Lahutung	Female	SMP Negeri 1 Bitung	12	kristen protestan
22	Keira kaloay	Female	SMP Negeri 1 Bitung	12	kristen protestan
23	Kezya pulisir	Female	SMP Negeri 1 Bitung	12	kristen protestan
24	Kisya Bertus	Female	SMP Negeri 1 Bitung	12	kristen
25	Marsya Gobel	Female	SMP Negeri 1 Bitung	12	islam
26	Mida Amelia Qoirusina	Female	SMP Negeri 1 Bitung	12	islam
27	Miracle Felian Tololiu	Female	SMP Negeri 1 Bitung	13	kristen protestan
28	Ni WayanAyu Noviantarini	Female	SMP Negeri 1 Bitung	12	hindu
29	Rahel Najoan	Female	SMP Negeri 1 Bitung	12	kristen
30	Syahirah A. M. Malebbi	Female	SMP Negeri 1 Bitung	12	islam
31	Syifa Khairunnisa Jusuf	Female	SMP Negeri 1 Bitung	12	islam
32	Thia Manabung	Female	SMP Negeri 1 Bitung	12	kristen protestan
33	Tirsa Karo	Female	SMP Negeri 1 Bitung	12	kristen
34	Yunistin Injilia Salikode	Female	SMP Negeri 1 Bitung	12	kristen
35	Afril Kerap	Female	SMP Muhammadiyah Bitung	11	Islam
36	Rio R Rengkuan	Male	SMP Muhammadiyah Bitung	15	Islam
37	Indry Musa	Female	SMP Muhammadiyah Bitung	12	Islam
38	Syahrul Yakub	Male	SMP Muhammadiyah Bitung	12	Islam
39	Rasya S. Larina	Male	SMP Muhammadiyah Bitung	13	Islam
40	M. Arya Putra Daud	Male	SMP Muhammadiyah Bitung	12	Islam

Scanned with CamScanner

41	Revalina Haribae	Female	SMP Muhammadiyah Bitung	13	Islam
42	Putra Midu	Male	SMP Muhammadiyah Bitung	12	Islam
43	Apriliyani Yasin	Female	SMP Muhammadiyah Bitung	12	Islam
44	Nur Laila Puyo	Female	SMP Muhammadiyah Bitung	11	Islam
45	Robi Yanto Panu	Male	SMP Muhammadiyah Bitung	14	Islam
46	Muh Fauzan	Male	SMP Muhammadiyah Bitung	12	Islam
47	Fajar Bito	Male	SMP Muhammadiyah Bitung	13	Islam
48	Anisa Putri Haidari	Female	SMP Muhammadiyah Bitung	13	Islam
49	Marlina Lawani	Female	SMP Muhammadiyah Bitung	13	Islam
50	Amelia Wongso	Female	SMP Muhammadiyah Bitung	12	Islam
51	Fahril Kalean	Male	SMP Muhammadiyah Bitung	13	Islam
52	Firgi Alamsya Abbas	Male	SMP Muhammadiyah Bitung	13	Islam
53	Rivaldy Yusuf kawulusan	Male	SMP Muhammadiyah Bitung	12	Islam
54	Ichsan I. Poloalo	Male	SMP Muhammadiyah Bitung	13	Islam
55	Muhammad Afdal	Male	SMP Muhammadiyah Bitung	12	Islam
56	Tengku R. Putra	Male	SMP Muhammadiyah Bitung	12	Islam
57	Milanti Djurri	Female	SMP Muhammadiyah Bitung	13	Islam
58	Abdul Nabil antia	Male	SMP Muhammadiyah Bitung	13	Islam
59	Nasrul Hasan	Male	Mts Negeri 1 Bitung	13	Islam
60	Musyari Ilyas Mamonto	Male	Mts Negeri 1 Bitung	12	Islam
61	Noor Fachry Yanis	Male	Mts Negeri 1 Bitung	12	Islam
62	Putra A. Moha	Male	Mts Negeri 1 Bitung	11	Islam
63	Qhirka Zachary Masloman	Male	Mts Negeri 1 Bitung	12	Islam
64	Rahmad Rahman	Male	Mts Negeri 1 Bitung	12	Islam
65	Rahman Alkhaliq Lamantu	Male	Mts Negeri 1 Bitung	13	Islam
66	Raihan Gunawan	Male	Mts Negeri 1 Bitung	12	Islam
67	Rama Wijaya	Male	Mts Negeri 1 Bitung	12	Islam
68	Ramadhan Maulana Saleh	Male	Mts Negeri 1 Bitung	12	Islam
69	Ramdan Sabidullah	Male	Mts Negeri 1 Bitung	13	Islam
70	Rasya Djafar Monoarfa	Male	Mts Negeri 1 Bitung	13	Islam
71	Nur Fitri Yani	Female	Mts Negeri 1 Bitung	13	Islam
72	Nurlaila Fitri Tjomo	Female	Mts Negeri 1 Bitung	12	Islam
73	Nurlaila Ramadhani	Female	Mts Negeri 1 Bitung	12	Islam

74	Nurul Ibrahim	Female	Mts Negeri 1 Bitung	13	Islam
75	Pertiwi Sudjoko	Female	Mts Negeri 1 Bitung	13	Islam
76	Rianti Suaiba	Female	Mts Negeri 1 Bitung	12	Islam
77	Riska Kaselang	Female	Mts Negeri 1 Bitung	12	Islam
78	Andra Birawah Barokah	Male	Mts Negeri 1 Bitung	12	Islam
79	Rismawati Lawarakan	Female	Mts Negeri 1 Bitung	12	Islam
80	Angelika Okatalia Herat	Female	SMP Negeri 2 Bitung	12	kristen
81	Andrew T Kamu	Male	SMP Negeri 2 Bitung	12	kristen protestan
82	Afifah Najwa Mopangga	Female	SMP Negeri 2 Bitung	12	islam
83	Andina Resty S. Nasrullah	Female	SMP Negeri 2 Bitung	12	islam
84	Bernytha Djela	Female	SMP Negeri 2 Bitung	13	kristen
85	Chelsea Sampouw	Female	SMP Negeri 2 Bitung	12	kristen
87	Cindy Claudia Nelwan	Female	SMP Negeri 2 Bitung	12	kristen
87	Chelsy Ruing	Female	SMP Negeri 2 Bitung	12	kristen
88	Eklesia Alexander	Female	SMP Negeri 2 Bitung	12	kristen
89	Fianty Eivicha	Female	SMP Negeri 2 Bitung	13	islam
90	Feelipo H. Massie	Male	SMP Negeri 2 Bitung	12	kristen protestan
91	Glory Bundel	Female	SMP Negeri 2 Bitung	12	kriten
92	Gracya A. Rumbay	Female	SMP Negeri 2 Bitung	13	kristen
93	Gea Fadillah A. Thamin	Female	SMP Negeri 2 Bitung	12	islam
94	Gregoyo Silimang	Male	SMP Negeri 2 Bitung	11	katolik
95	Jabier B. K Walukow	Male	SMP Negeri 2 Bitung	13	kristen
96	Julian Mataran	Male	SMP Negeri 2 Bitung	13	islam
97	Jeremi M. E Muljanto	Male	SMP Negeri 2 Bitung	12	kristen protestan
98	Kintan Rauf	Female	SMP Negeri 2 Bitung	13	kristen protestan
99	Keiza Reyna P. Tatuil	Female	SMP Negeri 2 Bitung	12	kristen protestan
100	Miranda C. M Asia	Female	SMP Negeri 2 Bitung	13	kristen
101	Neyla Yessiaca	Female	SMP Negeri 2 Bitung	13	kristen protestan
102	Revalina S. Q Nitalessy	Female	SMP Negeri 2 Bitung	12	kristen
103	Rahma K. P Abdul Gani	Female	SMP Negeri 2 Bitung	12	Islam
104	Skyner Calvin Walingkal	Male	SMP Negeri 2 Bitung	12	Kristen
105	Rizky Saputra Pateda	Male	SMP Negeri 2 Bitung	12	Islam
106	Sharen Praysia Piter	Female	SMP Negeri 2 Bitung	12	kristen protestan
107	Salsa Alvira Hasan	Female	SMP Negeri 2 Bitung	12	Islam
108	Theola Trixie S. Rapithan	Female	SMP Negeri 2 Bitung	12	kristen
109	Syalea Tampi	Female	SMP Negeri 2 Bitung	12	kristen
110	Mustika Sitarus	Female	SMP Negeri 2 Bitung	12	kristen protestan

Questionnaire

SMP Negeri 2 Bitung

QUESTIONNAIRE STUDENTS PERCEPTIONS

I. INTRODUCTION *(Pengantar)*

This questionnaire is circulated to you with the intention to obtain information regarding research students' perception of online games in vocabulary acquisition. These results are carried out to obtain information from the title of my research and to achieve this goal I expect your willingness to cooperate by providing information that is honestly according to your level of experience. Thank you for your willingness.

