

**THE INFLUENCE OF ONLINE GAME *MOBILE LEGENDS* IN
STUDENTS' VOCABULARY MASTERY AT ELEVENTH
GRADE OF VOCATIONAL HIGH SCHOOL NUMBER 1
KOTA JAMBI**

A THESIS

*Submitted as a Partial Fulfillment of the Requirement for Degree of Sarjana
Pendidikan in English Education*



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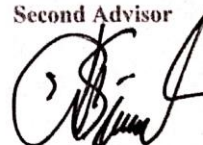
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1. The thesis that I wrote with the title The Influence of Online Game Mobile Legends in Students' Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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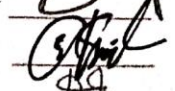
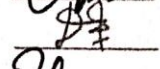
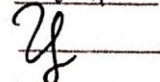
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LETTER OF RATIFICATION

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Day : Wednesday
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MOTTO

“Whatever you are, be a good one”

“Balas dendam terbaik adalah menjadikan dirimu lebih baik”

– **Ali bin Abi Thalib** –

“No matter how you old get, there is always something to learn. If you think of it as a regret, then that’s the end of it but when you think of it as a lesson learned it brings a new beginning”

– **Hong Dae Yong, 18 Again** –

ABSTRACT

Adha, Rhodiwa M. 2022. **The Influence of Online Game *Mobile Legends* in Students Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi**. Thesis. English Language Education, Faculty of Teacher Training and Educational, Batanghari University, 2022. First Advisor: Dr. Suyadi, MA and Second Advisor: Siti Aisyah, M.Pd.

The objectives of the research is to find what is the influence of online game *Mobile Legends* in students' vocabulary mastery at eleventh grade of Vocational High School Number 1 Kota Jambi. The researcher has done the research while Covid-19 Pandemic and did this research face to face with students. The researcher used quantitative method with a survey design. In this research, population of the research is students of Eleventh Grade at Vocational High School Kota Jambi and sample of the research is XI TKJ 3 class. The researcher used a questionnaire as a collecting data consists of 16 questions divided into positive influence, negative influence and related vocabulary mastery. The researcher used descriptive analysis as a analyzing data. The results of this research showed that positive influence has a higher score 654 (44,18%) than negative influence has a lower score 416 (28,07%). And, in related vocabulary mastery got score 413 (27,86%). It could be concluded that *Mobile Legends* have greater positive influence than negative influence in learning English, especially in mastering English vocabulary such as the students' can add new English vocabulary by playing the game and they can also practice other English skills like listening, writing, reading, and speaking.

Keywords: Online Game, *Mobile Legends*, Vocabulary Mastery

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In the name of Allah, the Beneficent and the Merciful. Praise to be Allah, Lord of the world, for all blessings, and mercies, the researcher was able to finish this thesis entitled “The Influence of Online Game Mobile Legends in Students’ Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi”.

This is one of requirements to get Strata 1 (one) Degree of English Education Program Teachers Training and Educational faculty Batanghari University Jambi.

The researcher realized that this thesis will not be completed on time without support, help, and motivation from various parties who are directly or indirectly involved. Therefore, the researcher would like to give him deepest appreciation for:

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Last but not least, the researcher realized that this thesis is far from being perfect. Therefore, it is a pleasure for him to have critiques and suggestions to make this thesis better and useful for the further research.

Jambi, July 27th 2022

The Researcher

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DEDICATION

In the name of Allah, All Praise is to Allah, the Lord of the Universe, who has bestowed strength and health upon the researcher in finishing this thesis entitled, “The Influence of Online Game Mobile Legends in Students’ Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi”.

In completing this thesis, I would like to dedicate to my beloved parents, to the first one I dedicate to my father M. Amin, thank you for all the supports and prays. Then, I dedicate to my mother Satriani, thank you for all the support and prayed for my smoothness in compiling this thesis, and this thesis I dedicate to my brothers and sisters thank you for all the supports and being my financial supports during this time.

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

English is one of the international languages. English is the language of communication in the international world, so there are almost no countries that do not use English as the language of communication in their society. Therefore, it is necessary to understand and be able to communicate using English. As an international communication tool, English must be learned by people who live in countries that use English as a foreign language, such as Indonesia. Learning English as foreign language in Indonesia is becoming more and more important for us living in an era of globalization that requires a lingua franca for oral or written communication among countries around the world (Suyadi, 2017). In Indonesia, English as a foreign language is only a compulsory subject for students from junior high school to high school and university. It means that students will find it more difficult to learn English if they do not have great effort and practice to use English.

In addition, English has four skills: speaking, reading, listening, and writing and vocabulary as a component can be tool to increase all English skills. One of the basic things that are important to understand in learning English is vocabulary. According to Richards and Renandya (2002) vocabulary is a core of language competence and provides the foundation of learners' speaking, reading, and listening skills. Heibert and Kamil (2005), vocabulary is collection of words

that know their meaning when we speak or read orally and a collection of words that person can use in writing. It means that vocabulary is an important component that always be used both oral and written form. So, without vocabulary we cannot do nothing in listening, writing, reading, and speaking and also vocabulary can not be separated from the language because vocabulary is apart of language.

Learning English vocabulary is one of the most important things to do for students. Because if they have limited vocabulary students can not express their thoughts and ideas well. If students have a low vocabulary, they will not only be unable to understand what others saying, but they will also not be able to make sentences to convey their message to others. Therefore, if they have enough vocabulary, they will understand English. According to Akdogan (2017:p.34), vocabulary can be defined as the words most commonly used to express functions and express ideas when teaching foreign languages. One of thing by the emergence of a growing phenomenon, vocabulary learning can be done through audio-visual games or better known as online games.

Online game is a technology which can be connected to multiplayer. Based on Yelia and Efriza (2021), online games are games that can be played through an internet connection or other available network devices. Online game are ubiquitous on modern gaming platforms, including PCs, consoles, and mobile devices (smartphone). Moreover, online game are a simple way to increase vocabulary and are currently very popular in society. In addition, online games are loved by many people, among which men, women, children, and students are the

most online game users. That is because playing online game is so fun and interesting that everyone can enjoy it. Based on Ashraf (2014:p.290), players become more interested in online gaming and want better result. Students more interactive, motivating, and effective in vocabulary. It means, by using online game, it can help students to increase their interest and motivation to enrich students' vocabulary.

Most of today's popular online games are game developed by foreign countries such as The United States, The United Kingdom, and China. The automatically that game used English. Therefore, through playing online game, students will find a lot of English vocabulary. First, they may not understand the meaning of the vocabulary. In order to learn it, students will use a variety of strategies, such as guessing based on the context. Second, in the process of playing online game, they learned and remembered vocabulary unconsciously, and by playing online game they can access to interact with foreign players, where they have to use English to communicate.

It is open opportunity to increase their vocabulary and grammar as a result of interaction through playing online game. Likewise, Derakhshan and Khatir (2015), stated that online games are important for developing students' vocabulary because they improve students ability to memorize words, encourage student interaction, improve their communicative skills and increase student motivation. As the researcher, I found some problems happened in vocational high school number 1 Kota Jambi as one of the schools where the researcher ever did a teaching practice. There are several problems experienced at the school,

such as many students who lack of vocabulary. Based on my observation, I found that the students do not know the context of word usage, can not compose their writing task successfully, and get difficulty to communicate effectively in English. It means that they will not be able to speak, to write, to read even to listen in English.

Currently, there are many people playing online games, from all walks of life, from children to adults, including students. Moreover, online games are very popular with most students at Vocational High School Number 1 Kota Jambi and the researcher found almost every students playing online game especially Mobile Legends. Mobile Legends is an online game widely adopted by different circles. “Mobile Legends” is a MOBA (Multiplayer Online Battle Arena) game designed for android or smartphone. Especially in Mobile Legends game has a feature voice chat with other player troughout world so that students can interact with other players directly using English and can increase their skills in using English while practicing in conversation with other gamers (Diantoro, Mulyati, & Halim, 2021). So, by playing Mobile Legends students can be motivated to learn English, get to know new words in English, make students increase their vocabulary by interacting with foreigners, and students can add new vocabulary when they playing Mobile Legends.

