
STUDENTS' ATTITUDES OF USING ONLINE GAME IN ENGLISH LEARNING AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF KHAIRUN UNIVERSITY

Faija Oya¹, Naniek Jusnita², Silvani Umar Ali³

^{1,2,3}English Language Education Study Program of Khairun University-Indonesia.
e-mail: faijaoya28@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui Sikap Mahasiswa Menggunakan Game Online Dalam Pembelajaran Bahasa Inggris Pada Program Studi Pendidikan Bahasa Inggris Universitas Khairun. Tujuan dari penelitian ini adalah untuk memperoleh informasi tentang sikap siswa dalam menggunakan game online untuk belajar bahasa Inggris. Ini adalah desain metode kualitatif dan menggunakan kuesioner dan wawancara mengumpulkan data. Melibatkan 60 mahasiswa semester V. Peneliti menemukan bahwa perspektif siswa menggunakan game online memberikan hasil positif dan negatif. Dampak positifnya adalah siswa menggunakan game untuk belajar bahasa Inggris karena dalam bermain game mereka mendapatkan pembelajaran bahasa Inggris seperti kosa kata dan berbicara bahasa Inggris. Dampak negatifnya adalah siswa yang sering menggunakan game menurunkan kesehatan, menimbulkan rasa malas, membuat pemain lupa waktu, lupa belajar, lupa tugas dan tanggung jawab serta kecanduan yang berlebihan. Pembelajaran bahasa Inggris melalui game online siswa telah mengidentifikasi pembelajaran bahasa Inggris dalam beberapa kegiatan, seperti membaca buku, menonton video bahasa Inggris, dan belajar di kelas.

Kata kunci: *Sikap, game online, belajar bahasa Inggris.*

Abstract

This study aims to find out the Students' Attitudes of Using Online Game in English Learning at English Language Education Study Program of Khairun University. The purpose of this study was to obtain information about students' attitudes in using online games for learning English. This is a qualitative method design and use questionnaire and interview collect data. Involved 60 students of fifth semester. The researcher found that the students' attitudes using online games gave positive and negative results. The positive impact is that students use games to learn English because in play game they get learning English such as vocabulary and speaking English. The negative impact are that students who often use games are lowering health, Creating laziness, making players forget time, forgetting to study, forgetting tasks and responsibilities and excessive addiction. English learning through online game students has been identify to English learning in some activities, such as reading book, waching English video, and study in class.

Keywords: *Attitudes, online game, English learning*

INTRODUCTION

The development of increasingly sophisticated information technology creates new products and facilitates student activities. These products include televisions, computers, laptops, telephones and the internet. Now, to get information about the internet, the internet also provides a lot of entertainment, one of which is online game play. According to Adams and Rollings (in Primary, 2017: 9) online game play is a game that can be accessed by many players, where the machine used by the player is connected to the internet network. Online games have several attractions that make students even more happy to play.

A gadget is a device or instrument that has a practical purpose and function that is specifically designed to be more sophisticated than previously created technology. Gadgets are communication tools that have many benefits for students in carrying out activities every day and make life change. Gadgets are indispensable today, because activities can be carried out with the help of gadgets. But gadgets can have a negative impact if not used properly. In the gadget, there are many applications that can be downloaded, one of which is online games. A game is a game programmed on a device

that can be run offline or online. Online games are games that must be connected to an internet network. Offline games are games that are not connected to an internet network. The quality itself is usually more attractive to online games because it is more fun to play.

In modern era, the world change fields of science and technology. One of the results of technological development is the internet. The benefits of internet as a means of entertainment, for example to play online games. Today's technological developments are increasingly providing convenience and benefits for humans, one technology that provides entertainment benefits is online games. Among students, online games are very popular, because online games are a medium of entertainment in their spare time, usually they play online games for about 3-4 hours or more (Ananda, 2019).

Online games that are very liked by students are games based on PUBG, FF, and Mobile Legend (multiplayer online battle arena). This type of online game requires players to defeat their opponents through a war strategy. Many people think that online games only have an effect negative for effect the players, such as being lazy to learn.

Based on the understanding of the online game above, it is possible It is concluded that what is meant by the term online game refers to a kind of game that can be accessed via the internet network. This online game contains a set of games in the form of attractive images and can be moved at the will of the game player himself.

The online game is not only a game that can only be watched, but players can participate in moving the images in it together with other players, even in this online game players can compete with one another to get the highest points or the lowest consequence of being a losing player or a winner. Online games also be interpreted as games that can train one's intellectual agility in making action decisions for games by achieving certain targets.