Angket ini diedarkan kepada anda dengan maksud untuk mendapatkan informasi sehubungan dengan penelitian persepsi siswa tentang game online dalam pemerolehan kosa kata Bahasa Inggris. Hasil ini dilakukan untuk memperoleh informasi dari judul penelitian saya dan untuk mencapai tujuan ini saya mengharapkan kesediaan anda untuk bekerjasama dengan cara memberikan informasi yang sejujurnya sesuai tingkat pengalaman. Atas kesediaan anda saya ucapkan terima kasih

II. INSTRUCTIONS TO ANSWER *(Petunjuk Pengisian)*

1. Before filling in a question, carefully read the filling instructions.
   (Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat)
2. This questionnaire consists of 40 questions.
   (Angket ini terdiri dari 40 pertanyaan.)
3. Put the sign [√] in the **Strongly Agree (sangat setuju)**, **Agree (Setuju)**, **Undecided (Ragu-ragu)**, **Disagree(Tidak setuju)** and **Strongly Disagree (sangat setujuh)** columns.
   (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name / Nama	: Chelsea Sampouw
Age / Umur	: 12 tahun
Class / Kelas	: 7-1
School / Sekolah	: SMP Negri 2 Bitung
Address / Alamat	: Kadcodan
Religion / Agama	: kristen
Gender / Jenis kelamin	: ( ) Male / Laki-laki (✓) Famale / Perempuan [√]

No	Attitudinal Statemen / Pernyataan Sikap	SS	S	RR	TS	STS
1	I like playing online games. / Saya suka main game online	√				
2	Online games do not disturb my daily activities. / Game online tidak mengganggu aktifitas saya sehari-hari.		√			
3	I agree that online games can increase my English vocabularies. / Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.		√			
4	I feel happy playing online games. / Saya merasa senang bermain game online.	√				
5	I often play online games every day 5 times and 30 times for a week. / Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.			√		
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.	√				

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.	✓				
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca	✓				
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.		✓			
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.	✓				
10	I rarely play online games. Saya jarang bermain game online.			✓		
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.		✓			
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.				✓	
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.	✓				
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.		✓			
15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.		✓			
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.	✓				
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.		✓			
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.		✓			
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.			✓		
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.	✓				

No	Behavioral Statement / Penyataan Perilaku	Options(Pilihan)				
		SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*	✓				
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*	✓				
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*		✓			
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*		✓			
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*	✓				
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*	✓				
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*		✓			
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*	✓				
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*		✓			
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*		✓			
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*		✓			
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*	✓				
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*	✓				

No	Statement					
14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*	✓				
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*		✓			
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*				✓	
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*					✓
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*		✓			
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*		✓			
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*		✓			

QUESTIONNAIRE STUDENTS PERCEPTIONS

I. INTRODUCTION *(Pengantar)*

This questionnaire is circulated to you with the intention to obtain information regarding research students' perception of online games in vocabulary acquisition. These results are carried out to obtain information from the title of my research and to achieve this goal I expect your willingness to cooperate by providing information that is honestly according to your level of experience. Thank you for your willingness.

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II. INSTRUCTIONS TO ANSWER *(Petunjuk Pengisian)*

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   (Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat)
2. This questionnaire consists of 40 questions.
   (Angket ini terdiri dari 40 pertanyaan.)
3. Put the sign [√] in the **Strongly Agree (sangat setuju)**, **Agree (Setuju)**, **Undecided (Ragu-ragu)**, **Disagree(Tidak setuju)** and **Strongly Disagree (sangat setujuh)** columns.
   (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name *Nama*	: Cindy Claudia Nelwan
Age *Umur*	:
Class *Kelas*	: 7
School *Sekolah*	: Smp negeri 2 bitung
Address *Alamat*	: Pardo
Religion *Agama*	: kristen
Gender *Jenis kelamin*	: ( ) Male *Laki-laki* (√) Famale *Perempuan* [√]

No	Attitudinal Statemen *Pernyataan Sikap*	Options (pilihan)				
		SS	S	RR	TS	STS
1	I like playing online games. *Saya suka main game online*		√			
2	Online games do not disturb my daily activities. *Game online tidak mengganggu aktifitas saya sehari-hari.*		√			
3	I agree that online games can increase my English vocabularies. *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*		√	.		
4	I feel happy playing online games. *Saya merasa senang bermain game online.*		√			
5	I often play online games every day 5 times and 30 times for a week. *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*				√	
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.					

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.		✓			
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca				✓	
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.				✓	
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.		✓			
10	I rarely play online games. Saya jarang bermain game online.				✓	
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.		✓			
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.		✓			
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.				✓	
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.		✓			
15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.		✓			
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.				✓	
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.				✓	
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.		✓			
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.		✓			
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.		✓			

No	Behavioral Statement / Penyataan Perilaku	Options(Pilihan)				
		SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*				✓	
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*		✓			
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*				✓	
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*		✓			
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*		✓			
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*		✓			
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*				✓	
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*				✓	
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*		✓			
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*		✓			
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*		✓			
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*		✓			
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*		✓			

No	Statement				✓	
14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*				✓	
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*	✓				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*	✓				
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*				✓	
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*	✓				
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*	✓				
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*	✓				

SMP Muhammadiyah Bitung

QUESTIONNAIRE STUDENTS PERCEPTIONS

I.INTRODUCTION *(Pengantar)*

This questionnaire is circulated to you with the intention to obtain information regarding research students' perception of online games in vocabulary acquisition. These results are carried out to obtain information from the title of my research and to achieve this goal I expect your willingness to cooperate by providing information that is honestly according to your level of experience. Thank you for your willingness.

Angket ini diedarkan kepada anda dengan maksud untuk mendapatkan informasi sehubungan dengan penelitian persepsi siswa tentang game online dalam pemerolehan kosa kata Bahasa Inggris. Hasil ini dilakukan untuk memperoleh informasi dari judul penelitian saya dan untuk mencapai tujuan ini saya mengharapkan kesediaan anda untuk bekerjasama dengan cara memberikan informasi yang sejujurnya sesuai tingkat pengalaman. Atas kesediaan anda saya ucapkan terima kasih

II. INSTRUCTIONS TO ANSWER*(Petunjuk Pengisian)*

1. Before filling in a question, carefully read the filling instructions.
   (Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat)
2. This questionnaire consists of 40 questions.
   (Angket ini terdiri dari 40 pertanyaan.)
3. Put the sign [√] in the **Strongly Agree (sangat setuju)**, **Agree (Setuju)**, **Undecided (Ragu-ragu)**, **Disagree(Tidak setuju)** and **Strongly Disagree (sangat setujuh)** columns.
   (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name / *Nama*	: Syahrul Yacub
Age / *Umur*	: 12.
Class / *Kelas*	: VIIC
School / *Sekolah*	: SMP Muhamadia
Address / *Alamat*	: Mber kantor depek
Religion / *Agama*	: islam
Gender / *Jenis kelamin*	: (✓) Male / Laki-laki ( ) Famale / Perempuan [√]

No	Attitudinal Statemen / *Pernyataan Sikap*	Options (pilihan)				
		SS	S	RR	TS	STS
1	I like playing online games. / *Saya suka main game online*	√				
2	Online games do not disturb my daily activities. / *Game online tidak mengganggu aktifitas saya sehari-hari.*				√	
3	I agree that online games can increase my English vocabularies. / *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*	√				
4	I feel happy playing online games. / *Saya merasa senang bermain game online.*	√				
5	I often play online games every day 5 times and 30 times for a week. / *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*		√			
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.					

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.	√				
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca		√			
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.	√				
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.	√				
10	I rarely play online games. Saya jarang bermain game online.					√
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.	√				
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.	√				
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.	√				
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.		√			
15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.			√		
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.	√				
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.	√				
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.	√				
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.				√	
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.	√				

No	Behavioral Statement / Penyataan Perilaku	SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*	√				
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*		√			
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*			√		
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*	√				
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*	√				
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*	√				
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*	√				
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*		√			
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*	√				
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*			√		
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*		√			
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*		√			
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*	√				

No	Statement					
14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*		✓			
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*	✓				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*	✓				
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*	✓				
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*	✓				
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*			✓		
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*		✓			

QUESTIONNAIRE STUDENTS PERCEPTIONS

I.INTRODUCTION *(Pengantar)*

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   (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name *Nama*	: Rasya S.Lavina
Age *Umur*	: 13
Class *Kelas*	: VII C
School *Sekolah*	: SMP muhammadiyah
Address *Alamat*	: Sarikalapa Paiing Span di Kota Bitung
Religion *Agama*	: Islam
Gender *Jenis kelamin*	: (✓) Male ( ) Famale [√] Laki-laki Perempuan

No	Attitudinal Statemen *Pernyataan Sikap*	Options (pilihan)				
		SS	S	RR	TS	STS
1	I like playing online games. *Saya suka main game online*	√				
2	Online games do not disturb my daily activities. *Game online tidak mengganggu aktifitas saya sehari-hari.*	√				
3	I agree that online games can increase my English vocabularies. *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*	√				
4	I feel happy playing online games. *Saya merasa senang bermain game online.*	√				
5	I often play online games every day 5 times and 30 times for a week. *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*	√				
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.	√				