In summary, the researcher want to conduct a research entitled “The Influence of Online Game “Mobile Legends” in Students’ Vocabulary Mastery at Eleventh Grade of Vocational High School Number 1 Kota Jambi”.

1.2 Identification of The Research

Based on background of the research about the influence of online game “Mobile Legends” in students’ vocabulary mastery, the identification of the research involves:

- a. Some of students are lack of vocabulary
- b. Some of students have difficult to speak English
- c. The students have struggle with describe something in English
- d. Most of students have struggle when they pronunciation difficult words in English

1.3 Limitation of The Research

Based on identification of the research, this research focuses on the influence of online game “Mobile Legends” in students vocabulary mastery especially at XI TKJ 3 class where they lack vocabulary mastery.

1.4 Formulation of The Research

Based on the limitation of the research, the formulation of the research is “What is the influence of online game “Mobile Legends” in students vocabulary mastery at eleventh grade of Vocational High School Number 1 Kota Jambi?”.

1.5 Objectives of The Research

The objectives of this research is to find what is the influence of online game “Mobile Legends” in vocabulary mastery at eleventh grade of Vocational High School Number 1 Kota Jambi”.

1.6 Significance of The Research

This research is expected to have two major benefits, theoretical and practical.

1. Theoretically

The results of this research are expected to give contribution to the theory about influence online game Mobile Legends, enrich the literature review on the vocabulary mastery in using English, also to provide information that the online game Mobile Legends has positive and negative influence.

2. Practically

a. For the teachers

This research is expected to increase or strengthen the students learning English to developed vocabulary through some ways interesting like online game.

b. For the students

This research is hopefully students to take the positive impact of the online game for enrich their English vocabulary.

c. For the researcher

This research is expected to get the basic information from this study to do the further study.

d. Institution

This research is hopefully to increase the information about this topic perhaps it will be very helpful and useful to the other collages students who wants to conduct the new of fu rther study about this topic.

1.7 Definition of Key Terms

To clarify and explain the terms of the title to avoid ambiguity in this study. The definition is as below:

a. Online game are video games played partly or primarily over the internet or any other available computer network. (Rollings, A & Ernest, A. 2006)

b. Mobile legends is a game developed and released by developer Moonton. This game can be played on Android and iOS mobile platforms. This MOBA game has succeeded in stealing attention of gamers in Indonesia since 2016. (Esportsnesia, 2018).

c. Vocabulary is a set of lexemes, including single words, compound words and idioms (Richard, 2003: p.629).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Vocabulary

Vocabulary refers to the word richness of a particular language. Vocabulary is a collection of several words that are combined, so that they have meaning. According to Hornby (1984), vocabulary cannot be separated from the four skills in language, writing, reading, listening, and speaking. Furthermore, it was said by Charles D. Fries (1945: p. 959) that vocabulary is an essential part in learning a foreign language, where students are required to master word for word so as to allow the increase in the students' vocabulary mastery. In addition, vocabulary is a very important component that can even be called the key in learning English, because the wealth of a person's vocabulary also determines the quality of that person's language skills. The ESA team from Black Hills State University (2006: p. 4) stated that "Vocabulary or word meaning is one of the keys to understanding" or can be translated into vocabulary is one of the keys to understanding.

Based on explanation above, vocabulary is the most important component in language that students must have in all aspects of English skills. Without knowing a lot of vocabulary, students will not be able to convey their idea. Moreover, vocabulary is a key which the students understand all about English subject such as the students can speak English fluently and have good skills in

writing, in reading, and in listening. Without having adequate vocabulary, a language learner will not be able to master language skills. That is why vocabulary is very important in learning English.

2.1.1 Vocabulary Knowledge

Vocabulary knowledge is often seen as an important tool for second language learners, as limited vocabulary in a second language can hinder successful communication. It means that students cannot express their ideas without understanding the vocabulary and will face some obstacles in developing the four language skills of English. However, students not only know how much vocabulary they know, but also understanding the concepts related to words. Vocabulary knowledge has the greatest impact on the ability to understand language learning. Need to show their ideas and be able to understand other people's words. Their impact can be indirect, such as the ability to solve problems when meaningless, or direct, such as understanding of the subject.

When students feel the benefits of learning vocabulary through experience, vocabulary knowledge can be successful. If students have more vocabularies that they know, it can help students understand the concept of communication and increase their confidence in expressing ideas. But, without a vocabulary students will face barriers to understanding text and speech. So this is why vocabulary knowledge is important.

2.1.2 The Importance of Vocabulary

When one learns a language, vocabulary as one of the aspects of the language must be learned. Good vocabulary mastery is important for anyone learning the use of listening, speaking, writing, and reading languages in addition to grammar. According to Willkins as stated in Thornbury (2002), “almost nothing can be taught without grammar, and nothing can be taught without vocabulary”. People who learn foreign languages can speak fluently and accurately, write easily and understandably as long as their vocabulary is large enough and can be used accurately. So, without a large vocabulary, it is impossible to use English accurately and vividly.

Moreover, Thornbury (2002) states that a vocabulary is a collection of a large number of items. He added that learning vocabulary is important because it enriches one’s knowledge knowledge. In terms of reading comprehension, students should master a range of vocabulary for better comprehension when reading English text. When students write, it enables them to elaborate on their ideas in accordance with the chosen topic sentence. When someone speaks, they can grasp and comprehend what they are saying. Vocabulary helps learners convey their thoughts aloud and improves their speaking ability.

Additionally, according to Coady and Huckin (1997: 5), vocabulary is crucial to the normal language student. It turns vocabulary into the fundamental building block for mastering the four language abilities of speaking, listening, reading, and writing. Vocabulary is considered the most important part of learning

a language. Without sufficient vocabulary knowledge, students cannot read, write, and speak English fluently. Learning a new vocabulary means not only memorizing the form of the word, but also understanding the meaning. Therefore, vocabulary is important to learn because students cannot only know the vocabulary but can also improve their own English skills.

2.1.3 Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. Harmer (1991:p.150) distinguishes two kinds of vocabulary. The first category of vocabulary refers to the vocabulary teachers teach students or students to learn and expect to be able use. And the second term refers to words that students recognize when they encounter them but are less likely to pronounce. According to Nation (2001), there are two kinds of vocabulary in relation to the language skills of reading, listening, writing, and speaking. They are receptive vocabulary and productive vocabulary.

a. Productive Vocabulary

Productive vocabulary knowledge assumed as the words that are understood and can be pronounced by the learners. In fact, learners can use the words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active word because learners can generate words to express their thoughts and feelings which understood by others (Weeb. 2005). Productive vocabulary knowledge is deemed as the ability to recover the structure and

meaning (Laufer et al, 2004; Webb, 2008), or to pass on the word as in the original learners' language (Webb, 2009).

Laufer (1998) divides knowledge into productive vocabulary into controlled and free vocabulary. Controlled productive vocabulary knowledge including the capacity to construct words when the cue is given. Whereas, free productive vocabulary knowledge is the ability to use words spontaneously and without specific encouragement to productive certain words, such as writing independently.

Based on opinion above, productive vocabulary knowledge assumed to be words that learners can understand and pronounce. Thus, productive vocabulary can be viewed as an active vocabulary process as learners create vocabulary to express thoughts and feelings understood by others.

b. Receptive Vocabulary

Receptive vocabulary knowledge is known and understood the meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that caused them to understand the text they have read but not used to speak and write. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only. (Nagy, Anderson & Herman, 1987; Webb, 2005).

Vocabulary can also be classified from a different angle. In this case, John T. Crow differentiates vocabulary into two kinds, and they are, active and

passive vocabulary. The words that are used when we speak or write are called active vocabulary, while words that we recognize when we hear or read are called passive vocabulary.

