THE EFFECT OF ONLINE GAME MOBILE LEGENDS ON STUDENTS' ENGLISH VOCABULARY MASTERY

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Abstract

The purpose of this research is to find out how the implementation of mobile legends online games on students' English vocabulary, as well as to find out the effectiveness of mobile legends online games on students' English vocabulary.

True experimental design is used in this research. The population is 118 students of X grade students at SMK Al-Irsyad in the academic year 2022/2023. cluster random sampling. There are two classes X RPL 1 (experimental group) and X TKJ 1 (control group). Cluster random sampling is applied to the sample which consists of 25 students, so there are a totally of 50 students as the sample of this research. The type of instrument is pre test and post test.

The result shows that significant differences were found in the t test between the experimental group and the control group. It is known that the value of Sig. (significance) $0.000 < 0.05$. So, H0 (null hypothesis) is rejected and H1 (alternative hypothesis) is accepted. It can be concluded that there is a positive effect of mobile legends online games on students' English vocabulary. The research suggests that 1) students should be given more time to read outside of the classroom. 2) Teachers can use media such as other games, applications, etc. To help the teaching and learning of vocabulary and to encourage students to love learning vocabulary. 3) further researchers can do in depth research to examine the effect of the online game Mobile Legends on the acquisition of English vocabulary and other language abilities.

Keywords: Online Game, Mobile Legends, Vocabulary.

1   INTRODUCTION

Vocabulary is one of the fundamental concepts that are crucial to comprehend when learning English. According to Heibert, E. H., & Kamil, (2005) stated that a vocabulary is a group of words that we use when speaking or reading aloud as well as a group of words that we can use when writing. This means that vocabulary is an important tool that must be used in both written and spoken forms. So, without vocabulary there would be no way for us to engage in listening, writing, reading, or speaking. In addition, vocabulary cannot be separated from language because it is a component of language.

One of the most important things students should do is to learn English vocabulary. Because students who have a limited vocabulary will struggle to effectively communicate their ideas and opinions. One of the most important things students should do is to learn English vocabulary. Because students who have a limited vocabulary will struggle to effectively communicate their ideas and opinions. Several reasons include the teacher's limited use of media and lack of vocabulary and procedure understanding. Students become less active as a result of their knowledge.(Ulfah & Sulistyawati, 2023)

To make it easier for them to communicate, students must have a large vocabulary. Because vocabulary is also an important aspect of language. When they master the vocabulary, they will easily interact whenever, wherever, and whoever. Studying English vocabulary as a foreign language is not simple. The vocabulary is usually difficult for many individuals to pronounce. To be understood, they must also know how to effectively blend words. Their vocabulary skills will also be needed when learning English vocabulary in online games. Online games are now one of the ways to learn and develop vocabulary in this modern technology. Playing online games encourages an engaging learning context and an interactive learning environment where students may subconsciously share knowledge more easily as well as an effective way to learn vocabulary.

I found some problems that happened in SMK Al-Irsyad Tegal one of the schools where the research. several issues are present in the school, such as the minimum of students who lack vocabulary. The majority of students at SMK Al-Irsyad Tegal like playing online games with Mobile

Legends being particularly popular. A popular online game called Mobile Legends is played by many different groups.

In Mobile Legends game has a feature voice chat and chat with other player throught out world so that students can connect with other players directly using English and can develop their skills in using English while practicing in communication with other gamers. Thus, playing Mobile Legends can support students to study English and help them acquire new vocabulary in English

The objective of this research are to find out how the implementation of online game mobile legends on learning English vocabulary and to find out the effectiveness of online game on students' english vocabulary mastery.