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.	√		✗		
7	I feel lazy learning English vocabularies from textbooks. *Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks.* *Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca*		√			
8	I like competitive games in which the terms can enhance my English vocabularies. *Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.*			√		
9	I agree that learning English vocabularies using online games is interesting and fun. *Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.*	√				
10	I rarely play online games. *Saya jarang bermain game online.*				Y	
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. *Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.*	FREE fire √				
12	I have trouble figuring out the meaning of English vocabularies in the online games. *Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.*			√		
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. *Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.*		√			
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. *Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.*	√				
15	Playing online games stimulates the ability to communicate with friends. *Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.*	√				
16	With online games I can concentrate more on learning English vocabularies word by word. *Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.*	√				
17	After playing online games I get more excited to learn English vocabularies. *Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.*	√				
18	Kinds of online games can teach me to work and learn in team. *Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.*	√				
19	Many deficiency of playing online games such as spending money and resulting in addiction. *Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.*			√		
20	Every day I always provide times to play online games. *Setiap hari saya selalu menyediakan waktu untuk bermain game online.*	√				

No	Behavioral Statement / Penyataan Perilaku	SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*	√				
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*	√				
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*					√
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*	√				
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*	√				
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*	√				
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*	√				
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*	√				
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*	√				
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*	√				
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*	FF √				
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*	√				
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*	√				

14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*	√				
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*	√				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*	√				
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*		√			
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*	√				
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*	√				
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*	√				

SMP Negeri 1 Bitung

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   *(Berilah tanda [√] pada kolom Sangat Setuju (**SS**) , Setuju (**S**), Ragu-Ragu (**RR**), Tidak Setuju (**TS**) dan Sangat Tidak Setuju (**STS**).)*
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name *Nama*	: Glen. Farel. Cantare
Age *Umur*	: 12 Th
Class *Kelas*	: 7-2
School *Sekolah*	: Smen 1 Bitung
Address *Alamat*	: Buni, beringin Indah (manembo-nembo atas)
Religion *Agama*	: Kristen
Gender *Jenis kelamin*	: (v) Male ( ) Famale [√] Laki-laki Perempuan

No	Attitudinal Statemen *Pernyataan Sikap*	SS	S	RR	TS	STS
1	I like playing online games. *Saya suka main game online*	V				
2	Online games do not disturb my daily activities. *Game online tidak mengganggu aktifitas saya sehari-hari.*	⌣		V		
3	I agree that online games can increase my English vocabularies. *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*		V			
4	I feel happy playing online games. *Saya merasa senang bermain game online.*	V				
5	I often play online games every day 5 times and 30 times for a week. *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*				V	
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.					

No	Statement	1	2	3	4	5
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.	√				
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca			√		
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.	√				
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.	√				
10	I rarely play online games. Saya jarang bermain game online.				√	
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.	√				
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.				√	
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.	√				
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.			√		
15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.	√				
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.	√				
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.			√		
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.	√				
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.	√				
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.		√			

No	Behavioral Statement Penyataan Perilaku	SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*			✓		
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*		✓			
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*				✓	
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*				✓	
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*		✓			
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*		✓			
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*		✓			
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*	✓				
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*		✓			
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*	✓				
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*	✓				
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*	✓				
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*		✓			

14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*			√		
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*	√				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*	√				
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*	√				
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*	√				
19	Before getting to know the online games . I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*		√			
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*				√	

QUESTIONNAIRE STUDENTS PERCEPTIONS

I.INTRODUCTION *(Pengantar)*

This questionnaire is circulated to you with the intention to obtain information regarding research students' perception of online games in vocabulary acquisition. These results are carried out to obtain information from the title of my research and to achieve this goal I expect your willingness to cooperate by providing information that is honestly according to your level of experience. Thank you for your willingness.

Angket ini diedarkan kepada anda dengan maksud untuk mendapatkan informasi sehubungan dengan penelitian persepsi siswa tentang game online dalam pemerolehan kosa kata Bahasa Inggris. Hasil ini dilakukan untuk memperoleh informasi dari judul penelitian saya dan untuk mencapai tujuan ini saya mengharapkan kesediaan anda untuk bekerjasama dengan cara memberikan informasi yang sejujurnya sesuai tingkat pengalaman. Atas kesediaan anda saya ucapkan terima kasih

II. INSTRUCTIONS TO ANSWER *(Petunjuk Pengisian)*

1. Before filling in a question, carefully read the filling instructions.
    (Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat)
2. This questionnaire consists of 40 questions.
    (Angket ini terdiri dari 40 pertanyaan.)
3. Put the sign [√] in the **Strongly Agree (sangat setuju), Agree (Setuju), Undecided (Ragu-ragu), Disagree(Tidak setuju)** and **Strongly Disagree (sangat setujuh)** columns.
    (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S). Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
    (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name *Nama*	: Bryan. E. Gandaric
Age *Umur*	: 12 Tahun
Class *Kelas*	: VII
School *Sekolah*	: SMPN 1 BITUNG
Address *Alamat*	: Manembo- nembo atas
Religion *Agama*	: kristen
Gender *Jenis kelamin*	: (√) Male ( ) Famale [√] *Laki-laki* *Perempuan*

No	Attitudinal Statemen *Pernyataan Sikap*	Options (pilihan)				
		SS	S	RR	TS	STS
1	I like playing online games. *Saya suka main game online*	√				
2	Online games do not disturb my daily activities. *Game online tidak mengganggu aktifitas saya sehari-hari.*			√		
3	I agree that online games can increase my English vocabularies. *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*	√				
4	I feel happy playing online games. *Saya merasa senang bermain game online.*	√				
5	I often play online games every day 5 times and 30 times for a week. *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*			√		
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.		√			

No	Statement	1	2	3	4	5
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.					
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca			√		
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.		√			
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.	√				
10	I rarely play online games. Saya jarang bermain game online.				√	-
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.	√				
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.			√		
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.	√				
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.		√			
15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.	√				
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.		√			
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.		√			
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.	√				
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.					√
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.		√			

No	Behavioral Statement / Penyataan Perilaku	SS	S	RR	TS	STS
				Options(Pilihan)		
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*		✓			
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*		✓			
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*					✓
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*		✓			
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*		✓			
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*		✓			
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*		✓			
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*	✓				
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*		✓			
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*		✓			
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*		✓			
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*	✓				
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*		✓			

14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*		√			
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*	√				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*			√		
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*				√	
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*		√			
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*			√		
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*		√			

MTs Negeri 1 Bitung

QUESTIONNAIRE STUDENTS PERCEPTIONS

I.INTRODUCTION *(Pengantar)*

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   (Berilah tanda [√] pada kolom Sangat Setuju (SS) , Setuju (S), Ragu-Ragu (RR), Tidak Setuju (TS) dan Sangat Tidak Setuju (STS).)
4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name / *Nama*	: Rasya Djafar Monoarfa
Age / *Umur*	: 13 thn
Class / *Kelas*	: VII ⁷ (Tujuh)
School / *Sekolah*	: MTs N. 1 Bitung
Address / *Alamat*	: Bitung Barat II (Nabati)
Religion / *Agama*	: Islam
Gender / *Jenis kelamin*	: (√) Male *Laki-laki* ( ) Famale *Perempuan* [√]

No	Attitudinal Statemen / Pernyataan Sikap	Options (pilihan)				
		SS	S	RR	TS	STS
1	I like playing online games. / *Saya suka main game online*		√			
2	Online games do not disturb my daily activities. / *Game online tidak mengganggu aktifitas saya sehari-hari.*		√			
3	I agree that online games can increase my English vocabularies. / *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*	√				
4	I feel happy playing online games. / *Saya merasa senang bermain game online.*		√			
5	I often play online games every day 5 times and 30 times for a week. / *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*				√	
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.					

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.	✓				
7	I feel lazy learning English vocabularies from textbooks. Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks. Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca		✓			
8	I like competitive games in which the terms can enhance my English vocabularies. Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.		✓			
9	I agree that learning English vocabularies using online games is interesting and fun. Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.		✓			
10	I rarely play online games. Saya jarang bermain game online.			✓		
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.	✓				
12	I have trouble figuring out the meaning of English vocabularies in the online games. Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.				✓	
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.		✓			
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15	Playing online games stimulates the ability to communicate with friends. Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.		✓			
16	With online games I can concentrate more on learning English vocabularies word by word. Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.	✓				
17	After playing online games I get more excited to learn English vocabularies. Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.	✓				
18	Kinds of online games can teach me to work and learn in team. Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.		✓			
19	Many deficiency of playing online games such as spending money and resulting in addiction. Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.		✓			
20	Every day I always provide times to play online games. Setiap hari saya selalu menyediakan waktu untuk bermain game online.		✓			

No	Behavioral Statement / Penyataan Perilaku	Options(Pilihan)				
		SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*			✓		
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*		✓			
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*				✓	
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*		✓			
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*			✓		
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*		✓			
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*	✓				
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*	✓				
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10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*		✓			
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*	✓				
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*	✓				
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14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*		✓				
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*		✓				
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*			✓			
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*		✓				
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*	✓					
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*	✓					
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*		✓				

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4. Answer all questions honestly based on your situation.
   (Jawablah semua pertanyaan dengan keadaan yang kamu alami dengan jujur)