This online game can also take on positive and negative values. The positive impact for someone who plays online games is getting pleasure and inner satisfaction as well as entertainment to relieve stress after daily activities. The benefits of online games in learning English are to expand the vocabulary in English, improve speaking skills in English, the opportunity to make new friends, and increase creativity. Those are the benefits of online games for students who are still studying. Learning English which is sometimes boring in the classroom can be fun and easy when learning to use online games as learning.

1. Definition of Attitude

In general, attitude can be defined as a person's point of view as a result of his / her experience towards a situation, objects, or people. Moreover, this will lead them to respond either positively or negatively or based on their preference or psychological orientation. A positive or negative attitude derives from someone's opinion as a consequence of experiencing something like a situation, an object, or a person. Additionally, Mensah (2013) also said that the way someone act, behaves and think is also the concept of attitude works. 18 to sum up, an attitude is a way individuals act as the consequence of experiencing a situation, object, or people around them. Since this research is focused on the education field, it is important to realize that there should be an explanation about attitude in the context of education.

2. Definition of Online Game

According to Jill Hadfield (1987) stated that "a game is an activity with rules, a goal and an element of fun. Meanwhile According to Julia Dobson (2009) has her own opinion about games I myself have found that a good language game is a wonderful way to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and my even reinforce that learning.

3. Types of Online Games

This type of game is commonly referred to as the game genre. Besides means type, genre also means the style or format of a game. According to Henry (2015), the format of a game can be purely a genre or can be a mixture (hybrid) of several other genres. The game that the author makes is also a mixture of several genre. The types of games available according to Henry are as follows following:

a. PUBG Mobile (Player Unknown Battle Ground)

The next game is PUBG Mobile, this game actually is first released on PC in March 2017 and is very, very popular. Until March 2018, Tencent Games as the developer the mobile officially releases the mobile version of PUBG. And direct became popular, had passed the popularity of Mobile Legends.

In this PUBG game has one goal, namely survive as best as possible to be the last. So when you first play this you will jump from the inside an airplane to a large island, and you required to take weapons and protective equipment for last. In 1 island will contain 100 random players. And You have to make sure you are the one who will survive up to it end. If the computer version of this game is paid, but for the PUBG Mobile game is free. Play right away, and you can play with friends too.

b. FF (Free Fire)

Free Fire Battlegrounds has the same concept with PUBG Mobile, which is survival against his cruelty island to become a living person at the end of the game. This game was released in January 2018 and immediately shot up and liked by many people. Evidenced by within 3 months This game has been downloaded more than 50 million. Can be played with friends up to 4 people, and equipped with voice chat inside game so you can communicate while you.

c. Mobile Legends

Mobile Legends is a MOBA game designed for mobile phones. The two opposing teams struggle to reach and destroy enemy bases while defending their bases in order to control the paths known as top, middle and bottom, which connect the bases. Each team has five players each controlling an avatar known as a "hero". The weaker computer characters are called "minions" (Moonton and Games, 2018).

4. The Function of Games

A special explanation was given by Hurwitz and Goddard (1969) that games will help students to develop other special skills, such as:

- a. Spell: Give examples first how to spell words correctly, and Students say and repeat what is said and write the letters of a word in the correct order;
- b. To define: Students say or explain what the meaning of a word or phrase, so that they can make a sentence well;
- c. To use a dictionary: Students use a dictionary to get what is the meaning of a word and how to pronounce of a word, and so on;
- d. To express their ideas in coherent sentences and paragraphs: This game will help students to practice expressing their ideas in good sentences and paragraphs;
- e. To use verbal figures and images: Playing this game usually uses verbal figures and images;
- f. To add new words: This game can help students improve their vocabulary;
- g. For punctuation: Students can use or know about punctuation marks, such as: periods, commas, and question marks;
- h. To recognize: verbal discrepancies and nuances of meaning. Students can identify and recognize verbal discrepancies and nuances of meaning.

5. The Purposes of Using Games

Weed (1971) stated that using games in learning English has many purposes as follows:

- a. Physical activity: to release physical and nervous tension and increase mental alertness by stopping exercise routines;
- b. Enjoyment: to create a fun and engaging climate that will help students look forward to their English lessons;
- c. Cultural content: using games as a way to express general cultural patterns that should improve students' understanding of the way people speak English. A simple little game showing the competition of individual roles and the recognition of the winner—who himself receives a prize if awarded.