1.1 Online Game

According Andrew, (2010) contend that the term "online game" is more appropriately used to describe a technology than a particular type of game, due to the mechanism in online games that simultaneously connects one player to other players. The online game is played using a set of rules, or it may be seen as an activity carried out by cooperating or competing decision-makers who are working toward a common goal. It means that the game is an activity that the players utilize to achieve their objective. There are regulations that are presented in the games to achieve the objective. People may engage and communicate with one another by playing the game. Learning English is crucial for everyone, but especially for students or young people (Bakhsh, 2016)

Online games as one of the tools for learning English vocabulary. Students who play online games to increase vocabulary tend to learn more precisely and can retain new words for a longer period of time and retrieve more words compared to those who learn only through regular lessons. Vocabulary learning is a long process. They can use any game that is fun, relaxing, motivating and confidence-boosting, then the students' interest will increase. (Ashraf et al., 2014)

1.2 Mobile Legends

Frunk, (2013) stated China Bamboo Curtain also known as China created the game Mobile Legends. The online game Mobile Legends was developed by Shanghai Moonton Technology Co. Ltd. in China. The headquarters of Moonton are in Shanghai, China. Real-time strategy and role-playing games are combined in Mobile Legends, a type of MOBA (Multiplayer Online Battle Arena), in which players control one character from two opposing teams with the aim of destroying the rival team's headquarters.

Online gaming has been around for a while in Indonesia, and it is spreading quickly. In the last four years, for example, more than 50 million gamers have already downloaded the MLBB online game. Recently, one particular game has grown in popularity. Clash of Clans (COC), a well-known online game, has also been around in the past. But as time passed, Clash of Clans started to lose popularity, and now many students are turning to MLBB

1.3 Learning Vocabulary

In Indonesia, students in all grades study vocabulary as one of their subjects. If they want to learn English well, it has to be mastered. Without a firm grasp of the vocabulary, language study will never be successful. Vocabulary is closely related to knowledge as well as intelligence. It means that vocabulary can help in language use through communication and help in understanding what is read or heard in English (Nation, 2006). Students will be able to communicate effectively in spoken and written form as well as comprehend what is read and heard. The ability to acquire and use a wide range of words is a result of vocabulary mastery. By learning and using vocabulary, we can understand what words mean in different situations. It can also be useful in preventing errors when reading or listening to a text.

Neuman, S. B., & Dwyer (2009) explain that vocabulary is very important because it is used to communicate well. Vocabulary also has two aspects, there are vocabulary in speaking and vocabulary in listening. The vocabulary has four language skills: listening, speaking, reading, and writing are all impacted by vocabulary making it the most significant component of language. In language acquisition, whether learning a first, second or foreign language is crucial and related to the significance of vocabulary learning. The general definition of vocabulary is the understanding of word meanings.

Language learners place a lot of importance on vocabulary because it is essential to language. Words serve as the fundamental units of language since they label things, do things, and express ideas without which individuals cannot communicate their intended meaning. Theorists and scholars in the

discipline have only recently come to understand the significant significance that vocabulary knowledge plays in learning a second or foreign language. As a result, many different approaches, techniques, exercises, and practice methods have been developed to teach vocabulary (Brown, 1995)

Four sorts of vocabulary must be comprehended and mastered for any skill, such as reading, speaking, listening, and writing. As seen below:
1) Reading Vocabulary is the words we understand while reading a book constitute our reading vocabulary. Many words that are not part of our spoken language are simple to read and understand. This is the second-largest vocabulary for readers. You cannot "increase" your vocabulary if you do not read. 2) Speaking Vocabulary is the words we use when speaking are known as speaking vocabulary. Our vocabulary is quite limited when we communicate. For all of their instructions and discussion, individuals often utilize 5,000 to 10,000 words, 3) Listening Vocabulary is the words we hear and comprehend are considered listening vocabulary. Fetuses may hear noises as early as 16 weeks after conception, beginning in the womb. Additionally, newborns listen constantly during their waking hours, and we continue to acquire new words in this way throughout our whole lives. 4) Writing Vocabulary is the words we can recall when we write to express ourselves are considered our writing vocabulary. In general, we find it simpler to express ourselves verbally while utilizing body language and intonation to convey our ideas than it is to find the precise words to do it in writing. The words we can spell have a significant impact on the words we use in our writing.