FACTUAL Questions	
Name / *Nama*	: Raihan gunawan
Age / *Umur*	: 12
Class / *Kelas*	: VII-7
School / *Sekolah*	: MTSa Negri 1 Bitung
Address / *Alamat*	: Aer Tembago
Religion / *Agama*	: ISLAm
Gender / *Jenis kelamin*	: (✓) Male / Laki-laki ( ) Famale / Perempuan [√]

No	Attitudinal Statemen / *Pernyataan Sikap*	SS	S	RR	TS	STS
1	I like playing online games. / *Saya suka main game online*		√			
2	Online games do not disturb my daily activities. / *Game online tidak mengganggu aktifitas saya sehari-hari.*		√			
3	I agree that online games can increase my English vocabularies. / *Saya setuju bahwa game online dapat meningkatkan kosakata bahasa Inggris saya.*		√			
4	I feel happy playing online games. / *Saya merasa senang bermain game online.*	√				
5	I often play online games every day 5 times and 30 times for a week. / *Saya sering bermain game online setiap hari 5 kali dan 30 kali selama seminggu.*				√	
6	I get many benefits from online games to learn new English vocabularies for example to improve my communication with others and practice my cooperation.	√				

No	Statement					
	Saya mendapatkan banyak manfaat dari game online untuk belajar kosa kata bahasa Inggris baru misalnya untuk meningkatkan komunikasi saya dengan orang lain dan melatih kerja sama saya.					
7	I feel lazy learning English vocabularies from textbooks. *Saya merasa malas belajar kosa kata bahasa Inggris dari buku teks.* *Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca*		✓			
8	I like competitive games in which the terms can enhance my English vocabularies. *Saya suka permainan kompetitif di mana persyaratannya dapat meningkatkan kosakata bahasa Inggris saya.*			✓		
9	I agree that learning English vocabularies using online games is interesting and fun. *Saya setuju bahwa belajar kosa kata bahasa Inggris menggunakan game online itu menarik dan menyenangkan.*		✓			
10	I rarely play online games. *Saya jarang bermain game online.*					✓
11	I am interested in the genre of online games such as First Person Shooter like PUBG, Free fire, Point blank, X-Shot. *Saya tertarik dengan game online seperti jenis First Person Shooter seperti PUBG, Free fire, Point blank, X-Shot.*	✓				
12	I have trouble figuring out the meaning of English vocabularies in the online games. *Saya mengalami kesulitan mencari tahu arti kosa kata bahasa Inggris di game online.*				✓	
13	The online games that I played was useful by adding English vocabularies such as verb, noun, adverb. *Game online yang saya mainkan bermanfaat dengan menambahkan kosakata bahasa Inggris seperti kata kerja, kata benda, kata keterangan.*	✓				
14	When I have finished playing online games, my English vocabularies improved and related to others skills such as; speaking, listening, writing and reading. *Ketika saya selesai bermain game online, kosakata bahasa Inggris saya meningkat dan keterampilan dalam Bahasa Inggris seperti; berbicara, mendengarkan, menulis, dan membaca.*		✓			
15	Playing online games stimulates the ability to communicate with friends. *Bermain game online merangsang kemampuan untuk berkomunikasi dengan teman.*	✓				
16	With online games I can concentrate more on learning English vocabularies word by word. *Dengan game online, saya dapat lebih berkonsentrasi mempelajari kosakata bahasa Inggris kata demi kata.*		✓			
17	After playing online games I get more excited to learn English vocabularies. *Setelah bermain game online saya menjadi lebih bersemangat untuk belajar kosakata bahasa Inggris.*		✓			
18	Kinds of online games can teach me to work and learn in team. *Beberapa jenis game online dapat mengajari saya untuk bekerja dan belajar dalam tim.*			✓		
19	Many deficiency of playing online games such as spending money and resulting in addiction. *Banyak kekurangan bermain game online seperti menghabiskan uang dan mengakibatkan kecanduan.*		✓			
20	Every day I always provide times to play online games. *Setiap hari saya selalu menyediakan waktu untuk bermain game online.*		✓			

No	Behavioral Statement / Penyataan Perilaku	Options(Pilihan)				
		SS	S	RR	TS	STS
1	My English vocabularies improved day by day after playing online games. *Kosakata bahasa Inggris saya meningkat hari demi hari setelah bermain game online.*		✓			
2	More than one online games application installed on my smartphone. *Lebih dari satu aplikasi game online terinstal di smartphone saya.*				✓	
3	Even though I installed the online games application I never played it. *Meskipun saya menginstal aplikasi game online saya tidak pernah memainkannya*					✓
4	Online games motivated me to study English vocabularies. *Game online memotivasi saya untuk belajar kosakata bahasa Inggris.*		✓			
5	I looked for new English vocabularies from online games. *Saya mencari kosakata bahasa Inggris baru dari game online.*			✓		
6	I could show my English vocabularies to everyone who close to me like my friends due to the effect of online games. *Saya dapat menunjukkan kosakata bahasa Inggris saya kepada semua orang yang dekat dengan saya seperti teman-teman saya karena efek permainan online.*			✓		
7	I tried to learn a lot of English vocabularies from online games. *Saya mencoba belajar banyak kosa kata bahasa Inggris dari game online.*		✓			
8	I got many English vocabularies from the online games such as kinds of nouns, adjectives, adverbs and things around me. *Saya mendapat banyak kosakata bahasa Inggris dari game online seperti jenis kata benda, kata sifat, kata keterangan dan hal-hal di sekitar saya.*		✓			
9	I once spoke using English through voices in online games. *Saya pernah berbicara menggunakan bahasa Inggris melalui obrolan suara di game online*		✓		✓	
10	I am not bored when finding out new English vocabularies such as noun, verb, adverb, imperative sentences from online games. *Saya tidak bosan ketika menemukan kosa kata bahasa Inggris baru seperti kata benda, kata kerja, kata keterangan, kalimat imperatif dari game online.*		✓			
11	I prefer the first person shooter game like PUBG, Free fire, Point blank, dan X-Shot.that contains fighting between players. *Saya lebih suka game First Person Shooter seperti PUBG, Free fire, Point blank, dan X-Shot. Berisi pertarungan antar pemain.*	✓				
12	The English vocabularies in the game was easy to understand and memorize. *Kosakata bahasa Inggris dalam game itu mudah dimengerti dan dihafal.*		✓			
13	I set the time to play online games. *Saya mengatur waktu untuk bermain game online.*	✓				

14	I pushed to learn English vocabularies from online games such as noun , verb , adverb , imperative sentences. *Saya terdorong untuk belajar kosakata bahasa Inggris dari game online seperti kata benda, kata kerja, kata keterangan, kalimat perintah.*		✓			
15	I often filled my free time by playing online games *Saya sering mengisi waktu luang dengan bermain game online.*		✓			
16	I spent my allowance to buy internet data so I can play online games. *Saya menghabiskan uang saku saya untuk membeli data internet sehingga saya bisa bermain game online.*				✓	
17	I loved to play online games in my daily morning up to the evening activity. *Saya suka bermain game online di setiap hari pagi hingga aktivitas malam hari.*				✓	
18	I used a smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) to play online games. *Saya menggunakan smartphone (Samsung, OPPO, iPhone, vivo, Realme, Lenovo, Xiomi) untuk memainkan game online.*		✓			
19	Before getting to know the online games I did not recognize the recent terms of English vocabularies nowadays. *Sebelum mengenal permainan online game saya tidak mengenali istilah kosakata bahasa Inggris saat ini.*		✓			
20	I once talked to tourist used English language via voices in online games. *Saya pernah berbicara dengan turis menggunakan bahasa Inggris melalui suara di game online*		✓			

Interview Sheet with the Students
Hari : Senin 9 Maret 2020
Jam: 09.00 WIB
Sekolah : SMP Negeri 1 Bitung

The Researcher : Assalamualaikum Wr. Wb dan selamat pagi adik-adik

Students : Waalaikumsalam Wr. Wb/ selamat pagi juga kak

The Researcher : Siapa disini yang suka bermain online games?

Students : *(kebanyakan dari siswa menjawab)* saya suka bermain online games

The Researcher : Online games apa yang sering kalian mainkan?

Student 1 : Saya suka bermain game PUBG

Student 2 : Mobile lagend

Student 3 : Saya lebih suka cooking fever

Student 4 : Saya tertarik dengan permainan peperangan seperti PUBG,

The Researcher : Kebanyakan dari online games sekarang ini mengunakan Bahasa Inggris dalam tampilan pada game. Apakah kalian mengerti apa arti kosakata bahasa inggris yang ada pada game yang kalian sering mainkan?

Student 1 : Pertama saya tidak mengerti, tapi saya terus bermain permainan tersebut saya mengetahui apa arti kosakata dalam game walau belum terlalu banyak

Student 2 : Kalau tidak mengerti biasanya saya menggunakan kamus untuk mencari arti dari kosakata tersebut

Student 3 : Sebagian saya mengerti sebagian tidak

Student 4 : Dengan bermain online game saya memperoleh kosakata bahasa inggris

The Researcher : Apakah dengan bermain online game bisa menambah kosakata Bahasa inggris kalian?