- a. Active vocabulary includes all words that you can think of and use right away when you are in the process of communicating.
- b. Passive vocabulary includes the words you can recognize and understand, but cannot come up with on your own when writing and speaking.

In conclusion, there are two kinds of vocabulary. They are active or productive vocabulary and passive or receptive vocabulary. The two kinds of vocabulary are important to be learned since active or productive vocabulary is used when we speak or write, while passive or receptive vocabulary is used when we hear or read something in context.

To sum up, vocabulary is the most important aspect in English teaching. Without vocabulary, it is impossible for the students to master English. The important thing is that after teaching learning process was done, the students are able to use them in a various situation in their life. Therefore, one of the ways for students to learn vocabulary by playing online game.

2.2 Online Game

Games are entertainment, there are rules, so there are winners and losers. Eddy Liem, Indonesia Gamers Director says that online game is a game played by internet connection or network connection via Personal Computer (PC), XBOX, PlayStation, and Smartphone. Online games are a type of computer game that

utilizes a computer network. The network that is usually used the internet network and always uses current technology, such as modems and cable connections. Usually bold games are provided as an additional service from online service providers, or can be accessed directly through the system provided by the company that provides the game. An online game can be played simultaneously using a computer connected to a particular network.

According to Rollings and Adams (2006), online games are video games played partly or primarily over the internet or any other available computer network. Online games can be called as part of a social activity because players can interact with each other virtually and often create virtual communities. Webster Dictionary (1913) the term game is defined as “A contest, physical or mental, according to certain rules, for amusement, recreation, or for winning a stake; As a game of chance; Games of skill; Field games,etc”. In this era, especially in Indonesia, online game are very popular among children and adults. It can be proven through the increasing of the users and gamers day by day. Online game will be one thing which is not strange for every children in this world, especially for students. As a profitable application used by people online wherever they are. Sometimes, through the online game a gamer can meet another gamer from different places, even countries. In addition, online game also one type of game where every students can play it easily everywhere and every time.

2.2.1 Kinds of Online Game

According to Ramadhani (2013), online game can be divided by genre, namely MMOFPS (Massively Multiplayer Online First Person Shooter), MMORTS (Massively Multiplayer Online Real Time Strategy, MMORPG (Massively Multiplayer Online Role Playing Game), and MOBA (Multiplayer Online Battle Arena). Which can be explained as follows:

a. Massively Multiplayer Online First-person shooter games (MMOFPS)

First Person Shooter (FPS) is a game that takes the view the first in the game so as if we ourselves are in the game. Most of this game takes place a war with weapons of the military, which players can kill each other individually or in teams to win a missions. An example is Counter Strike, Call of Duty, Point Blank, PUBG and etc.

b. Massively Multiplayer Online Real-time strategy game (MMORTS)

Real-Time Strategy game is a game that emphasizes the greatness of strategy players, players usually play not only one character but a lot of character. What makes this game special is that players are assigned an area in which they have to farm and build buildings, enhance their technology and manage the area's natural resource as much as possible in order to survive enemy attacks. An example like Age of Empires and Warcraft.

c. Massively Multiplayer Online Role Playing Game (MMORPG)

Role-Playing Game is an online game in which you play a fictional character and must interact socially as in the real world to build a given storyline. Usually each character has different skills and in order to improve these skills the player has to complete many tasks. An example like Ragnarok and Final Fantasy.

d. Multiplayer Online Battle Arena (MOBA)

A specific subgenre of strategy video game referred to as Multiplayer Online Battle Arena (MOBA). In this genre, the player can only control one selected character. Aim to win the game by destroying all core buildings of the opposing team. An example like Arena Of Valor (AOV), Mobile Legends, and League of Legends.

2.2.2 Benefits of Online Game

When it comes to playing games, there are both negative and positive views. For example, people who play online game a lot will keep playing a games and forget everything because they only focus on games that are very interesting and enjoyable for them. However, according to Rainders and Wattana (2011) explained that the impact of online games on classroom language acquisition is both negative and positive. This is positive because the game provide interactions with foreign players whoo need to communicate in English. Because of the interaction, it provides an opportunity to increase the use of vocabulary and grammar.

The average online time per game is about 3 hours per day. According to Suryanto (2015), said it found that the average student spends 4-6 hours in one of playing time. So, with time of the game that players can remember about everything happens in the game during the process, like the tricks, the clues, the words, the sentences, the utterances, and how the expression in the game. In addition, other impacts of online games on social and cognitive development. This fact was discovered thanks to Australian study that showed how well-designed online games can improve students' knowledge and abilities in subject of math, reading, and science while also making homework and other schoolwork easier. In order to employ the words in daily activities, such as social skills, fair play, team player, and boost learning ability, the constantly appearing words will stimulate their cognition.

Based on the benefits in playing online game above, playing online games not only fun and interesting, but playing online games can improve mastery of English vocabulary through interaction with foreign players which has an impact on cognitive and social development such as the ability to socialize with other players, being able to be fair in play and be able to work well together.

2.3 Mobile Legends

“Mobile Legends” is a game developer from Moonton and released on Android in China, Indonesia, Malaysia, on July, 2016, and iOS released on November 9, 2016. Released in 2016, the game has grown in popularity globally, especially in SouthAsia, and has since surpassed 1 billion downloads feat with a

peak of 100 million monthly players. Mobile Legends hits an all-time high of \$1 billion in 2021, with 44% revenue coming from outside Asia, making it the most globally appealing top mobile game of its kind.

Mobile Legends game is an online game with many fans. The game attempts to introduce a MOBA (Massive Online Battle Arena) base with two types, Real-Time Strategy (RTS) and Role-Playing Game (RPG), where the player takes on another role and aims to destroy opponent. Each hero character in Mobile Legends has a different role and must work together to win the game. Mobile Legends is a game that requires teamwork and team strategy to fight enemy teams. These 5 vs 5 players with various types of character choices and different types and skills. Each player can control and select a character called "hero", with unique abilities and traits. There are 6 roles that define the main purpose of heroes such as, "Tank", "Assassins", "Mage", "Fighter", "Marksman", and "Support". These roles determine the responsibilities of players for their respective teams. Players can also set specific builds for heroes which include in-game items and emblems.

2.3.1 Influence of Mobile Legends

Every online game will have influence or impact to those who play the games. According to Diantoro, Mulyati, and Halim (2021), Mobile Legends has an impact and you can take advantages of Mobile Legends games as a means of learning English. Playing 'Mobile Legends' has a positive influence on players if they can manage how they play 'Mobile Legends' good way and right time. By

playing 'Mobile Legends' players can get that positive impact such as they can collect some new vocabularies about English, and also they can interact with other players all around the world which is, they can practicing conversation using English with other players to improve their skills and vocabularies.

In addition to the positive influence, playing 'Mobile Legends' certainly has negative influence. Especially when people or students cannot handle the game well. The negative side can be seen when players or students forget their responsibilities not only as students at school, but at home as children. Playing too many games makes them want to play many other games that are also fun like 'Mobile Legends' as online game. So, they just think about the game all the time without thinking about another case. This is especially negative influence for students who play too many 'Mobile Legends' games.

Therefore, from all the positive and negative influences above, mobile legends have more positive influences in English, especially in mastering English vocabulary such as playing mobile legends which is filled with English words so that they are able to familiarize themselves with English words, able to find and collect new vocabulary from the game, and in this game also has a chat room feature and voice mode while playing which is able to communicate with other players, especially with foreign players where they can improve they English learning from all aspects, such as writing, speaking, reading, listening, and vocabulary.

2.4 Previous Study

In this study, there are some previous studies which have same topic to this current study. This previous studies are used to help the researcher to describe about the chosen current topic and help to explained the explanation through the theories on the previous research. The first previous study is a study which done by Diantoro, Mulyati, and Halim (2021) from PGRI University of Banyuwangi entitled “The Effect of Mobile Legend Game on Vocabulary Mastery of the Tenth Grade Student of SMAN 1 Cluring”. The aims of this study to measure whether there is a significant effect of Mobile Legend Game on the students’ vocabulary mastery. In this research, the researcher used experimental design and the subject research was X IPA 1 chosen by using cluster random sampling. The results of this study is there is a significant effect of Mobile Legend Game on vocabulary mastery of the tenth grade students at SMAN 1 Cluring Academic Year 2018/2019 by the data analysis using t-test formula which is t-test is higher than t-table. Eventually, the research suggested the students are to use Mobile Legend to increase their.

