

The Relationship Among Seventh Grade Students' Participation in Online Games, English Vocabulary Mastery, and Learning Motivation

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Article History

Received: 22 October 2023

Accepted: 30 January 2024

Published: 10 February 2024

Keywords

*learning motivation,
vocabulary mastery,
online games*

Abstract

The pandemic has affected many aspects of our lives including education and that has caused the Government to provide alternative teaching methods and make recommendations for online learning. Since smartphones and laptops using the internet are the only tools for learning, students are increasingly playing online games and being exposed to English vocabulary. This research aimed at identifying and analyzing whether students' participation in online games and vocabulary mastery simultaneously correlate with their learning motivation. This research is a quantitative research with a correlation design. The research was conducted at SMPN 1 Koba, Central Bangka, Bangka Belitung, with 93 students as respondents. The data collection technique used a questionnaire with a Likert scale on the online games questionnaire and learning motivation and the Guttman scale on the vocabulary mastery questionnaire. The prerequisite test uses the normality test, homogeneity test, and linearity test. Analysis using correlation analysis of r-Product moment and multiple regression analysis. The research results have shown that there is a **correlation between students' participation in online games and vocabulary mastery simultaneously with learning motivation.**

How to cite this article (APA, 7th Ed.):

Lestari, E.F., N., Firdaus, M., & Yakamana, H. (2024). The relationship among seventh grade students' participation in online games, English vocabulary mastery, and learning motivation. *Journal of English Teaching*, 10(1), 76-91. <https://doi.org/10.33541/jet.v10i1.5292>

INTRODUCTION

The majority of games played today by people of all ages, including parents, teenagers, kids, and even toddlers, are online games. This game can be played on a computer or a mobile device concurrently and makes use of computer hardware and internet access. Online games can be viewed as technological games that provide complex features and appealing visuals, which lead game enthusiasts to develop an addiction to them (Adiningtiyas, 2017). The enthusiasm for online games in Indonesia can be seen in the large number of online game players and the variety of online game choices. The Covid-19 pandemic is considered one of the causes of more and more people playing online games. Online learning, online shopping, and all other activities make people dependent on computer technology, mobile phones, and the Internet. The pandemic also has an impact on the world of education. There is concern that the COVID-19 pandemic will cluster in schools, causing the government to act quickly to provide alternative teaching methods. The distance learning policy was implemented as a precaution against the COVID-19 virus spreading to schools (Nartiningrum & Nugroho, 2020).

In this context, it may be inferred that distant learning refers to a teaching approach where there is no face-to-face interaction between teachers and students and instead online methods using personal computers or mobile phones with internet connection are used in their place. Facilitated by ICT, education has been revolutionized as the new technologies make learning materials available online and accessible anytime and anywhere (Pardede, 2020). In distance learning, the face-to-face learning process is replaced by a variety of social media platforms and applications, such as WhatsApp (WA), Telegram, Instagram, zoom applications, or other learning media. Delivering learning materials, working on assignments, and taking exams and study evaluations all happen online.

A strong internet connection, a sizable internet allowance, and constant use of laptops and smartphones are undoubtedly necessary to facilitate a remote learning system. Due to this situation, parents of students are now raising several issues, such as network issues and extra costs for acquiring internet limits for students who enjoy playing online games. Online schools drive pupils to become game addicts because cell phones are the only devices available for learning. Massive exposure from playing internet games is a source of vocabulary growth for English. Numerous studies have demonstrated a connection between students' acquisition of English vocabulary and playing online games (Yelia & Efriza, 2021).

Even though during the pandemic the school faced problems with the online learning system, there were also benefits to be gained. With online learning teachers and students are encouraged to be able to adapt to information technology. The various applications offered help the learning process and can even stimulate student creativity and make students understand technology thereby increasing learning motivation.

Various studies on the correlation between online games, vocabulary mastery, and learning motivation have been conducted, the ones focusing on the effect of online games on vocabulary mastery and the effect of online games on learning motivation are still meager. Through this research, the writer wants to know the correlation among

these three variables. Knowing whether these variables influence each other and whether they have a positive impact each other can be advantageous. If, for instance, the use of games offers psychological benefits e.g., motivation and fun, then it can be a highly potential method or approach to use by teachers and students.