Student 1 : Iya bisa ka,

Student 2 : Ada kata-kata yang tidak di pelajari di kelas, bisa di dapatkan dalam online game

Student 3 : Ada, karena kosakata dalm online game mudah untuk di pahami dari pada belajar melalui buku. karena game menggunakan gambar membuat lebih tertarik untuk di pelajari dan di mainkan

Student 4 : Online games membuat saya senang untuk mengetahui kosakata dari online games dan membuat saya merasa senang

Interview Sheet with the Students
Hari : Selasa 10 Maret 2020
Jam: 11.00 WIB
Sekolah : SMP Muhammadiyah Bitung

The Researcher	: Assalamualaikum Wr. Wb
Students	: waalaikumsalam Wr. Wb
The Researcher	: Siapa disini yang suka bermain online games?
Students	: (*Hampir semua siswa menjawab*) suka bermain online games
The Researcher	: Online games apa yang sering kalian mainkan?
Student 1	: Game PUBG, mobile lagend
Student 2	: Mobile lagend, free-fire
Student 3	: Saya lebih suka cooking fever
Student 4	: Saya suka permainan peperangan seperti Point blank, PUBG,
The Researcher	: Kebanyakan dari online games sekarang ini mengunakan Bahasa inggris dalam tampilan pada game. Apakah kalian mengerti apa arti kosakata bahasa inggris yang ada pada game yang kalian sering mainkan?
Student 1	: Dengan memainkan online game tersebut saya menjadi mengetahui apa arti kosakata dalam game
Student 2	: Belum terlalu mengerti
Student 3	: Iya mengerti
Student 4	: Dengan game saya mendapatkan kosakata baru
The Researcher	: Apakah dengan bermain online game bisa menambah kosakata Bahasa inggris kalian?
Student 1	: Iya
Student 2	: Dengan online game saya dapat menambah kosakata
Student 3	: Ada, karena kosakata dalam online game mudah untuk di pahami
Student 4	: Saya senang menambah kosakata saya dengan online games

Interview Sheet with the Students
Hari : Rabu 11 Maret 2020
Jam: 09.00 WIB
Sekolah : Mts Negeri 1 Bitung

The Researcher	: Assalamualaikum Wr. Wb
Students	: waalaikumsalam Wr. Wb
The Researcher	: Siapa disini yang suka bermain online games?
Students	: Banyak siswa yang menjawab suka bermain online games
The Researcher	: Online games apa yang sering kalian mainkan ?
Student 1	: PUBG, X-Shot
Student 2	: Mobile lagends
Student 3	: Word search, Hago
Student 4	: Mobile legends,PUBG
The Researcher	: Kebanyakan dari online games sekarang ini mengunakan Bahasa inggris dalam tampilan pada game. Apakah kalian mengerti apa arti kosakata bahasa inggris yang ada pada game yang kalian sering mainkan?
Student 1	: Paham walaupun hanya sedikit
Student 2	: Kalau tidak mengerti saya biasanya menanyakan pada teman saya
Student 3	: Iya mengerti karena setiap hari saya selalu bermain game
Student 4	: Online game membuat saya semangat menamba kosakata bahasa inggris
The Researcher	: Apakah dengan bermain online game bisa menambah kosakata Bahasa Inggris kalian?
Student 1	: Iya bisa, saya terdorong untuk menamba kosakata saya melalu
Student 2	: Ada kata-kata yang tidak di pelajari di kelas, bisa di dapatkan dalam online game
Student 3	: Saya lebih termotivasi untuk belajar Bahasa Inggris melalui online game, karena mudah untuk dipahami.
Student 4	: Iya bisa menamba kosakata Bahasa Inggris

Interview Sheet with the Students
Hari : Kamis 12 Maret 2020
Jam: 09.30 WIB
Sekolah : SMP Negeri 2 Bitung

The Researcher : Assalamualaikum Wr. Wb dan selamat Siang

Students : waalaikumsalam Wr. Wb/ selamat siang juga kak

The Researcher : Siapa disini yang suka bermain online games?

Students : *(kebanyakan dari siswa menjawab)* saya suka bermain online games

The Researcher : Online games apa yang sering kalian mainkan ?

Student 1 : Saya suka bermain game PUBG, Mobile lagend

Student 2 : Mobile lagend

Student 3 : Saya lebih suka wormsZone

Student 4 : Call of Duty Mobile, PUBG,

The Researcher : Kebanyakan dari online games sekarang in mengunakan Bahasa inggris dalam tampilan pada game. Apakah kalian mengerti apa arti kosakata bahasa inggris yang ada pada game yang kalian sering mainkan?

Student 1 : Jika kita sering bermain online games, pasti lama kelamaan kita akan mengerti kosakata yang ada pada game

Student 2 : Jika tidak paham saya mengunakan kamus untuk mengetahui arti dari kosakata iitu

Student 3 : Ada beberapa yang belum dimengerti.

Student 4 : Dengan bermain online game saya memperoleh kosakata bahasa inggris

The Researcher : Apakah dengan bermain dengan bermain online game bisa menambah kosakata Bahasa inggris kalian?

Student 1 : Kosakata bahasa inggris saya bertambah setelah selalu bermain online game

Student 2 : Ada kata-kata yang tidak di pelajari di kelas, bisa di dapatkan dalam online game

Student 3 : Bisa

Student 4 : Ada kata-kata yang tidak di pelajari di kelas, bisa di dapatkan dalam online game

Validity test of attitudinal statement and behavioral statement

No Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL
1	5	4	4	5	1	4	2	4	4	3	4	3	4	2	4	4	3	5	5	4	74
2	5	4	4	5	3	4	3	3	4	1	5	3	3	3	5	3	4	5	4	5	76
3	5	2	5	5	4	5	2	5	4	3	5	2	4	4	4	4	4	5	2	4	78
4	5	3	5	5	3	4	3	4	5	3	5	3	5	4	5	4	4	5	1	4	80
5	5	4	4	5	4	5	3	5	5	3	5	3	4	4	4	3	4	5	4	5	84
6	5	4	5	5	4	5	3	5	5	2	5	3	4	4	5	3	3	5	4	5	84
7	5	3	4	5	3	5	3	5	5	2	5	2	5	3	5	5	3	5	5	4	82
8	5	3	5	5	5	5	4	5	5	2	5	4	4	4	5	4	3	5	4	5	85
9	5	3	4	5	2	4	3	4	5	4	5	2	3	4	4	4	4	5	4	4	78
10	5	3	5	5	4	5	4	5	5	3	5	3	4	3	5	4	3	5	4	5	85
11	4	4	5	5	2	3	4	3	4	4	5	3	5	3	2	3	3	4	5	3	74
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14	3	5	4	3	1	5	1	3	4	4	3	4	3	5	4	3	4	4	3	2	67
15	5	5	4	5	2	3	4	2	4	4	4	4	4	4	2	4	4	3	2	2	71
16	4	4	4	4	4	5	5	4	5	1	5	2	4	5	5	4	4	5	3	5	82
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20	4	5	4	5	3	5	4	4	5	2	5	2	5	4	5	4	4	5	2	4	81
21	4	5	4	3	1	3	3	2	4	3	3	2	2	3	5	5	2	5	1	5	65
22	3	5	4	3	1	3	4	3	4	3	4	2	3	4	4	3	3	4	5	3	68
23	5	3	3	5	2	3	5	4	4	4	4	4	5	4	3	4	3	3	4	4	73
24	4	3	3	4	2	3	4	4	4	4	4	3	5	4	3	3	3	4	3	3	70
25	4	3	5	4	2	3	4	4	5	4	3	3	4	4	2	3	2	5	5	2	71
26	4	3	5	4	3	5	4	5	4	4	5	4	5	5	4	4	4	4	5	3	84
27	5	2	4	4	1	4	3	3	4	5	2	4	4	3	3	2	4	3	4	1	65
28	2	5	5	3	1	5	1	4	4	5	2	4	3	4	4	3	4	4	3	2	68
29	5	1	5	5	2	3	3	3	4	1	4	3	3	3	4	3	3	3	4	3	65
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31	4	3	4	4	2	5	2	4	5	5	4	5	5	4	5	4	4	4	5	5	83
32	4	2	4	4	1	4	3	3	4	5	4	4	4	3	3	2	4	3	4	1	66
33	4	3	4	3	2	4	4	4	3	5	3	2	4	3	4	3	3	4	5	3	71
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37	5	3	5	5	3	4	3	4	4	4	4	5	5	3	1	5	5	5	4	3	81
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41	5	1	3	4	1	5	4	3	5	3	1	5	1	3	5	4	2	5	1	2	63
42	4	4	3	5	1	4	4	4	5	3	4	1	1	3	4	4	4	3	3	4	68
43	4	3	5	5	3	5	5	5	5	3	5	3	2	5	5	5	5	5	3	5	86
44	5	3	5	5	3	5	2	5	5	2	5	2	5	5	5	5	5	5	2	5	84
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71	2	2		4	2	2	5	2	2	2	4	2	3	4	2	4	4	2	4	2	54
72	4	4	4	4	2	4	3	5	5	3	5	4	3	4	5	4	5	4	3	2	77
73	2	2	4	5	2	5	4	4	4	4	2	2	4	5	2	4	4	5	4	2	70
74	2	5	5	2	2	5	1	5	2	5	2	2	2	2	1	2	1	1	1	1	50
75	5	5	4	5	1	5	4	5	5	2	5	4	5	4	5	5	4	5	4	5	87