Second, is a study done by Mašić, A., & Tarabar, A (2021) from University of Zenica Bosnia and Herzegovina entitled “The Influence Online Games on Learning English Vocabulary in High Schools in Bosnia and Herzegovina”. This study aims to investigate the connection between video-game playing and English language proficiency based on age, gender, latest grade in English language. This research used questionnaire as collection of the data was completed by 71 middle and high school students answering a range of questions

on the quantity and quality of the video game they game play. In this research, the result showed that video games have a great impact on language learning like expanding their vocabulary, not just words but expressions, phrases and slang also increase their proficiency in English such as writing, listening, reading and speaking, as well as that vocabulary and communication are areas of most benefit.

Third, is a study done by Hasram, S., Nasir, M. K. M., Mohamad, M., Daud. M. Y. et al. (2021) from University Kebangsaan Malaysia entitled “The Effects of Wordwall Online Games (Wow) on English Language Vocabulary Learning Among Year 5 Pupils”. This study aims to determine the degree of improvement in pupils’ vocabulary performance. This research conducted by quantitative data by analyzed used descriptive and dependent t-test. The researcher used the cross-sectional survey adapted from the ACRS-V model. The researcher findings show moderate level of Satisfaction, Attention, Relevance, Confidence, and Volition. The results showed a paired sample t-test indicates a significance improvement in the pupils’ vocabulary scores after using WordWall (WOW) as a vocabulary learning supplementary material. The significant improvement seen in this study was the increase in spelling of new vocabulary using the Wordwall game (WOW) and the increase in vocabulary mastery through pictures using the wordwall game (WOW).

Based on three previous studies above and this research have differences and similarities. From the first study, it can be seen that there are differences in the research methods used. The researcher uses an experimental design and uses cluster random sample technique. Different from this researcher, who uses a

survey design and uses purposive sampling. The second researcher, the researcher used a questionnaire in collecting data. Which in this study, the researcher used the same technique but the research subject were different. The second researcher chose research subject based on the age, gender, and latest class of respondents. Different from this study, the researcher chose research subjects based on the use of online games. The third researcher, the difference in this study is the use of dependent t-test and use different surveys. Where the researcher does not use the dependent t-test but uses the same quantitative methods. What all these studies have in common is that they both examine the influence online games on vocabulary mastery.

2.5 Conceptual Framework

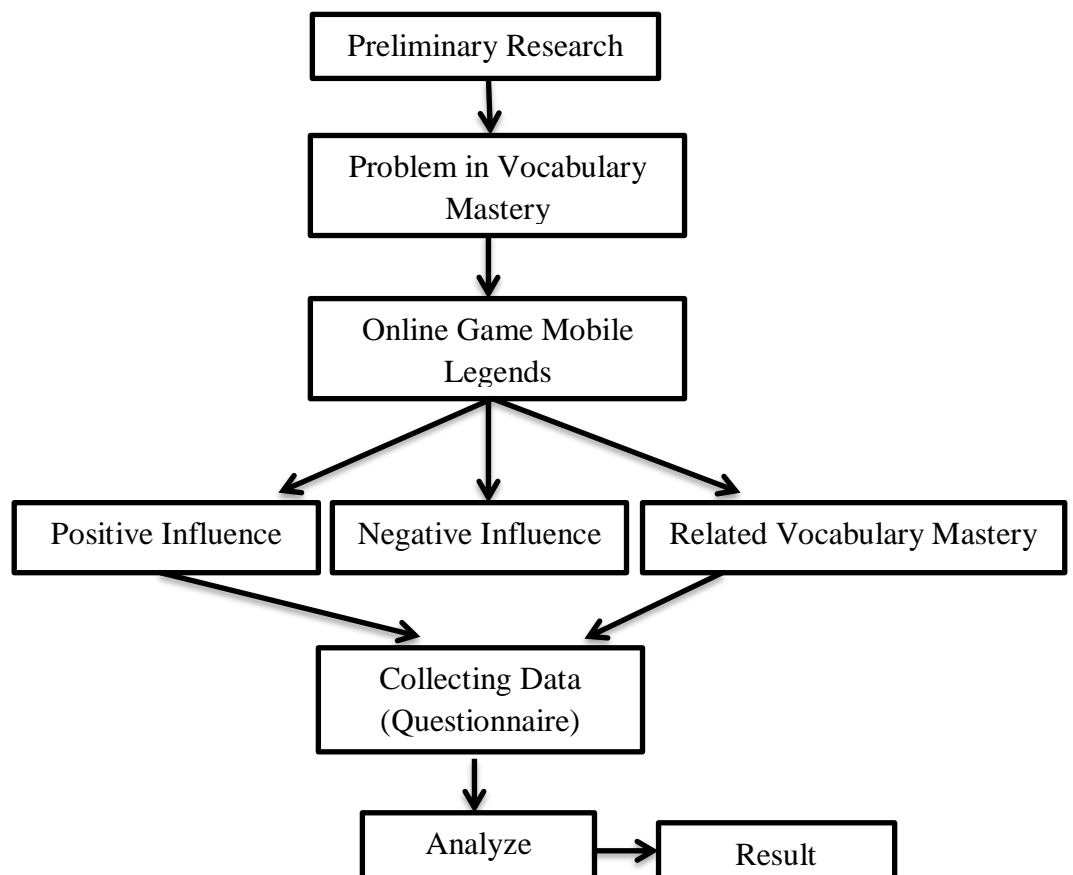


Figure 1 Conceptual Framework

Based on conceptual framework above, it can be explained as follows: In preliminary research, the researcher made observations first at Vocational High School Number 1 Kota Jambi where as a place for field experience practice (PPL). At the time of teaching practice, researchers found problems faced by students at the school such as lack of knowledge of English and lack of vocabulary mastery. So, that students had difficulty in speaking English and the other English skills. In this case, online games are one of the alternative media for learning English at this time. Moreover, online games are very popular with most students, one of which is at Vocational High School Number 1 Kota Jambi where all students play online game.

One of the most popular online game today is Mobile Legends. Mobile legends is one of the games that has influence on learning English, for example, finding new vocabulary in English, practicing speaking English with foreign players, and being able to practice listening in English. Apart from this popular game, it definitely has positive and negative influence for its users. Therefore, researcher conducted a study on the influence of online games Mobile Legends in students' vocabulary mastery at Vocational High School Number 1 Kota Jambi. From the Mobile Legends games, researcher divided it into two parts questions, namely positive and negative influences about mobile legends experienced by students when playing the game.

After that, the researcher will collect data using a questionnaire that will be filled by students. the questionnaire itself consists of 16 questions using options such as strongly agree, agree, disagree, and strongly disagree. Then, after the students collect the questionnaire, the researcher will analyze the student answers and determine the results obtained from the questionnaire.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is the overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research. It is an inquiry which provides specific direction for procedures in a research (Creswell, 2014). There are three research design, namely quantitative, qualitative, and mixed method research. In this research, the researcher uses quantitative research. According to Babbie (2010) quantitative research methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaire, and opinion polls, or through the use of computer technology to manipulate pre-existing statistical data. Creswell (2013) quantitative research focuses on collecting numerical data and using it to understand a specific event or generalize it across groups of individuals.