6. Online Game In Learning English

Online games are games that are played on a network, these games are usually played simultaneously with an unlimited number of players. According to Januar and Turmudzi (2006: 52), online games are computer games that can be played by many players via the internet. Meanwhile, online games in learning English are a means that can improve students' ability to speak English. Therefore, English learners make online games as their strategy to master English.

RESEARCH METHOD

This thesis use descriptive qualitative method to analyse data by using model of Miles and Huberman (quoted from Sugiyono 2008: 246), among others:

Data Reduction

Data reduction means summarizing, selecting the main things, focus on important things, look for themes and patterns. With data that has been reduced, it will provide a clearer picture and make it easier for researchers to carry out further data collection. In this study, the researcher summarizes the main points, selecting research targets in accordance with the title of this study. Researchers focus on student perspective of using online game toward learning English.

Data Display

And the next step after data reduction is to present the data (Data Display). Techniques for presenting data in qualitative research can be carried out in various forms such as tables, graphs, and the like. More than that, data presentation can be done in the form of brief descriptions, relationship charts between categories, flowcharts and the like. The data display function in addition to making it easier and understanding what is happening, is also for plan the next work based on what is understood. Therefore, a clear and systematic presentation of data is needed to help researchers complete their work.

Conclusion

After completing data reduction and data presentation about the form of communication that occurs in the online game group, it is continued with the last activity in qualitative data analysis according to Miles and Huberman, namely drawing conclusions and verification. From data collection, the researcher looks for the meaning of each symptom obtained during the field, noting regularities, or possible explanatory patterns and configurations, pathways of causality and propositions. The competent researcher will handle the conclusions loosely, remaining open and sceptical but the conclusions provided. As long as the research is still ongoing, any conclusions set will be continuously verified until valid conclusions are obtained.

DISCUSSION

It can be concluded that the results of the student questionnaire show that the attitudes of students in using online games for learning English is in the category of strongly agree. The statements that got the highest score in the category of strongly agree were: I feel learning English material is very important when playing online games as many as 30 students with presentations (50%), After playing online games I feel learning English is easier as many as 15 students with presentations (25%), I feel more serious about learning English after playing online games as many as 15 students with presentations (25%), I like playing online games because it can be a medium for learning English as many as 40 students with presentations (66.6%), I playing online games to improve my English skills as many as 30 students with presentations (50%), I play online games to encourage the habit of using English as many as 50 students with presentations (83.3%), I get new vocabulary through online games as many as 25 students with presentations (41.6%), my vocabulary increased when playing online games as many as 30 students with presentations (50%), say a can learn English terms in playing online games as many as 45 students with presentations (75%), After playing online games I am no longer ashamed to speak English as many as 40 students with presentations (66.6%).

Based on the results of interviews with respondents about Students Attitude using online games in learning English the respondents gave many positive answers but only a few students gave negative answers. The positive answer given by the respondents is that using online games in learning English is very good for students, because in online games there is learning English. There are negative answers given by respondents. The Respondents said that not all online games can have a good positive impact on learning English, because not all online games use English. Respondents choose to use online games only for entertainment, because respondents prefer to use other media for learning such as English books and videos.

Based on the results found by researcher about the attitudes of students using online games in learning English it is found are positive and negative impacts that are obtained in the results of the research found. This is in line with Dewanto (2007), who says that the impact of online games on students can be positive or negative. Students will continue to learn and play because that is their lifestyle and the way they enjoy life. The term impact isn't just for good things. Assessing impact means looking at the desired and unwanted impacts between positive and negative and what causes them. English learning through online game students have been identify to English learning in some activities, such as reading book, watching English video, and study in class.

CONCLUSION

Based on the results of questionnaires and interviews with English students as many as 60 students gave the answers above, the researchers concluded that the attitude of students in using online games in learning English gave positive and negative results but more students answered with positive results than negative results. The positive result in question is the questionnaire statement that has the highest score. While the negative results of the questionnaire can be seen in the statements that are in the category of agree, disagree, and strongly disagree. The results of student interviews about the perspective of students who use online games in learning English are more positive but there are answers that lead to negative. The positive answer given by students is that they use online games to learn English because online games can train students to speak English with their opponents and gain vocabulary. The negative answer given by the students was that they said that not all online games can be used to learn English because there are many impacts that students get, such as lowering health, causing laziness, making players forget time, forget to study, forget assignments, excessive addiction and not concentrating in learning.

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