2   METHODOLOGY

The researcher used quantitative approach with true experimental (two-group design). In this research, two groups were randomly selected and given different assignments. While the second group, the control receives no treatment and the first experimental group receives treatment. After the treatment has been given, the researcher compiles the average post-test score. One design alternative is to collect measurements or observations from the pretest and posttest. The following diagram serves as an example:

Table 1. Two Group Design

Group	Pre Test	Treatment	Post test
R_1	O_1	X	O_2
R_2	O_3	-	O_4

Research population is all students from X grade at SMK Al-Irsyad Tegal in the academic year 2022/2023 which consists of five classes include 3 majors there are TKJ (Teknik Komputer dan Jaringan), RPL (Rekayasa Perangkat Lunak), and AKL (Akuntansi dan Keuangan Lembaga) as the population for the research. As a sample for this research, the researcher selects 25 students from each class based on the population

Data collection techniques used pre test and post tests with multiple choices. The researcher used two techniques for gathering data, there are documenting and testing to get accurate data. The researcher begins by gathering information by means of documentation and data. The researcher got the information by looking at the student's vocabulary skills. Both the experimental and control groups of students take the exam, with pre- and post-tests in between. The pre-test was provided to the students before any therapy or subject explanations were given to them, while the post-test was given to the students after treatment the game. Students took this test to see if their language mastering abilities had improved

Tests must be conducted in order to analyze the data utilized in this research. Data processing, which will be carried out by collecting pretest and posttest data, will be the approach employed in the test questions. The SPSS Statistics 22.0 application such as normality test, homogeneity test, paired sample T-test, and independent sample T-test is used to examine the data collected.

3 RESULT AND DISCUSSION

3.1 Result

This research was conducted in 6 meetings, 4 meetings for experiment and 2 meetings for pretest - post test. It was held in 20th May to 9th June 2023. In the experimental class using online game Mobile Legends while in the control class without online game Mobile Legends.

Descriptive Analysis

Table 2. Result of Descriptive Analysis

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre Test Eksperiment	25	40	80	62.60	2.182	10.909
Post Test Eksperiment	25	50	90	76.40	2.072	10.360
Pre Test Control	25	40	80	58.40	2.286	11.431
Post Test Control	25	55	90	73.80	2.385	11.927
Valid N (listwise)	25					

The results of calculating descriptive statistics using SPSS 22 are that the experimental group and the control group have a total sample of 25 students each. The pre-test in the experimental group got a value of 40 for the minimum value, the maximum pre-test value was 80, the mean pre-test value was 62,60. For the post test value after being given treatment. For the post-test minimum value of 50, the post-test maximum value is 90, the post-test mean value is 76,40. Then the value results from the control class. The pre-test value in the control class got a score of 40 for the minimum value, the maximum control pre-test value was 80, the control pre-test mean value was 58,40. For post test value after being given the material. The minimum value of the control class post test is 55, the maximum value of the control class post test is 90, and the mean value of the control class post test is 73,80.

Paired Sample Test

Table 3. Result of Paired Sample Test

Paired Samples Test									
		Paired Differences							
			Std. Deviation	Std. Error Mean	Interval of the				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Pre Test Eksperiment - Post Test Eksperiment	-13.800	8.573	1.715	-17.339	-10.261	-8.048	24	.000
Pair 2	Pre Test Control - Post Test Control	-15.400	11.630	2.326	-20.201	-10.599	-6.621	24	.000

According to the results of the paired sample test above. pre test and post test scores for each sig class. (2-tailed) < 0.05, so there is significant difference between learning

outcomes in the pretest and posttest data. H0 is rejected and H1 is accepted. So it can be concluded that there is significant effect of online game mobile legends on students english vocabulary mastery.

Independent Test

Table 4. Result of Independent Sample Test

		Test for		t-test for Equality of Means					Interval of the	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result Students	Equal variances assumed	.077	.782	-4.586	48	.000	-13.800	3.009	-19.850	-7.750
	Equal variances not assumed			-4.586	47.873	.000	-13.800	3.009	-19.850	-7.750

According to the independent samples t-test described above, it is known that the value of "Mean Differences" is -13.800. this value shows the difference between the average student learning outcomes in the experimental class and the control class. t count is negative (-4.586) because the average value of student learning outcomes in the control group is lower than the value of the experimental class learning outcomes. then the results of the difference between the experimental group and the control group are significant at (0.05) and the value of Sig. (2-tailed) is known to be 0.000 <0.05. then it is stated that H0 is rejected and H1 is accepted.

3.2 Discussion

Based on the result of this research which involved tenth-grade students at SMK Al-Irsyad Tegal, the researchers developed several about the outcomes of their data analysis.