Fowler in Creswell (1994) adds quantitative or numerical descriptions of a portion of the sample population to the survey design through the data collection process asking individuals. The researcher chose survey design as a research design. Survey design is the process of gathering data from a sample of people using their replies questions (Check & Schutt, 2012). In this research, researcher chose the population all total eleventh class at vocational high school number 1 Kota Jambi. Based on population, researcher chose XI TKJ 3 as sample of the research use purposive sampling method. This research uses a questionnaire as

collecting data. A questionnaire is a research tool made up of a list of questions meant to elicit information from respondents (McLeod, 2018). This research uses close-ended questionnaire. Close-ended questionnaire is a questionnaire that used a choice answers from absolutely agree to absolutely disagree as widely known as Likert Scale. So, In this research, the researcher use quantitative research want to find out the influence of online game Mobile Legends in students' vocabulary mastery at eleventh grade of Vocational High School Number 1 Kota Jambi.

3.2 Time and Place of The Research

This research about the influence of online game Mobile Legends in students' vocabulary mastery at eleventh grade of Vocational High School Number 1 Kota Jambi. This research was took place in Jambi City, Jambi. The place of the research was took at Vocational High School Number 1 Jambi which located on Jend. A. Thalib Street. This research has been completed by the researcher.

3.3 Population and Sample

Population and sample theare the main source for obtaining the required data in a revealing phenomenon or reality that becomes the focus of research.

3.3.1 Population of the Research

According to Banerjee & Chaudhury (2010), A population is a complete set of people with a specialized set of characteristics. Population is a group of individuals who have the same characteristic (Creswell, 2012: p. 42). And from

Creswell (2012), defines population, also known as the target population, is the set of people who the researcher may identify and investigate as having the same feature or some other shared identifying attribute. From understanding above concludes that the population in the research includes everything that will be the subject or object who have the same characteristic of research desired by the researcher.

In this research the population is all the total students eleventh grade of Vocational High School Number 1 Kota Jambi. The total of the population is 710 consisting of five majors, namely MultiMedia (MM), Office Administration (MP), Computers and Networks (TKJ), Marketing (BDP), and Accounting (AK). And that is further divided into several classes consisting of 2 to 6 classes in each majors. Then the researcher chose class XI TKJ as the research target population. In class XI TKJ, it is divided into five classes, namely XI TKJ 1, XI TKJ 2, XI TKJ 3, XI TKJ 4, and XI TKJ 5 which have total of 170 students as seen on the table below.

Table 1
Population Total of Eleventh Grade Students in Vocational High School
Number 1 Kota Jambi

No	XI Grade Classes	Number of Students
1	XI MM (1, 2)	72
2	XI MP (1,2,3)	92
3	XI TKJ (1,2,3,4,5)	170
4	XI BDP (1,2,3,4,5,6)	191
5	XI AK (1,2,3,4,5,6)	185
Total		710

Source: SMKN 1 Kota Jambi

Table 2
Target Population of Eleventh Grade TKJ Students in Vocational High School Number 1 Kota Jambi

No	XI TKJ Classes	Number of Students
1	XI TKJ 1	34
2	XI TKJ 2	33
3	XI TKJ 3	34
4	XI TKJ 4	34
5	XI TKJ 5	35
Total		170

Source: SMKN 1 Kota Jambi

3.3.2 Sample of the Research

According to Johnson & Christensen (2008), the sample is a set of items drawn from a larger population. While, Creswell (2011), sample is subgroup of the target population that the researcher planned to study for generalizing about the target population. In this research, the sample was took from one class of Vocational High School Number 1 Jambi. The researcher chose XI TKJ 3 as the sample which consists of 34 students used by purposive sampling method. A non-probability sample called purposive sampling is chosen depending on the population's characteristics and the study's (Crossman, A, 2020). While, According to Maxwell (1996), purposive or judgmental sampling is a technique in which specific contexts, people, or events are chosen consciously in order to reveal crucial information that cannot be learned from other options.

In addition, according to Tongco (2007), this technique that can use in both qualitative and quantitative research. Therefore, purposive sampling is a great way for researcher to get some data on the topic from experts and the

students in this case, as they are all in the classroom and being observed. In this research, the researcher chose to use purposive sampling because the researcher thought that the computer and network department (TKJ) was related to the research concept, namely online games and class XI TKJ 3 had the same characteristics, hobbies, experiences in online game. Therefore, the researcher chose this class because all students in class XI TKJ 3 played online game especially mobile legends.

Table 3
Sample of The Research

No	Class	Students
1	XI TKJ 3	34
Total		34

Source: SMKN 1 Kota Jambi

3.4 Research Instrument

3.4.1 Questionnaire

Questionnaire is a set of questions for obtaining statistically useful or personal information from individuals (Merriam-Webster). A questionnaire is a research instrument consisting of a set of standardized questions to gather statistically useful information on some subject from one or more respondents. In questionnaire, there are two types of questions, such as open-ended questions and close-ended questions.

a. open-ended questions (unstructured), These include qualitative questions which are more open and allow the target audience to voice their feelings and notions

openly. Such questions record more data as they do not have a predetermined set of responses and the respondents express their opinion in a free-flowing manner.

b. close-ended questions (structured), Structured questions have multiple options as answers and ask the respondents to choose either one or more than one option as an answer. Close-ended questions are used to conduct quantitative research.

3.5 Technique of Collecting Data

The researcher will use questionnaire as technique collecting data. A questionnaire is described as a document with questions and other items intended to gather data that may be analyzed (Babbie, 1990: p. 377). In this research, the questionnaire will consist of 16 questions related to the topic to the student at school. Then, according to O'Connor and Gibson (2003), the researcher can solve all the points which related to the questions by themselves. Because of this, the researcher propose ideas for questionnaire specification in conjunction with the theories discussed in previous chapter.

So, for this research, the researcher adapted the questionnaire from Metom, Tom, & Joe (2013) by taking the same questions which have the same idea and choose the theme from the questions by ownself. The questions itself consists of positive and negative influences about playing online game mobile legends and related vocabulary mastery. Then, it is used to get information about the influence of online game Mobile Legends in vocabulary mastery students at eleventh grade of Vocational High School Number 1 Kota Jambi.

Table 4
The Questionnaire Specifications

No	Questionnaire About	Items Numbers
1	Positive Influence	1, 2, 3, 6, 7, 11,
2	Negative Influence	5, 8, 9, 13, 14, 16
3	Related Vocabulary Mastery	4, 10, 12, 15

Source: Metom, Tom, & Joe (2013)

3.6 Technique of Analyzing Data

In this research, the researcher used close-ended questionnaire in form of Likert scale. According to Sugiyono (2006), stated that Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups related to the social phenomenon that is being the object of the research. This research, there were four ranges of Likert scale to find out about the influence of online game Mobile Legends in vocabulary mastery students which covers four different categories. The category itself consists of four choices, namely (1) absolutely agree, (2) agree, (3) disagree, and (4) absolutely disagree. The response in the questionnaire are categorized into four different scores as in the following,

Table 5
Categorize of Responses

Questions	Absolutely Agree	Agree	Disagree	Absolutely Disagree
Scores	4	3	2	1

The researcher also used the percentile to analyze the questionnaire data. Then, the data were interpreted based on the frequency of students' answers. The percentile formula is formulated as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P : The Percentage

F : Frequency of Students Answers

N : Total Number of Respondents

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings of the Questionnaire

a. Questionnaire for Students

The objective of this research is to find the influence of online game Mobile Legends in students' vocabulary mastery at eleventh grade of vocational high school number 1 Kota Jambi. Samples of this research was one class of eleventh grade students in vocational high school number 1 Kota Jambi which consists of 34 students. As the instrument of the research, the researcher used a questionnaire which consists of 16 questions which related to this topic and give to the eleventh grade students. In addition, in the questionnaire there are three main topic about positive influence, negative influence and related vocabulary mastery. Below is the result of the students' answer toward the questionnaire.

4.1.1 Positive Influence

One of 3 points about this topic in the questionnaire is about positive influence. In this point, the questions is showing about positive influence of Mobile Legends that should be answer by the students at the samples in this research. In this part, there are 10 items questions. They are number 1, 2, 3, 6, 7, 11 as can seen in this tabel below.