In regard to the background above, the research questions to address in this study are formulated as follow: (1) Is there any correlation between students' participation in online games and the learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency? (2) Is there any correlation between vocabulary mastery and learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency? (3) **Is there any correlation between students' participation** in online games and vocabulary mastery of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency? (4) **Do students' participation in online games and vocabulary mastery** simultaneously correlate with their learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency?

LITERATURE REVIEW

Online Games

Online games are technology items that have appealing audio-visual displays and a variety of games and stories to choose from as entertainment and educational content (Dixon, 2022). During the epidemic, this game's impact is becoming more pervasive, affecting not only adults but also kids practically everywhere and at every time. This game develops into an addiction that is challenging to overcome. The types and methods of games have evolved along with technology, and they continue to do so with the backing of expanding internet connectivity that is both widely available and limitless. Mobile devices such as smartphones, laptops, personal computers, and gaming consoles continue to produce game media (Bogdanov, 2022). Based on the interactions that players have in a game, different game genres are identified. Subgenres of a genre can be used to group more specialized game kinds. Some game genres that are often played are action, action-adventure, adventure, puzzle, role-playing, simulation, strategy, sport, and MMO (Wikipedia).

English Vocabulary Mastery

Human connections with other humans are what binds us because we are social beings. Language is used to convey the interactions that are established through communication. It is a crucial component that is used to symbolize the transmission of knowledge, messages, and emotions from one person to another. This serves as a means of communication that facilitates our ability to send and receive messages throughout everyday activities, preventing misunderstandings of our intentions and goals (Chinyere, 2022).

At birth the first language that we use and master is our mother tongue, where this first language refers to the language that children learn from their mother. Over time there are changes in the environment and certain factors that cause children to get exposure to other languages so that it becomes a process that goes hand in hand with their ability to develop their first language. This exposure to another language called a

second language, which is acquired intentionally or unintentionally, is then developed into the process of mastering a foreign language (Devaki, 2021).

The acquisition of new vocabulary for second language learners has challenges that are not easy. Many factors can influence success and failure in the process of mastering a language. Environmental factors can be a very important factor for learners to imitate and adapt to habits in their environment so that consistent behavior is formed by repetition. Giving appreciation as a form of appreciation for the effort made will strengthen language skills. This is in line with the behavioral theory proposed by B.F. Skinner (Broad, 2020). The interaction theory, developed by Vygotsky, asserts that language is a learning process that humans acquire as a result of contact with the environment and other people in the form of conversation. This theory is also related to vocabulary development. The family's role in the interaction process can also help to boost linguistic abilities (Broad, 2020).

Vocabulary is the basis for communication because nothing can be done through language without it (Dakhi & Fitria, 2019). **One's mastery of vocabulary** is necessary for creating a series of phrases for speaking and writing that may be understood by others to communicate effectively. It is through vocabulary people express their ideas, feelings, and opinions. The more vocabulary is mastered, the better one can communicate. Sullivan and Alba (2010) accentuated, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."

To verify that vocabulary mastery improves, it is necessary to employ an efficient and effective technique (Yelia & Efriza, 2021). The method of memorizing the vocabulary learned via online games might be a fundamental element that makes it simpler to inspire kids to study English in class. The capacity of the human brain to hold more than 100 trillion bits of information in memory makes it a potentially useful medium. However, the difficulty of remembering the English vocabulary, which is highly numerous and has numerous meanings, is a significant issue for students. It is necessary to develop a method that will make it easier to recall unfamiliar words so that the vocabulary may be stored and retrieved when needed. The techniques that can be applied in language acquisition are memory strategies, which are a type of direct strategy (Oxford, 1990).

By optimizing the use of two senses at once, audio-visual media through online games is projected to boost memory abilities and the capacity to master the English language (Hardiah, 2019). Many vocabulary words can be memorized using online games with repetition at set intervals, making the words seem familiar and helping them to be naturally remembered. English vocabulary is acquired intentionally, such as through classroom instruction, and incidentally, or accidentally, through exposure to social media and video games. Utilizing a variety of media, such as smartphones, television, magazines, newspapers, books, the internet, and games, brings us closer to the introduction of English vocabulary (Schmitt, 2019). Due to the variety of games accessible, playing online games can be a productive way to improve your English vocabulary. To make learning English vocabulary enrichment easier for the students to understand, the teacher must then be able to inspire them to be able to communicate using the vocabulary learned in online games (Faresyah et al., 2022).