No	Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL
78	76	2	4	4	3	3	4	2	3	2	5	2	5	5	3	3	3	3	2	5	2	65
79	77	3	4	4	3	2	3	3	2	3	5	2	4	3	3	3	3	2	3	3	2	60
80	78	5	5	5	5	2	5	4	4	5	4	4	4	4	4	5	4	4	5	1	2	81
81	79	2	2	1	2	1	2	2	1	2	5	2	2	1	2	2	2	2	2	5	2	42
82	80	4	2	4	4	2	4	2	4	4	2	4	4	4	2	4	2	4	4	2	4	66
83	81	4	3	3	4	1	2	3	2	3	4	5	5	3	3	3	2	1	2	5	2	60
84	82	4	4	4	5	2	3	4	5	5	4	4	5	5	4	4	5	4	5	4	4	84
85	83	2	3	5	3	1	4	4	4	3	4	2	3	4	4	4	4	3	4	4	4	69
86	84	5	5	2	5	4	3	4	4	4	1	5	4	5	4	3	3	3	5	1	5	75
87	85	5	4	4	5	3	5	5	4	5	3	4	2	5	4	4	5	4	4	3	5	83
88	86	4	4	4	4	2	4	2	2	4	2	4	4	2	4	2	2	4	4	4	4	66
89	87	4	1	4	3	1	4	3	4	4	4	5	3	4	5	4	3	2	5	5	1	63
90	88	3	2	4	3	1	5	4	2	4	4	3	5	4	3	4	4	2	5	3	2	67
91	89	5	2	5	4	2	5	4	4	4	1	5	2	2	3	5	3	4	5	5	4	74
92	90	5	4	5	5	4	4	3	3	5	1	5	4	5	4	5	5	5	5	2	4	83
93	91	4	5	5	5	3	4	2	4	3	3	4	4	4	3	3	4	3	4	3	3	73
94	92	4	2	2	5	1	3	3	2	3	5	4	5	2	2	4	3	2	4	5	1	62
95	93	5	5	5	5	5	5	4	5	5	2	5	2	5	4	5	5	5	5	2	5	89
96	94	5	2	5	5	2	5	2	4	5	2	5	5	5	2	5	5	5	5	4	4	82
97	95	5	5	5	5	5	5	4	5	5	2	5	2	5	4	5	5	5	5	2	5	89
98	96	5	4	5	5	4	4	4	4	5	5	2	4	5	5	5	5	3	5	3	2	84
99	97	5	5	3	5	2	5	3	4	5	1	2	3	4	4	3	3	3	3	2	4	69
100	98	4	2	5	5	2	5	4	4	4	1	5	2	2	3	5	3	4	5	5	4	74
101	99	4	4	5	5	2	4	4	5	5	2	5	4	4	4	5	5	5	5	2	4	83
102	100	4	4	4	5	4	4	3	4	4	2	5	2	4	3	4	4	3	5	2	2	72
103	101	2	1	4	4	1	2	2	5	3	5	1	3	3	2	3	1	1	5	3	1	52
104	102	4	3	4	4	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	3	75
105	103	4	4	2	5	2	3	4	5	5	4	4	5	5	4	4	5	4	5	4	5	83
106	104	5	3	5	5	4	5	5	5	5	2	5	3	5	5	5	5	4	5	5	4	90
107	105	5	4	5	5	4	4	3	3	4	1	4	3	4	3	3	4	3	4	2	5	74
108	106	5	3	4	5	4	3	3	4	3	2	4	3	3	3	4	3	5	5	5	5	76
109	107	4	4	3	5	4	4	2	4	1	4	5	2	3	4	5	3	2	1	5	4	69
110	108	4	2	3	4	1	3	2	2	4	1	1	4	4	1	3	2	2	4	5	1	53
111	109	4	5	5	5	3	4	2	4	5	5	4	4	1	5	5	4	4	5	4	3	82
112	110	4	3	4	5	4	4	4	4	5	2	5	3	5	4	5	4	3	4	3	4	79
113	r-Table	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	
114	R-Hitung	0.628	0.311	0.473	0.618	0.640	0.555	0.352	0.571	0.620	0.480	0.628	0.510	0.571	0.547	0.602	0.682	0.639	0.628	0.640	0.633	
115		valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid		

Validity Test of behavioral statement and behavioral statement

No Respon	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	TOTAL
1	3	5	2	4	3	4	3	4	4	4	5	4	5	4	5	4	2	5	4	4	78
2	3	2	2	3	3	4	3	4	4	3	5	4	4	3	4	3	4	4	3	3	68
3	4	5	2	4	4	5	3	4	5	4	5	4	4	4	3	3	5	4	4	4	80
4	4	4	1	4	4	4	4	5	4	4	4	5	4	4	5	3	2	4	3	4	76
5	4	5	2	4	4	3	4	3	4	3	5	4	4	3	5	4	4	5	3	3	76
6	3	4	2	4	4	3	4	3	4	3	5	4	4	3	4	5	5	5	4	2	75
7	3	4	2	2	4	4	4	5	4	5	5	5	4	3	5	5	5	5	4	4	82
8	5	5	2	4	5	3	4	5	5	3	5	5	5	4	5	4	5	5	3	5	87
9	4	5	1	4	4	3	4	4	3	4	5	4	4	4	3	3	2	5	3	4	73
10	3	5	4	4	3	3	4	3	4	3	5	4	4	3	5	4	5	5	4	3	78
11	3	1	4	2	3	2	3	4	5	3	5	4	5	3	4	2	5	4	4	3	68
12	4	4	3	4	4	4	5	4	3	4	5	5	4	4	5	5	3	4	3	4	81
13	4	4	2	4	4	4	4	4	4	3	4	4	5	4	3	2	4	2	2	2	69
14	3	1	4	4	3	4	4	4	3	4	2	4	3	4	3	3	2	3	4	3	65
15	4	4	2	3	4	2	2	5	4	5	4	5	1	5	4	2	1	5	1	1	64
16	5	5	1	4	4	3	4	4	3	4	5	4	5	4	4	2	3	5	4	1	74
17	3	2	2	3	4	3	4	4	3	4	4	4	5	4	3	2	4	2	2	2	64
18	3	2	2	3	3	3	4	4	3	3	4	3	5	4	3	2	2	4	3	2	62
19	3	2	1	2	3	3	4	3	5	4	5	4	4	2	1	1	5	2	1		60
20	4	5	1	4	5	4	4	5	5	5	5	4	5	3	2	4	1	5	4	5	80
21	3	5	3	3	2	2	4	4	1	5	4	5	3	3	5	1	2	5	1	1	62
22	3	4	3	3	3	3	3	3	4	4	4	4	1	3	2	1	1	1	2	3	55
23	3	4	2	3	3	2	2	4	2	3	5	4	5	4	3	2	1	5	2	2	61
24	3	4	3	3	4	3	3	4	3	3	4	3	5	3	4	2	2	4	2	2	64
25	3	2	1	2	3	3	4	3	5	4	4	5	4	4	2	1	1	5	2	1	59
26	4	5	2	4	4	4	4	4	2	3	5	4	4	4	3	2	2	4	2	2	68
27	3	1	2	3	2	2	3	3	2	4	3	4	3	4	2	1	4	1	3		53
28	3	1	4	2	3	2	3	4	2	4	3	4	4	2	2	2	3	4	3		59
29	4	3	2	4	3	3	4	4	4	4	4	4	4	5	1	1	5	5	1		68
30	5	5	2	4	4	4	5	4	4	5	3	4	4	4	3	2	2	5	2	4	75
31	3	5	2	4	3	3	4	4	2	4	5	4	5	4	4	2	2	5	2	2	69
32	3	1	2	3	2	2	3	3	2	4	3	4	3	4	2	1	4	1	1		51
33	3	2	4	3	3	4	3	3	2	3	3	3	3	2	4	2	4	2	2		58
34	4	4	2	4	4	3	4	5	3	4	5	4	5	4	5	2	2	4	4	2	74
35	3	2	4	5	1	4	2	5	4	4	2	1	1	5	3	5	1	1	4	2	59
36	5	5	1	5	5	5	5	5	5	5	5	5	3	5	5	1	5	5	4	4	92