First, the experimental group scores higher than the control group in the post test, this is based on checking the scores obtained by both groups, namely the experimental group and the control group. based on the paired sample t test results show that there is effect in the mobile legend online game on student vocabulary because the results of the experimental pre test and experimental post test are 0.000 < 0.05 and the results of the pre test control with post test control are 0.000 < 0.05.

The results revealed that the use of mobile legend online games fully improved students' vocabulary and students' test scores were higher have a big effect on students' vocabulary. So, most students feel more enthusiastic and happy to learn vocabulary when students use mobile legends. Ashraf et al., (2014) stated also supports that online games create a fun learning environment, especially for younger learners to be interested in the learning process. Building vocabulary is a long process. Thus, engaging learners in a fun, relaxing and motivating learning experience can make it easier for learners to learn new words. Apparently, through such engagement, learners are more likely to reduce their level of learning fear and arouse learners' interest in vocabulary learning.

Second, the researcher found that the mean score of the experimental group was higher than the average score of the control group (76.40 > 73.80). This shows that students who use online game mobile legends and students who do not use online game mobile legnds are different but the results still show that it is not significant. The difference in learning lies in the media. In the control group, students only used the conventional learning system. When the learning process isn't getting any better, they are disinterested. As a result of not remembering the new words they learned in their long-term memory, students in the control group quickly forgot them after finishing the learning process.

From the research result above, the researcher concluded that students who learn using mobile legends online game media and students who learn using conventional techniques are very different from one another. This can be seen based on the average in each group where the experimental group

average is 76.40 while the control group is 73.80. The researcher also matched the calculations to ensure significance with the t-test decision making on the independent test table, it was known that Sig (2-tailed) was $0.000 < 0.05$ for the experimental group and Sig (2-tailed) was $0.000 < 0.05$. So it can be said that there is a big enough difference between the experimental group and the control group on the increase in learning outcomes scores.

Based on the data analysis, the t-count is greater than the t-table, which indicates that there is significant difference between the experimental and control groups. The researcher concluded that the use of mobile legends online game media is effective to increase vocabulary to X grade students at SMK Al-Irsyad Tegal. The positive results of this investigation have various meanings, namely, 1) the importance of learning media can increase student enthusiasm, build curiosity about something fun, and involve all skills to support the learning process; 2) online game learning media can be applied in vocabulary learning activities where the use of these learning media can improve student memory and not cause boredom in learning.

4. CONCLUSION

The researcher used online game mobile legends to improve and add students in learning English vocabulary. The teacher prepared material and distributed it to students while in the control class and using online game in the experimental class. The stages of sharing material also include giving vocabulary questions to students and taking notes. The teacher assesses the learning material that has been distributed in class and provides feedback based on student activity during class learning

Based on the result of the data analysis, there are differences in the average results of students in the experimental and control classes in improving vocabulary mastery. This is shown by the average post-test result in the experimental group which is greater than the average post-test result in the control group. First, the results showed that there was a positive effect of online game mobile legends on students' English vocabulary at SMK Al-Irsyad Tegal. This was determined using the experimental group's pre and post-test were used to assess this. Second, the results showed that there was a positive effect of online game mobile legends on students' English vocabulary at SMK Al-Irsyad Tegal. This was determined using the experimental group's pre-test and post-test calculating outcomes. The difference between the pre-test and post-test scores with an average gain of 62.60 in the pre-test and 76.40 in the post-test. Third, the research result indicate that online game mobile legends have a good effect on class X students at SMK Al-Irsyad Tegal's English vocabulary. The result of pre-test and post-test computations in the control group were used to determine this. The scores acquired at the pre-test and post-test are different from each other, with the average at the time of the pre-test 58,40 and the average at the time of the post-test 73,80.

Based on the results of data analysis and discussion, it can be concluded that there is a positive effect of online game mobile legends, but the results of the research show that there are differences in the effect with online game mobile legends and without online game mobile legends, where classes with online game mobile legends treatment have superior results. This can be seen through the results of the independent sample t-test, which proves the value of t count < t table with a significance 0,000. This shows that the effect of online game mobile legends is superior when compared without online game mobile legends on students english vocabulary mastery. In conclusion, this research showed that the online game mobile legends on students english vocabulary mastery.

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