Table 6
The Positive Influence Questions

No	Statements
1	I enjoy playing Mobile Legends. <i>Saya menikmati bermain Mobile Legends.</i>
2	I learn something new when I play Mobile Legends. <i>Saya belajar hal baru ketika saya bermain Mobile Legends.</i>
3	Playing Mobile Legends is one of fun way of learning English. <i>Bermain Mobile legends adalah salah satu cara yang menyenangkan dalam Bahasa Inggris.</i>
6	Mobile Legends makes me interested to learn English. <i>Mobile Legends membuat saya tertarik untuk belajar Bahasa Inggris.</i>
7	Playing Mobile Legends can also practice my listening skills. <i>Bermain Mobile Legends juga dapat melatih kemampuan mendengarkan saya.</i>
11	The statement in Mobile Legends can be understood easily. <i>Pernyataan di Mobile Legends dapat dipahami dengan mudah.</i>

The table above shows the positive influences of Mobile Legends which filled by the students who chosen as the samples of the research toward the topic about the influence of online game Mobile Legends. Based on the table above consists of 6 questions about positive influence of Mobile Legends, it is gotten the score percentage of the students' answer toward the questions as in the table below.

Table 7
The Score Percentage of Students' Answer Toward Positive Influence Questions

Number of Questions	The total of respondents answer				Total of respondents	Total score of each questions	Total score	Percentage
	AA	A	D	AD				
1	21	12	2	0	34	124	654	44,18%
2	13	19	2	0		113		
3	9	20	5	0		106		
6	5	19	8	0		93		
7	7	21	6	0		103		
11	17	11	6	0		113		

Total		654	
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Based on the table above showing the students' answer of the positive influence questions and the score percentage of the result. The result is from the students' answer where they have to fill in the questionnaire honestly based on their experience when they playing that game and what they feel about the positive effect of Mobile Legends game to adding they vocabulary mastery in English. The total score of positive influence in Mobile Legends is 654 with a percentage of 44,18%. Positive influence have 6 questionnaire statement items (1, 2, 3, 6, 7, and 11).

The description below is a detail of each item in positive influence of Mobile Legends. In the first statement, I enjoy playing Mobile Legends, it shows that 21 out of 34 students chose "Absolutely Agree" (60%), 12 students chose "Agree" (35%), 2 students chose "Disagree" (5%), and the item value is 124. So, it can be concluded that 95% from 34 students agreed that they feel enjoy when they are playing Mobile Legends and 5% students not feel enjoyed when playing Mobile legends. The statement number 2 is I learn something new when i play Mobile Legends, it shows that 13 out of 34 students chose "Absolutely Agree" (39%), 19 students chose "Agree" (56%), 2 students chose "Disagree" (5%), and the item value is 113. It means that 95% students agreed that they can learn something new in Mobile Legends and 5% students can not learn something new in Mobile Legends. It means it is true that by playing Mobile Legends students can learn something new like new vocabulary.

In the statement number 3 is playing Mobile Legends is one of fun way of learning English, it shows that 9 out of 34 students chose “Absolutely Agree” (26%), 20 students chose “Agree” (59%), 5 students chose “Disagree” (15%), and the item value 106. It means that 85% students agreed that Mobile Legends is a fun way to learning English and 15% students disagreed that Mobile Legends is one of fun way to learning English. So, that means 85% of students feel happy if playing Mobile Legends is a fun way to learn English and 15% of students feel that Mobile Legends is not a fun thing to learn English but they are just for playing. Then, the statement number 6 is Mobile Legends makes me interested to learn English, it shows that 5 out of students chose “Absolutely Agree” (15%), 19 students chose “Agree” (56%), 8 students chose “Disagree” (29%) and the item value is 93. It means that 71% of students agreed that by playing Mobile Legends makes them interested to learn English. And 29% students disagreed that Mobile Legends makes them interested to learn English. In the statement number 7 is playing Mobile Legends can also practice my listening skills, it shows that 7 out of students chose “Absolutely Agree” (21%), 21 students chose “Agree” (60%), 6 students chose “Disagree” (18%), and the item value is 103. It means that 81% of students agreed that Mobile Legends not only can learn about vocabulary but can practice listening skills. And 18% students disagreed that by playing Mobile Legends can practice their listening skills.

Then, statement number 11 is the statement in Mobile Legends can be understood easily, it shows that 17 out of 34 students chose “Absolutely Agree” (50%), 11 students chose “Agree” (32%), 6 students chose “Disagree” (18%), and

the item value is 113. It means that 82% of students agreed that the statements in Mobile Legends can be understood easily, and 18% of students feels the statements in Mobile Legends difficult to understand.

4.1.2 Negative Influence

The second point of this questionnaire is about negative influence of Mobile Legends to the students. In this part, the result come from the students' answer where the students have to give their answer toward the questions that been provided about the negative influence of Mobile Legends especially about learning process at school. In this part, there are 6 questions starting from number 5, 8, 9, 13, 14, and 16 as in the table below.

Table 8
The Negative Influence Questions

No	Statements
5	Mobile Legends makes me do not focus on my subjects at school. <i>Mobile Legends saya tidak fokus dalam pelajaran – pelajaran saya di sekolah</i>
8	English vocabulary in Mobile Legends is difficult to understand. <i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami.</i>
9	Mobile Legends makes me lazy to study English at school. <i>Mobile Legends membuat saya malas belajar Bahasa Inggris di sekolah.</i>
13	Mobile Legends makes me forget to finish my homeworks. <i>Mobile Legends membuat saya lupa mengerjakan pr- pr saya.</i>
14	Playing Mobile Legends makes me forget about time. <i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i>
16	Playing Mobile Legends did not help me increase my English vocabulary. <i>Bermain Mobile Legends tidak membantu saya menambah kosakata Bahasa Inggris saya.</i>

Based on the table above showed that consists of 6 questions about negative influences of Mobile Legends and from the students' answer about the

negative influence of Mobile Legends for the students as the sample of this research. The score percentage of students' responses to the questions obtained are shown in the table below.

Table 9
The Score Percentage of Students' Answer Toward Negative Influence Questions

Number of Questions	The total of respondents answer				Total of respondents	Total score of each questions	Total score	Percentage
	AA	A	D	AD				
5	4	8	15	7	34	77	416	28,07%
8	1	6	22	5		71		
9	1	1	23	9		62		
13	5	5	8	16		67		
14	5	6	9	14		70		
16	2	2	25	5		69		
Total						416		

Based on the table showing above the students answer of the negative influence questions and the score percentage of the results. The total score of negative influence of Mobile Legends is 416 with a percentage of 28,07%. Negative influence have 6 questionnaire statements item (5, 8, 9, 13, 14, and 16).

The description below is a detail of each item in negative influence of Mobile Legends. In the statement number 5 is Mobile Legends makes me do not focus on my subject at school, it shows that 15 out of 34 students chose "Disagree" (44%), 7 students chose "Absolutely Disagree" (21%), and the item value is 77. It means that 65% students disagreed that Mobile Legends makes them not focus on their subject at school. So, it means that 21 out of 34 students feel that playing Mobile Legends does not eliminate their focus in learning at

school. Then, for item number 8 the statement is English vocabulary in Mobile Legends is difficult to understand, it shows that 22 out of 34 students chose “Disagree” (64%), 5 students chose “Absolutely Disagree” (15%), and the item value is 71. It means that 79% students disagreed that vocabulary in Mobile Legends difficult to understand, so that means they have no difficulty with the vocabulary in Mobile Legends.

The statement number 9 is Mobile Legends makes me lazy to study English at school, it shows that 23 out of 34 students chose “Disagree” (68%), 9 students chose “Absolutely Disagree” (26%), and the item value is 62. It means that 94% students disagreed that playing Mobile Legends can make them lazy to study English at school, so that means they do not feel influenced and they do not feel lazy to learn English by playing Mobile Legends instead they can learn English through that game. For the statement number 13 is Mobile Legends makes me forget to finish my homeworks, it shows that 16 out of 34 students chose “Absolutely Disagree” (47%), 8 students chose “Disagree” (23%), and the item value is 67. It means that 70% students disagreed that by playing Mobile Legends make them forgot to finish their homeworks. So, it means that 24 out of 34 students feel that by playing Mobile Legends they always remember their homework and always prioritize school lessons over playing online game.