	No																					Total
39	37	5	5	1	5	5	5	5	2	3	2	5	5	5	4	5	4	5	5	5	5	86
40	38	5	4	3	5	5	5	5	4	5	3	4	4	5	4	5	5	5	5	3	4	88
41	39	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	95
42	40	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	96
43	41	2	4	5	3	1	4	5	3	2	5	4	3	4	4	5	4	5	2	3	5	73
44	42	4	5	1	4	4	4	3	3	4	4	5	5	5	5	5	4	3	5	1	1	75
45	43	5	5	2	5	5	3	5	4	5	5	5	3	5	5	4	5	4	5	5	5	90
46	44	5	5	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	95
47	45	4	5	5	5	4	4	4	4	2	4	2	2	4	4	2	2	4	4	4	4	71
48	46	5	5	5	4	4	1	2	5	4	3	5	5	5	5	5	5	4	5	1	5	83
49	47	4	4	2	4	4	3	4	5	4	4	5	2	4	5	4	3	2	5	4	5	77
50	48	3	5	2	4	4	4	4	4	4	4	5	4	5	4	5	2	5	4	4	3	79
51	49	3	2	4	3	2	3	3	3	2	3	2	3	1	3	1	1	1	1	2	1	44
52	50	4	2	2	4	4	4	4	4	3	4	5	4	5	4	5	4	4	4	4	2	76
53	51	5	4	1	4	4	5	5	4	4	3	5	4	5	5	5	5	4	5	4	5	86
54	52	5	3	3	5	4	4	5	1	4	5	4	3	4	5	4	3	4	3	1	5	75
55	53	3	4	5	4	4	4	4	4	3	4	3	4	5	3	3	2	3	4	3	3	72
56	54	5	2	2	5	5	5	5	5	5	5	5	3	5	5	3	3	5	5	5	5	88
57	55	3	5	1	3	3	3	3	4	4	4	5	5	3	3	4	5	3	5	4	3	73
58	56	3	5	1	3	3	3	4	4	5	5	4	4	4	4	4	5	4	5	2	2	74
59	57	4	5	3	5	4	5	4	4	5	3	5	4	5	5	4	2	1	3	2	2	75
60	58	3	1	5	4	2	1	5	4	3	2	5	4	1	4	1	3	5	2	5	5	65
61	59	4	4	2	4	4	4	4	4	4	4	4	3	4	4	4	1	3	4	4	4	73
62	60	3	4	2	4	4	4	4	4	4	4	5	4	4	4	4	5	5	5	4	4	81
63	61	4	2	1	4	3	5	4	4	2	5	4	3	4	3	1	5	4	5	4	2	69
64	62	3	2	2	5	2	3	5	5	2	3	5	5	5	5	5	2	5	5	5	5	79
65	63	3	4	1	4	4	4	4	3	4	4	2	5	5	4	5	1	2	5	4	4	72
66	64	3	4	1	4	4	4	3	4	2	5	5	4	5	4	5	4	4	5	4	4	78
67	65	4	3	2	5	4	5	4	5	2	5	3	4	5	2	5	2	1	4	5	4	74
68	66	4	2	1	4	3	3	4	4	4	4	5	4	5	4	4	2	2	4	4	4	71
69	67	4	5	2	5	4	5	4	4	3	5	5	4	4	4	5	4	4	5	5	4	85
70	68	3	3	3	4	4	4	4	3	3	3	3	4	4	4	3	4	4	4	3	3	70
71	69	3	4	2	5	5	4	5	3	2	2	5	4	4	3	3	3	4	5	4	2	72
72	70	3	4	2	4	3	4	5	5	4	4	5	5	5	4	4	3	4	5	5	4	82
73	71	4	1	5	2	4	3	2	4	1	2	1	4	1	1	2	1	1	4	2	1	46
74	72	5	5	2	5	4	4	4	4	5	5	4	5	5	4	4	4	2	5	5	5	86
75	73	4	1	2	4	4	2	4	5	2	5	1	4	4	4	2	1	1	4	2	2	58
76	74	1	1	5	4	2	2	4	1	2	1	1	2	1	1	1	1	1	2	2	2	37
77	75	4	5	1	5	5	5	5	4	4	4	5	4	5	5	5	4	5	5	5	5	90
78	76	3	2	4	3	3	2	3	3	2	3	3	3	2	3	2	2	3	3	2	3	54
79	77	3	2	4	3	3	3	3	3	2	2	2	3	2	3	2	2	4	3	3	3	54
80	78	3	4	2	4	3	5	4	4	4	5	5	5	4	4	4	2	3	5	3	5	78
81	79	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	40
82	80	2	2	4	4	2	4	4	4	2	4	4	4	4	4	2	2	2	2	2	2	60
83	81	2	2	2	2	3	3	2	2	4	2	5	2	1	1	3	1	5	2	1	1	46
84	82	5	4	4	5	2	4	5	4	2	5	4	5	2	4	5	2	2	4	2	2	72
85	83	3	1	4	3	3	4	3	4	2	3	1	3	2	3	2	2	2	2	2	2	51
86	84	4	5	5	4	5	5	5	4	1	3	5	4	5	4	5	1	1	5	1	1	73
87	85	5	5	4	4	5	5	4	5	4	4	4	5	5	5	4	2	1	4	4	4	83
88	86	2	4	2	4	4	4	2	2	4	4	4	4	4	2	4	4	2	4	4	4	68
89	87	3	1	2	3	2	4	3	4	2	4	5	4	5	3	1	1	1	5	1	1	55
90	88	3	2	2	4	4	2	4	4	1	4	3	2	5	4	3	4	1	4	3	1	60
91	89	4	5	1	4	4	4	4	4	2	4	5	4	5	4	5	2	1	5	5	1	73
92	90	5	4	1	4	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	4	81
93	91	3	3	2	3	3	3	3	3	4	4	4	4	3	3	4	2	5	4	4	4	68
94	92	2	4	5	2	2	2	3	3	1	3	5	1	2	1	1	1	2	5	2	1	48
95	93	4	5	2	5	5	4	5	5	3	5	5	5	5	5	5	2	1	5	4	4	84
96	94	3	4	2	4	3	3	3	5	3	3	5	3	5	5	5	4	2	2	2	4	70
97	95	4	5	2	5	5	4	5	5	3	5	5	5	5	5	5	2	1	5	4	4	84
98	96	4	2	2	4	4	3	4	4	3	4	2	5	4	4	4	4	2	5	4	5	73
99	97	4	4	4	3	2	3	2	3	4	4	3	3	4	3	3	2	2	4	2	2	61
100	98	4	5	1	4	4	4	4	4	2	4	5	5	5	4	5	2	1	5	5	1	74
101	99	5	5	2	4	4	4	5	5	1	4	5	4	4	4	5	4	5	4	4	1	80
102	100	3	2	1	4	4	4	4	4	4	4	5	5	5	4	5	2	2	4	2	4	72
103	101	2	1	5	2	3	3	2	4	1	2	1	3	5	2	1	1	1	2	1	2	44
104	102	4	2	1	4	3	4	4	4	3	4	4	4	4	4	3	2	2	4	3	2	65
105	103	5	4	4	5	2	4	4	4	2	5	4	5	5	4	5	2	2	4	2	2	74
106	104	5	2	2	4	4	3	4	4	3	4	5	5	5	4	5	2	2	5	4	2	74
107	105	3	4	2	4	4	3	4	4	2	4	5	5	3	4	5	2	4	4	2	3	71
108	106	3	2	1	4	4	4	3	3	3	1	4	4	4	5	3	5	2	3	5	3	63
109	107	3	4	2	2	3	2	4	4	2	4	4	5	5	4	5	1	2	4	2	1	63
110	108	2	1	5	2	2	2	4	4	2	4	1	4	2	3	1	1	1	4	1	1	47
111	109	5	2	3	5	5	5	5	5	4	3	5	5	4	5	4	5	3	5	2	4	85
112	110	4	5	1	4	4	4	4	4	3	4	3	4	4	4	5	4	3	5	2	3	74
113	r- Table	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	0.1874	
114	r- Hitung	0.695	0.666	0.571	0.702	0.678	0.606	0.629	0.434	0.563	0.488	0.534	0.567	0.524	0.623	0.721	0.615	0.623	0.543	0.578	0.662	
115		valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
116																						

Reliability test of 40 items questionnaire

▸ Reliability

[DataSet2] D:\DATA SPSS.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	110	100.0
	Excluded[a]	0	.0
	Total	110	100.0

a. Listwise deletior based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.916	40

Surat permohonan izin penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp /Fax (0431) 860616 Manado 95128

Nomor	: B-732 /In. 25 / F.II / TL.00.1 /03/ 2020	Manado, 02 Maret 2020
Lamp	: -	
Hal	: Permohonan Izin Penelitian	

Kepada Yth :
Kepala/Pimpinan SMP Muhammadiyah Bitung
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	:	**Roziyawati Kaloso**
N I M	:	16.2.6.045
Semester	:	VIII (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul :*"Students Perception of Online Games in Vocabulary Acquicition".*
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. **Ahmad Mustamir, M.Pd**
2. **Fadhlan Saini, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Maret s.d. Mei 2020.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
Dekan,

Dr. Ardianto, M.Pd
NIP. 19760318 200604 1 003

Tembusan :
1. Rektor IAIN Manado sebagai Laporan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor	: B- 735 /In. 25 / F.II / TL.00.1 /03/ 2020	Manado, 02 Maret 2020
Lamp	: -	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth :
Kepala/Pimpinan SMP Negeri 1 Bitung
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	:	**Roziyawati Kaloso**
N I M	:	16.2.6.045
Semester	:	VIII (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul :*"Students Perception of Online Games in Vocabulary Acquicition"*.
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. **Ahmad Mustamir, M.Pd**
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Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Maret s.d. Mei 2020.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
Dekan