Students are exposed to a lot of English vocabulary in a game that employs the language frequently through the writing on the screen and the sound that plays when game characters emerge. If there is a section of the game that requires players to follow prescribed instructions, even players interact indirectly. Similar to the directive to record the name before the game begins. When reading or hearing words, they could be ones you already know or ones you just learned while playing an online game (Behbahani, 2021). Thus, repeated exposure to the words being studied is required to develop vocabulary mastery because doing so makes the words easier to recall and apply in conversation. The game's growing list of terms will efficiently continue to expand your vocabulary.

Motivation

Motivation is an encouragement to do something on one's desire to achieve goals (Faiz & Holman, 2022). Motivated students will show extraordinary efforts and enthusiasm which appears to be the main capital in learning. The motivation to learn English in students must continue to be stimulated by various approaches and methods. Various strategies through play activities have also often been carried out in schools as a form of support so that children are motivated and enthusiastic when learning English. Motivation needs to be grown from inside and outside so that students' ability to master English is easier to achieve and learning objectives are achieved.

According to the Self Determination Theory, there are three types of motivation: intrinsic (internal), extrinsic (external), and motivation (lack of motivation). Academic performance is directly correlated with these three motivational types. Since everything is done out of their individual will, students who are intrinsically motivated will continue to be enthusiastic even in the absence of rewards. To increase the likelihood of getting better grades in the classroom. However, extrinsically motivated students require additional reinforcement to boost their enthusiasm, making the academic success they attain heavily reliant on outside forces that can heighten their drive. The same is true for kids who lack motivation. This can result in less success in school (Kotera et al., 2021).

To improve student motivation, learning strategy is another crucial component that must be taken into account. The teaching and learning process must take into account all factors that contribute to student motivation. Teachers must be aware of each student's diverse motivational traits, both intrinsic and extrinsic to do this. Self-regulated learning is a learning process in which students actively and productively choose their own learning goals by invigorating their behavior, motivation, and thought processes. For the learning objectives to be supported, these three factors are necessary (Hariri et al., 2020).

The significance of motivation in all facets of life has led to numerous definitions and interpretations from specialists. Various focus techniques present a range of motivational theories, including those by Maslow, Alderfer, Herzberg, and McClelland. Abraham Maslow created Maslow's Hierarchy of Needs, which became the first and best-known theory of motivation. According to Abraham Maslow, if given the right environment and motivation, people are inherently decent and have enormous growth

potential. From the lowest level to the greatest level of human motivation, Maslow created a hierarchy of needs based on physiological demands, such as hunger, thirst, shelter, and other basic requirements. The need for comfort, safety, and defense against harm—both physical and psychological. Affection, belonging, acceptance, and friendship are social wants. Needs for confidence include self-worth, success, status, attention, and requirements for self-actualization (Acquah et al., 2021).

Alderfer emphasizes three categories of requirements in the ERG theory: existence, relatedness, and growth. Each person has basic needs, including physiological ones and the need for security. Relationships with family, friends, and leaders are all seen to be related, as is the need for affection, which involves self-awareness. Self-improvement and capacity building are among the requirements for growth. Because there is no hierarchy in this theory, needs at the growth level can still be fulfilled even though the existence level has not yet been attained (Acquah et al., 2021).

According to McClelland's theory of human motivation, three social needs—achievement, affiliation, and power—have an impact on people's motivation and behavior. Success in mastering a field, the ability to perform a task exceptionally effectively, and the capacity to compete by outperforming others satisfy achievement requirements. In terms of social interaction, affiliation refers to the desire for companionship, a sense of belonging, and the need for affection. Humans are driven by this impulse to avoid conflict and foster positive interpersonal interactions. The final prerequisite in this philosophy is power, which is defined as the desire to have authority in leading people, mastering concepts, and enhancing one's perception of oneself (Acquah et al., 2021).

Frederick Herzberg is credited with creating the two-factor theory of motivation. According to this hypothesis, factors that affect how motivated someone is to behave include motivation and hygiene. Work, success, possibilities for personal growth, job promotion, and praise from others all contribute to motivation. While a person's rank, relationships with superiors and coworkers, corporate policies, administrative procedures, working circumstances, and reward programs that are applicable inside the organization are all hygiene variables, there are others as well (Acquah et al., 2021).