Then, in the statement number 14 is playing Mobile Legends makes me forget about time, it shows that 14 out of 34 students chose “Absolutely Disagree” (41%), 9 students chose “Disagree” (26%), and the item value is 70. It means that 67% students disagreed that playing Mobile Legends can make them forget about

the time. So, it means that 22 out of 34 students feel they always remember the time when playing Mobile Legends and they know that there is time to learn and there is time to play. And, for last statement in number 16 is playing Mobile Legends did not help me increase my English vocabulary, it shows that 25 out of 34 students chose “Disagree” (75%), 5 students chose “Absolutely Disagree” (15%), and the item value is 69. It means that 90% students disagreed that by playing Mobile Legends did not help them to increase their English vocabulary, so that means by playing Mobile Legends can help them to increase their English vocabulary.

4.1.3 Related Vocabulary Mastery

The last point of this questionnaire is about related vocabulary mastery in Mobile Legends. In this part, the result come from the students’ answer where the students have to give their answer toward the questions that been provided about related vocabulary mastery in Mobile Legends. This point, there are 4 questions starting from number 4, 10, 12, and 15 as in this table below.

Table 10
Related Vocabulary Mastery Questions

No	Statements
4	I can find new words in English when I play Mobile Legends. <i>Saya dapat menemukan kata – kata baru dalam Bahasa Inggris ketika saya bermain Mobile Legends.</i>
10	Playing Mobile Legends can add my new vocabulary in English. <i>Bermain Mobile Legends bisa menambah kosakata baru saya dalam Bahasa Inggris.</i>
12	Mobile Legends allows me to understand difficult vocabulary in English. <i>Mobile Legends memungkinkan saya untuk memahami kosakata sulit dalam Bahasa Inggris.</i>
15	I learned new words by playing Mobile Legends.

	<i>Saya mempelajari kata kata baru melalui Mobile Legends.</i>
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The table above shows related vocabulary mastery questions in Mobile Legends which filled by the students who chosen as the samples of the research toward the topic about the influence of online game Mobile Legends. Based on the table above consists of 4 questions about related vocabulary mastery in Mobile Legends, it is gotten the score percentage of students' answer toward the questions as in the table below.

Table 11
The Score Percentage of Students' Answer Toward Related Vocabulary Mastery Questions

Number of Questions	The total of respondents answer				Total of respondents	Total score of each questions	Total score	Percentage
	AA	A	D	AD				
4	12	20	1	1	34	111	413	27,86%
10	4	26	3	1		101		
12	5	24	5	0		102		
15	5	22	7	0		99		
Total						413		

Based on table showing above the students answer of related vocabulary mastery in Mobile Legends and the score percentage of the results. The total score of related vocabulary mastery in Mobile Legends is 413 with a percentage of 27,86%. Related vocabulary mastery have 4 questionnaire statements item (4, 10, 12, and 15).

The description below is a detail of each item in related vocabulary mastery in Mobile Legends. In the statement number 4 is I can find new words in

English when I play Mobile Legends, shows that 12 out of 34 students chose “Absolutely Agree” (35%), 20 students chose “Agree” (59%), 1 student chose “Disagree” (3%), 1 student chose “Absolutely Disagree”, and the item value is 111. It means that 94% of students agree that they can find a new word in Mobile Legends and 6% students feels they can not find a new words in Mobile Legends. The statement number 10 is playing Mobile Legends can add my new vocabulary in English, it shows that 4 out of 34 students chose “Absolutely Agree” (12%), 26 students chose “Agree” (76%), 3 students chose “Disagree” (9%), 1 student chose “Absolutely Disagree” (3%), and the item value is 101. It means that 88% of students agreed by playing Mobile Legends they can add new vocabulary in English, and 12% students disagreed that Mobile Legends can add their new English vocabulary. So, it means that 30 out of 34 students feel that by playing Mobile Legends they can add some new vocabulary and 4 out of 34 students feel they can not increase their vocabulary by playing Mobile Legends.

Then, in the statement number 12 is Mobile Legends allows me to understand difficult vocabulary in English, it show that 5 out of 34 students chose “Absolutely Agree” (15%), 24 out of 34 students chose “Agree” (70%), 5 of students chose “Disagree” (15%), there is no student chose “Absolutely Disagree”, and the item value is 102. It means that 85% from 34 students agreed that Mobile Legends allows them to understand difficult vocabulary. And, in statement number 15 is I learned new words by playing Mobile Legends, it shows that 5 out of 34 students chose “Absolutely Agree” (15%), 22 students chose “Agree” (64%), 7 students chose “Disagree”, there is no student chose

“Absolutely Disagree”, and the item value is 99. It means that 79% of students agreed that they can learn new words by playing Mobile Legends and 21% of students disagreed that by playing Mobile Legends they can not learn new words.

4.2 Discussions

The discussions are made based on the result of data analysis in order to strengthen the value of this research. In this research, there are 3 points questionnaire such as positive influence of Mobile Legends, negative influence of Mobile Legends and related vocabulary mastery in Mobile Legends. In the finding all the data have been describe as the results.

The positive influence of Mobile Legends has a total answer score of 654 with a percentage of 44,18% which there are 2 statements that get 95% of the answers agree through statement no.1 and no.2 with the statements “I enjoy playing Mobile Legends” and “I learn something new when I play Mobile Legends”. With both statements, they agree that they really enjoy playing Mobile Legends and they can learn new things such as setting strategies in the game and learning new English vocabulary through the game. Then, in the statement number 3 get a total score of 85% agree with the statement “Playing Mobile Legends is one of fun way of learning English”, with this statement stating that they agree that the Mobile Legends game is a fun way to learn English. Furthermore, in statement number 6 got a total score 71% with statement “Mobile Legends makes me interested to learn English” they agreed that by playing

Mobile Legends makes students interested to learn especially in English. understand the difficult vocabulary in the game.

Then, the negative influence of Mobile Legends has a total answer score of 416 with a percentage of 28,07% of which there is a statement of 94% which gives an answer that disagree with statement number 9 as follows “Mobile Legends makes me lazy to study English at school”. In this statement, there are 32 out of 34 respondents who chose disagree that Mobile Legends gave them the influenced to be lazy to study English at school. Furthermore, in statement no. 16 gets a total score of 90% which gives a disagree answer through the following statement “Playing Mobile Legends did not help me increase my English vocabulary”. In this statement there are 30 out of 34 students who chose disagree with the statement that playing Mobile Legends did not help them to improve their vocabulary but they agreed that mobile legends was very helpful in increasing their English vocabulary.

In related vocabulary mastery has a total answer score of 413 with a percentage of 27,86% which there is a statement of 94% which gives an answer that agree with statement number 4 as follows “I can find new words in English when I play Mobile Legends”. In this statement, there is 20 out of 34 students chose agree that by playing Mobile Legends they can find new English words that they have never seen and heard before. Furthermore, in statement number 10 got a total score of 88% where 26 out of 34 students answered agree with the statement “Playing Mobile Legends can add my new vocabulary in English”, with this

statement they agree that Mobile Legends can add new English vocabulary for them.

Based on the result above it show that the positive influence in Mobile Legends game has a higher value of 654 with a percentage of 44,18% than the negative influence in Mobile Legends game which has a lower value of 416 with a percentage of 28,07%. This shows that Mobile Legends have a greater positive influence than negative influence in learning English, especially in mastering English vocabulary such as being able to add new vocabulary, being able to know difficult vocabulary to find, and not only vocabulary but can also practice other English skills such as listening, writing, reading, and speaking. And, in related vocabulary mastery in Mobile Legends has a value of 413 with percentage of 27,86%. This shows that Mobile Legends has a good impact in vocabulary mastery for high school students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and the result, it is know that the influence of Mobile Legends as one of online games to vocabulary mastery of eleventh grade students in Vocational High School Number 1 Kota Jambi is come from positive influence where got a total score of 654 with percentage of 44,18% the students can add new vocabulary when they are playing Mobile Legends, Mobile Legends makes them understand easily about some hard words in Mobile Legends and by playing Mobile legends the students not only learn about vocabulary but they can also practice their listening skills.