Dr. Ardianto, M.Pd
NIP. 19760318 200604 1 003

Tembusan :
1. Rektor IAIN Manado sebagai Laporan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp /Fax (0431) 860616 Manado 95128

Nomor : B-734 /In. 25 / F.II / TL.00.1 /03/ 2020   Manado, 02 Maret 2020
Lamp : -
Hal : Permohonan Izin Penelitian

Kepada Yth :
Kepala/Pimpinan SMP Negeri 2 Bitung
      Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	:	**Roziyawati Kaloso**
N I M	:	16.2.6.045
Semester	:	VIII (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Prodi	:	Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul *"Students Perception of Online Games in Vocabulary Acquicition"*.
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. **Ahmad Mustamir, M.Pd**
2. **Fadhlan Saini, M.Pd**

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Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
Dekan

Dr. Ardianto, M.Pd
NIP. 19760318 200604 1 003

Tembusan :
1. Rektor IAIN Manado sebagai Laporan

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor   : B- 733   /In. 25 / F.II / TL.00.1 /03/ 2020   Manado, 02 Maret 2020
Lamp   : -
Hal   : **Permohonan Izin Penelitian**

Kepada Yth :
Kepala/Pimpinan MTs Negeri 1 Bitung
       Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

        Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

       Nama   : **Roziyawati Kaloso**
       N I M   : 16.2.6.045
       Semester   : VIII (Delapan)
       Fakultas   : Tarbiyah dan Ilmu Keguruan
       Prodi   : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul :*"Students Perception of Online Games in Vocabulary Acquicition"*.
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

       1.   **Ahmad Mustamir, M.Pd**
       2.   **Fadhlan Saini, M.Pd**

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Maret s.d. Mei 2020.
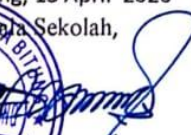
Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

                        Wassalam
                        Dekan

                        Dr. Ardianto, M.Pd
                        NIP. 19760318 200604 1 003

Tembusan :
1. Rektor IAIN Manado sebagai Laporan

Surat keterangan selesai penelitian

PEMERINTAH KOTA BITUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BITUNG
TERAKREDITASI "A"
SEKOLAH RUJUKAN
Jln Siswa Madidir Unet Kode Pos 95516 Telp (0438) Email : smpn2bitung@yahoo.com.Kecamatan Madidir Kota Bitung

Nomor   : 4221/421.2/C/225   Bitung, 13 April 2020
Lamp   : -
Hal   : Surat Keterangan Selesai Penelitian

Kepada YTh :

Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam negeri (IAIN) Manado
Jln. Dr. S. A. Saarundajang Kawasan Ring Road I

Dehan hormat,

Berdasarkan Surat Nomor : B-734/In.25/F.II/TL.00.1/03/2020 tanggal 02 Maret 2020 perihal Permohonan Izin Penelitian maka dengan ini kami menerangkan bahwa Mahasiswa :

Nama Lengkap   : Roziyawati Kaloso
N I M   : 16.2.6.045
Semester   : VIII (delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi S1 : Tadris Bahasa Inggris (TBI)
Judulu Penelitian : *"Students Perception of Online Games in Vocabulary Acquicition"*

Telah selesai melaksanakan Penelitian di SMP Negeri 2 Bitung.

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Bitung, 13 April 2020
Kepala Sekolah,

TOMMY MOUDDY PAAT, S.Pd
NIP 19710312 200212 1 008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BITUNG
MADRASAH TSANAWIYAH NEGERI 1 BITUNG
Email: S.H. Sarundayang Kelurahan Wangurer Barat Kecamatan Madidir

Jalan. S.H. Sarundayang Wangurer Barat Kecamatan Madidir Kota Bitung Telp. (0438) 2236953

Nomor   : 199/MTs.23.11/PP.00.5/04/2020
Lampiran   : -
Perihal   : **Keterangan selesai penelitian**

Yth Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Manado
Jl. Dr.S.H. Sarundajang Kawasan Ring Road I

        Dengan hormat, berdsasarkan surat nomor : B-1815/In.25/F.II/TL.00.1/2019,
Tanggal 19 Agustus 2019 perihal Permohonan Izin Penelitian maka dengan ini
kami menerangkan bahwa mahasiswa :

Nama   : Roziyawati Kaloso
N I M   : 16.2.6.045
Semester   : VIII (Delapan)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi S1   : Tadris Bahasa Inggris (TBI)
Judul Penelitian   : "Students Perceptions of Online in Vocabulary Acquicition."

        Telah selesai melaksankan penelitian di Madrasah Tsanawiyah Negeri 1
Bitung.
        Demikian surat keterangan ini di buat atasnya di ucapkan terima kasih.

                                        Bitung, 13 April 2020
                                        Kepala Madrasah,

                                        Abdul Latif Tahir.S.Pd. M.Pd.I
                                        NIP. 197011281999031002

Tembusan :
1. Kepala Kantor Kementerian Agama Kota Bitung
2. A r s i p

PEMERINTAH KOTA BITUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BITUNG
TERAKREDITAS "A"
SEKOLAH RUJUKAN
(SK KEMENDIKBUD No.1686/D3/KP/2016)
Jl. Walter Mongisidi Kel. Girian Atas Kec. Girian ☎ (0438) 31397 K.P. 95543 NIS. 201170302001 Kota Bitung, Sulut, email: smpnegerisatu_bitung@ymail.com

Nomor	: 227/SMP.1/S.Ket/IV/2020	Bitung, 14 April 2020
Lampiran	: -	
Perihal	: <u>Keterangan Selesai Penelitian</u>	

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Manado

Jl. Dr. S. A. Sarungdajang Kawasan Ring Road I

Dengan hormat, berdasarkan Surat Nomor : B-735/In.25/F.II/TL.00.1/03/2020 Tanggal 02 Maret 2020 perihal Permohonan Izin Penelitian, maka dengan ini kami menerangkan bahwa Mahasiswa :

Nama	:	**Roziyawati Kaloso**
NIM	:	16.2.6.045
Semester	:	VIII (Delapan)
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Penelitian	:	**"Students Perception of Online Games in Vocabulary Acquicition"**

Telah selesai melaksanakan Penelitian di SMP Negeri 1 Bitung.

Demikian surat keterangan ini dibuat atasnya diucapkan terimakasih.

Kepala Satuan Pendidikan

James Jantje Lomboan,S.Pd
NIP. 19720606 200212 1 013

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH BITUNG
SMP MUHAMMADIYAH BITUNG - TERAKREDITASI B
Alamat Jalan R. E. Martadinata No. 14 Telp. ☎(0438) 32375 Bitung, Email ✉ : smpmuh.bitung@yahoo.com Kode Pos : 95511

Nomor   : 025/KET/III.4.AU/A/SMPM-2020   Bitung, 13 April 2020

Lampiran : -

Perihal   : **Keterangan Selesai Penelitian**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Manado
Jl. Dr. S. A. Sarungdajang Kawasan Ring Road I

Dengan hormat, berdasarkan Surat Nomor : B–732/In.25/F.II/TL.00.1/03/2020 Tanggal 2 Maret 2020 perihal Permohonan Izin Penelitian, maka dengan ini kami menerangakn bahwa Mahasiswa :

Nama   : **Roziyawati Kaloso**

NIM   : 16.2.6.045

Semester   : VIII (Delapan)

Program Studi   : Tadris Bahasa Inggris (TBI)

Judul Penelitian : **"Students Perception of Online Games in Vocabulary Acquicition"**

Telah selesai melaksanakan Penelitian di SMP Muhammadiyah Bitung.

Demikian surat keterangan ini dibuat atasnya diucapkan terimakasih.

Kepala Sekolah,

Botutihe, S.Pd.I

Documentation

The process of students SMP Negeri 1 Bitung class VII 2 answered the questionnaire

The process of students SMP Muhammadiyah Bitung class VII C answered the questionnaire

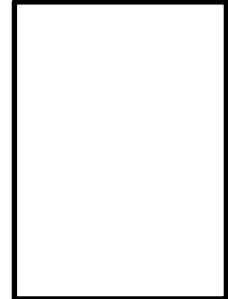The process of students SMP Negeri 2 Bitung class VII 1 answered the

The process of students Mts Negeri 1 Bitung class VII7 answered the questionnaire

RESEARCHER BIOGRAPHY

Name	: Roziyawati Kaloso
Place and Date of Birth	: Bitung 21 November 1997
Adress	: Pateten II Link III Kec Aertembaga Kota Bitung
Phone Number	: 0851-4506-9512
e-mail	: roziyawatikaloso@iain-manado.ac.id
Parents Name	
Father	: Syamsuri kaloso
Mother	: Dra. Jarina Panigoro

Educational Bacground

Elementary School	: SDN Negeri Inpres 10/73 Bitung	(2003-2009)
Junior High School	: SMP Muhammadiyah Bitung	(2009-2012)
Senior High School	: SMK Muhammadiyah Bitung	(2012-2015)

Organizational Expeience : Member of HMPS TBI FTIK IAIN Manado 2020

Manado, May 18th 2020
The Researcher

Roziyawati Kaloso