METHOD

The research was carried out using a quantitative research method with a correlation design, i.e. a non-experimental research that describes the relationship or linkages between variables shown through statistical relationships. In a correlational research, the investigators use a correlation statistical technique to describe and measure the degree of association (or relationship) of the two or more variables or sets of scores (Cresswell, 2015).

Participants

In this research, the writer took 93 students who were representatives of 7 classes at SMPN 1 Koba, Central Bangka Regency. The writer used a simple random sampling

technique to determine which students were the sample from each class. This technique allows all populations to have the same chance of being selected for the sample.

Instruments

The writer collected data using a questionnaire. Online games and learning motivation questionnaires use a Likert scale of 1-5 which is used to measure responses from respondents, namely scale 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agreed); 5 (strongly agree). Meanwhile, in the form of negative questions using a scale of 1 (strongly agree); 2 (agreed); 3 (neutral); 4 (disagree); and 5 (strongly disagree). For vocabulary mastery, students were asked to translate English vocabulary that is often displayed when playing online games. There were 20 vocabularies taken from several online games. A value of 1 is given if the respondent can translate the vocabulary correctly and a value of 0 is given if the respondent cannot translate the vocabulary correctly. The assessment used the Guttman scale.

Procedure

The research instrument was tested on 30 respondents who were different from the main respondents but had the same characteristics. Respondents were given an online game questionnaire with 15 questions and a learning motivation questionnaire with 10 questions using a Likert scale. The vocabulary mastery questionnaire consists of 20 questions using the Guttman scale. All results of the questionnaire are recapitulated according to the results of the respondents' answers. The writer uses SPSS version 26 to analyze the results of validity checks on the three instruments. Reliability tests were carried out on all valid questions and then submitted again to the main respondents. To analyze the data, the writer use Pearson correlation with the product moment method and multiple regression analysis by first carrying out the normality test, homogeneity test, and linearity test.

FINDINGS AND DISCUSSION

Findings

Table 1. Validity And Reliability Test Results

| Variables | Before the validity and reliability test | After the validity and reliability test |
|------------------------------|--|---|
| Online game (X_1) | 15 | 10 |
| Vocabulary mastery (X_2) | 20 | 13 |
| Learning motivation (Y) | 10 | 10 |

The initial questionnaire containing the three variables was tested on 30 respondents who were not the main respondents. The initial questionnaire contained 15 questions on online game variables, 20 questions on vocabulary mastery variables, and 10 questions on learning motivation variables. After testing the validity and reliability, the results of a valid and reliable questionnaire were 10 questions on the online game variable, 13 questions on the vocabulary mastery variable, and 10 questions on the

learning motivation variable (Table 1). All valid and reliable questions were then tested on the main respondents of 93 students.

Normality Test

The writer uses SPSS version 26 with the Kolmogorov-Smirnov test (Table 2). The basis for decision making is if the significance value is > 0.05 then the data is normally distributed, if the significance value is < 0.05 then the data is not normally distributed.

Table 2. Normality Test

| | | Unstandardized Residual |
|--|----------------|---|
| N | | 93 |
| Normal Parameters a,b | Mean | 0,0000000 |
| | Std. Deviation | 6,26334174 |
| Most Extreme Differences | Absolute | 0,062 |
| | Positive | 0,047 |
| | Negative | -0,062 |
| Test Statistic | | 0,062 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |
| <i>a. Test distribution is normal.</i> | | <i>c. Lilliefors Significance Correction.</i> |
| <i>b. Calculated from data.</i> | | <i>d. This is a lower bound of the true significance.</i> |

Based on the output of the normality test above, the asymp.significance value (2-tailed) unstandardized residual for three variables were all normally distributed

Homogeneity Test

After the normality test results are obtained, then the data homogeneity test is carried out. The writer uses Levene's test on the SPSS version 26 application (Table 3). If the significance value is > 0.05 then the data population group is homogeneous, if the significance value is < 0.05 then the data population group is not homogeneous.

Table 3. Homogeneity Test

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------------------|---|------------------|-----|---------|-------|
| Data questionnaire | Based on Mean | 2,422 | 2 | 276 | 0,091 |
| | Based on Median | 2,777 | 2 | 276 | 0,064 |
| | Based on Median and with adjusted df | 2,777 | 2 | 266,006 | 0,064 |
| | Based on trimmed mean | 2,468 | 2 | 276 | 0,087 |

Based on the test results, it was found that the sig value was 0.091 which was greater than 0.05 so that the data was stated to be homogeneous.

Linearity Test

Linearity test was conducted to determine the linearity relationship between the independent and dependent variables. In this test the writer uses the SPSS application version 26. Sig. > 0,05 / Fcount < Ftable = There is a significant linear relationship between the independent variable and the dependent variable.

Sig. < 0,05 / Fcount > Ftable = There is no significant linear relationship between the independent variable and the dependent variable.

Table 4: *Online Games Linearity (X₁) * Learning Motivation (Y)*

a. Online Games Linearity (X₁) * Learning Motivation (Y)

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------------------|----------------|--------------------------|----------------|----|-------------|--------|-------|
| Learning Motivation * Online game | Between Groups | (Combined) | 3079,544 | 20 | 153,977 | 4,335 | 0,000 |
| | | Linearity | 2017,970 | 1 | 2017,970 | 56,814 | 0,000 |
| | | Deviation from Linearity | 1061,575 | 19 | 55,872 | 1,573 | 0,087 |
| Within Groups | | | 2557,359 | 72 | 35,519 | | |
| Total | | | 5636,903 | 92 | | | |

The test results show that Fcount = 1,573 < Ftable = 1,732 (Sig. 0,087 > 0,05). It means that there is a significant linear relationship between the independent variable and the dependent variable (Table 4).

Table 5: *Vocabulary mastery (X₂) * Learning motivation (Y)*

b. Vocabulary Mastery Linearity (X₂) * Learning Motivation (Y)

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------|--------------------------|----------------|----|-------------|-------|-------|
| Learning Motivation * Vocabulary Mastery | Between Groups | (Combined) | 144,580 | 3 | 48,193 | 0,781 | 0,508 |
| | | Linearity | 78,255 | 1 | 78,255 | 1,268 | 0,263 |
| | | Deviation from Linearity | 66,325 | 2 | 33,162 | 0,537 | 0,586 |
| Within Groups | | | 5492,324 | 89 | 61,712 | | |
| Total | | | 5636,903 | 92 | | | |

Based on the test, it was obtained that $F_{count} = 0,537 < F_{table} = 3,098$ (Sig. $0,586 > 0,05$), meaning that there is a significant linear relationship between the independent variable and the dependent variable (Table 5).

Hypotheses Testing

In this study, there are 4 hypotheses to be tested. The first, second, and third hypotheses will be tested using Bivariate Correlation Analysis while the fourth hypothesis will use Multiple Linear Regression Analysis.

The first hypothesis in the research is:

H_0 : There is no correlation between students' participation in online games and the motivation to learn English of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

H_a : There is a correlation between students' participation in online games and the motivation to learn English of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

Table 6 The First Hypothesis Test

| | | Game Online | Vocabulary Mastery | Learning Motivation |
|---------------------|---------------------|-------------|--------------------|---------------------|
| Game Online | Pearson Correlation | 1 | 0,128 | .598** |
| | Sig. (2-tailed) | | 0,222 | 0,000 |
| | N | 93 | 93 | 93 |
| Vocabulary Mastery | Pearson Correlation | 0,128 | 1 | 0,118 |
| | Sig. (2-tailed) | 0,222 | | 0,261 |
| | N | 93 | 93 | 93 |
| Learning Motivation | Pearson Correlation | .598** | 0,118 | 1 |
| | Sig. (2-tailed) | 0,000 | 0,261 | |
| | N | 93 | 93 | 93 |

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 6, $r_1 = 0,598 > r_{table} = 0,203$ (Sig. = $0,000 < 0,05$). It means H_01 is rejected, H_a1 is accepted. Thus, there is a correlation between **students' participation in Online Games (X_1)** and Learning Motivation (Y).

The second hypothesis in the research is

H_02 : There is no correlation between vocabulary mastery to the learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

H_a2 : There is a correlation between vocabulary mastery to the learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

Table 7 *The second hypothesis*

| | | Game Online | Vocabulary Mastery | Learning Motivation |
|---------------------|---------------------|-------------|--------------------|---------------------|
| Game Online | Pearson Correlation | 1 | 0,128 | .598** |
| | Sig. (2-tailed) | | 0,222 | 0,000 |
| | N | 93 | 93 | 93 |
| Vocabulary Mastery | Pearson Correlation | 0,128 | 1 | 0,118 |
| | Sig. (2-tailed) | 0,222 | | 0,261 |
| | N | 93 | 93 | 93 |
| Learning Motivation | Pearson Correlation | .598** | 0,118 | 1 |
| | Sig. (2-tailed) | 0,000 | 0,261 | |
| | N | 93 | 93 | 93 |

***. Correlation is significant at the 0.01 level (2-tailed).*

The results show that $r_2 = 0,118 < r_{table} = 0,203$ (Sig. = $0,261 > 0,05$). It means that H_{02} is accepted, H_{a2} is rejected. Therefore, there was no correlation between Vocabulary Mastery (X_2) and Learning Motivation (Y).

The third hypothesis in the research is

H_{03} : There is no correlation between students' participation in online games and vocabulary mastery of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

H_{a3} : There is a correlation between students' participation in online games and vocabulary mastery of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

Table 8. *The Third Hypothesis Test*

| | | Game Online | Vocabulary Mastery | Learning Motivation |
|---------------------|---------------------|-------------|--------------------|---------------------|
| Game Online | Pearson Correlation | 1 | 0,128 | .598** |
| | Sig. (2-tailed) | | 0,222 | 0,000 |
| | N | 93 | 93 | 93 |
| Vocabulary Mastery | Pearson Correlation | 0,128 | 1 | 0,118 |
| | Sig. (2-tailed) | 0,222 | | 0,261 |
| | N | 93 | 93 | 93 |
| Learning Motivation | Pearson Correlation | .598** | 0,118 | 1 |
| | Sig. (2-tailed) | 0,000 | 0,261 | |
| | N | 93 | 93 | 93 |

The results show that $r_3 = 0,128 < r_{table} = 0,203$ (Sig. = $0,222 > 0,05$), it means that H_03 is accepted, H_3 is rejected (Table 8). It was concluded that there was no correlation **between students' participation in Online Games (X_1) and Vocabulary Mastery (X_2)**.

The fourth hypothesis in the research is

H_04 : Students' participation in online games and vocabulary mastery simultaneously did not correlate with their learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

H_a4 : Students' participation in online games and vocabulary mastery simultaneously correlate with their learning motivation of the seventh-grade students at SMPN 1 Koba, Central Bangka Regency.

Table 9 *The Fourth Hypothesis Test*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .600 ^a | 0,360 | 0,346 | 6,333 |

a. Predictors: (Constant), Vocabulary Mastery, Game Online

b. Dependent Variable: Learning Motivation

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 2027,794 | 2 | 1013,897 | 25,283 | .000 ^b |
| | Residual | 3609,109 | 90 | 40,101 | | |
| | Total | 5636,903 | 92 | | | |

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Vocabulary Mastery, Game Online

$F_{count} > F_{table}$ (Sig. $< 0,05$) = **There is a correlation between students' participation in Online Games (X_1) and Vocabulary Mastery (X_2) simultaneously correlate with Learning Motivation (Y)**

$F_{count} < F_{table}$ (Sig. $> 0,05$) = **There is no correlation between students' participation in Online Games (X_1) and Vocabulary Mastery (X_2) simultaneously correlate with Learning Motivation (Y)**.

The results show that $F_{count} = 25,283 > F_{table} = 3,097$ (Sig. = $0,000 < 0,05$). It means H_04 is rejected, H_a4 is accepted (Table 9). It was concluded that there is a correlation **between students' participation in Online Games (X_1) and Vocabulary Mastery (X_2) simultaneously correlate with Learning Motivation (Y)**.

DISCUSSION

The results of the first hypothesis show that there is a correlation between online games (X_1) and learning motivation (Y). A significance value of $0.000 (<0.05)$ was obtained with

a moderate degree of correlation (Pearson correlation 0.598) with a positive relationship. This indicates the beneficial effects of gaming on motivation and interest in learning. The findings of this study show a relationship between online games and learning motivation, which may be due to respondents' perceptions that playing online games while learning English was enjoyable. Another explanation would be that the respondents believed that playing online games had helped them, particularly in terms of expanding their English vocabulary. However, these findings cannot be the primary source used to support excessive online gaming playing, as doing so might have negative consequences and hinder academic success. The results that the writer obtained are in line with previous research in 2022 conducted by Gabriel Persson and Dorothea Richtoff in the Master of Arts in Secondary Education, 270 credits English Studies and Education entitled Video Games' Effect on Language Learning Motivation. The findings of their study indicate that playing video games in general can boost students' motivation to study English in the classroom. There are other impacting elements, but the more interested children are in learning English through video games, the more motivated they seem to be (Persson & Richtoff, 2022).

The results of the second hypothesis show that there is no correlation between vocabulary mastery (X_2) and learning motivation (Y) because the significance value is 0.261 (> 0.05) with a value (Pearson correlation 0.118). This is possible as a result of the respondents' disinterest in online gaming and their inability to find vocabulary in English that will stimulate their interest in learning. Another reason could be that the vocabulary the respondents discovered in the game is not novel, therefore it has little impact on the addition of vocabulary to school lectures and doesn't inspire interest in learning. The respondent's dislike of English may have contributed to the lack of a link between the two variables. According to conflicting findings from another study, playing games helped people remember new vocabulary words better. Even though this approach hasn't been able to fully develop some vocabulary elements, engaging in entertaining games is thought to be able to boost motivation and assist teachers in giving material (Faiz & Holman, 2022).

The results of the third hypothesis show that there is no correlation between online games (X_1) and vocabulary mastery (X_2) with a significance value of 0.222 (> 0.05) with a value (Pearson correlation of 0.128). This may be the case because the respondents don't play video games frequently or because they don't focus on and retain the vocabulary that is displayed on the game screen. It can also be brought on by other things, including the respondent playing games in Indonesian or the game being played is a different kind of game than the game asked for in the questionnaire, which would explain why the language used in the game is different. However, various findings on the usefulness of online games in expanding students' vocabulary were discovered, which explained that there was a favorable reaction to the usage of online games as learning resources to enhance students' command of English vocabulary (Yelia & Efriza, 2021).

In the fourth hypothesis, the writer wants to know the correlation between **students' participation in** online games (X_1) and vocabulary mastery (X_2) simultaneously with learning motivation (Y). Based on the analysis results obtained a significance value

of 0.000 (<0.05) with an R square (R^2) of 0.360. It was concluded that there is a correlation between online games and vocabulary mastery simultaneously with learning motivation. The R square value of 0.360 means that online games and vocabulary mastery are simultaneously correlated with learning motivation by 36%. While the remaining 64% correlated with other variables outside this regression equation or the independent variables studied.

CONCLUSION

Research on the correlation between online games, vocabulary mastery, and learning motivation has been widely studied but is limited to discussing the effect of two variables such as the effect of online games on vocabulary mastery and the effect of online games on learning motivation. Through this research, the writer wants to know the correlation that is obtained when connecting three variables. The research results show that there is a correlation between online games and learning motivation in students. This can be an indicator that a fun way of learning will encourage students. So educators must be able to create innovative English language learning systems in a fun, interactive way so that they can motivate students to achieve learning goals. It even allows the creation of cutting-edge educational technology related to the English curriculum in schools. Students can increase their learning motivation and broaden their English vocabulary by using game media. It must be feasible to divide time between playing and studying and there must be parental supervision to prevent game addiction, which hurts behavior and health. In this study, no correlation was found between vocabulary mastery (X_2) and learning motivation (Y) and a correlation between online games (X_1) and vocabulary mastery (X_2). Although several previous studies have explained the existence of a relationship between these variables. A comprehensive discussion is needed to determine the factors that could cause this to happen. It is hoped that this will encourage other authors to conduct broader and more relevant research regarding the relationship between vocabulary mastery, motivation to learn English, and online games.

The limitation of this research is that the research was conducted on junior high school students in general, where some students often play online games and some do not play online games, so the influence of online games on measuring vocabulary mastery does not have a significant impact. Recommendations for further research can be carried out on more specific populations such as the online game player community who are often exposed to English sentences from games so that a correlation between playing online games and vocabulary mastery is more likely to be obtained.

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