While, the negative influence in Mobile Legends got a total score of 416 with percentage 28,07% which almost of the students disagree about negative influence in that game. And, in related vocabulary mastery in Mobile Legends got total score of 413 with percentge of 27,86%. This shows that Mobile Legends has a good impact in vocabulary mastery for high school students.

5.2 Suggestions

Based on the conclusion in this research, the results shows almost all positive. This shows that online games have positive ideas for students who want to learn English as a new language. Therefore, it is suggested that teachers guide students in a positive way when using a games, so as to avoid poor learning.

Perhaps, the teachers has another fun games or the other way to keep students, happy, motivated, and interested in learning English. Then, for the readers and next researcher it is suggested to use this research as the references which perhaps can be useful to help in finding the information especially related to the influence of online game Mobile Legends in students vocabulary mastery.

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APPENDIX 1
CONSENT FORM

Saya menyatakan bersedia untuk berpartisipasi dalam pengambilan data atau sebagai responden pada penelitian yang dilakukan oleh M. RHODIWA ADHA mahasiswa Universitas Batanghari program studi Pendidikan Bahasa Inggris. Tujuan penelitian ini adalah untuk menginvestigasi perspektif siswa terhadap keperluan tersebut peneliti meminta untuk kesedian anda sebagai responden dalam penelitian ini dan berikan jawaban yang jujur dan sesuai dengan yang telah responden lakukan.

Identitas pribadi responden akan rahasiakan dari pihak manapun termasuk pihak sekolah dan guru kecuali antara si peneliti dan dosen pembimbing. Dan dalam penelitian ini tidak ada pihak yang dirugikan, tidak akan mempengaruhi nilai pada partisipan dan informasi yang anda berikan hanya digunakan sebagai sumber data untuk penelitian.

Apabila anda bersedia menjadi responden pada penelitian ini, mohon untuk menandatangani lembar persetujuan menjadi responden. Atas perhatian dan kesedian anda, saya ucapkan terima kasih.

Jambi, July 2022

Peneliti



M. Rhodiwa Adha

NIM: 1800888203037

Responden



Head of XI TKJ 3 Class

APPENDIX 2

Questionnaire

Name :

Class :

I. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing “Mobile Legends”. <i>Saya menikmati bermain “Mobile Legends”.</i>				
2	I learn something new when I play “Mobile Legends”. <i>Saya belajar hal baru ketika saya bermain “Mobile Legends”.</i>				
3	Playing “Mobile Legends” is one of fun way of learning English. <i>Bermain “Mobile Legends” adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>				
4	I can find new words in English when I play “Mobile Legends”. <i>Saya dapat menemukan kata – kata baru dalam Bahasa Inggris ketika saya bermain “Mobile Legends”.</i>				
5	“Mobile Legends” makes me do not focus on my subjects at school. <i>“Mobile Legends” membuat saya tidak fokus dalam pelajaran – pelajaran saya disekolah.</i>				
6	“Mobile Legends” makes				

	<p>me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i></p>				
7	<p>Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i></p>				
8	<p>English vocabulary in Mobile Legends is difficult to understand. <i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami</i></p>				
9	<p>"Mobile Legends" makes me lazy to study English at school. <i>"Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.</i></p>				
10	<p>Playing "Mobile Legends" can add my new vocabulary in English. <i>Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.</i></p>				
11	<p>The statement in "Mobile Legends" can be understood easily. <i>Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.</i></p>				
12	<p>"Mobile Legends" allows me to understand difficult vocabulary in English.</p>				

	<i>“Mobile Legends” memungkinkan saya untuk memahami kosakata yang sulit dalam Bahasa Inggris.</i>				
13	<p>“Mobile Legends” makes me forget to finish my homeworks.</p> <p><i>“Mobile Legends” membuat saya lupa mengerjakan pr – pr saya.</i></p>				
14	<p>Playing Mobile Legends makes me forget about time.</p> <p><i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i></p>				
15	<p>I learned new words by playing “Mobile Legends”.</p> <p><i>Saya mempelajari kata kata baru melalui bermain Mobile Legends.</i></p>				
16	<p>Playing “Mobile Legends” did not help me increase my English vocabulary.</p> <p><i>Bermain “Mobile Legends” tidak membantu saya menambah kosa kata bahasa inggris saya.</i></p>				

APPENDIX 3

STUDENTS SCORE OF QUESTIONNAIRE

THE INFLUENCE OF ONLINE GAME MOBILE LEGENDS IN STUDENTS' VOCABULARY MASTERY

NO	Initial Name	Statement Items																TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	AA	4	4	4	4	1	4	4	1	1	4	4	4	1	1	4	1	46
2	AHP	4	4	3	3	4	2	3	2	2	3	4	2	4	4	3	2	49
3	AD	2	4	4	4	2	3	3	2	2	3	3	4	1	1	3	1	42
4	AAM	4	3	2	1	3	2	4	3	3	1	4	3	4	4	2	4	47
5	DDP	3	3	3	3	1	2	3	3	1	3	2	3	1	1	3	2	37
6	DS	4	4	3	3	3	2	2	2	2	2	3	3	3	3	2	2	43
7	DS	4	4	3	3	1	2	3	2	2	3	3	3	1	1	3	2	40
8	DP	2	3	4	3	2	2	4	3	2	2	4	3	1	1	3	2	41
9	DP	3	2	3	3	2	2	2	1	2	3	3	3	2	3	3	1	38
10	DPA	3	3	3	3	2	2	3	2	1	3	3	2	1	2	3	1	37
11	ES	3	3	2	4	4	3	2	3	2	3	2	3	3	2	2	2	43
12	FF	3	3	3	3	4	3	4	4	4	3	4	4	4	4	3	3	56
13	FIP	4	4	4	4	3	3	3	2	2	3	3	3	4	4	3	2	51
14	HDP	4	3	2	3	4	3	2	1	3	3	4	3	2	1	2	3	43
15	HKN	4	3	3	3	1	3	3	2	1	3	2	3	2	2	2	2	39
16	HML	4	3	3	4	3	3	3	2	2	3	4	3	3	3	3	2	48
17	IAR	4	4	4	4	2	3	4	2	2	3	4	4	2	2	3	2	49
18	L	3	2	3	3	2	3	3	2	2	3	3	3	2	2	3	2	41
19	MFAA	4	3	4	4	1	3	3	2	1	3	3	3	1	1	3	2	41

20	MF	3	4	3	4	2	3	2	2	2	3	3	2	1	3	4	2	43
21	MN	4	3	2	4	2	4	4	1	1	4	4	3	2	2	4	2	46
22	MD	4	4	4	4	1	4	4	1	1	4	4	4	1	1	4	1	46
23	MMIH	3	3	4	4	3	4	3	3	2	3	3	2	1	1	3	2	44
24	MS	4	3	3	3	2	3	3	2	2	3	4	3	1	1	3	2	42
25	MHF	4	3	3	3	2	3	3	2	2	3	4	3	1	1	3	2	42
26	P	4	4	3	3	2	2	3	2	2	3	3	3	2	2	3	2	43
27	RM	4	3	3	3	2	3	3	2	2	3	4	3	1	1	3	2	42
28	RS	4	4	4	4	1	3	3	3	1	4	4	3	1	3	4	4	50
29	RIP	4	4	4	3	3	3	3	2	1	3	2	3	3	3	3	2	46
30	RH	3	3	2	3	4	3	2	3	2	3	2	3	3	2	2	2	42
31	RI	4	3	3	3	2	3	3	2	2	3	4	3	1	1	3	2	42
32	TR	3	3	3	2	2	2	3	2	2	3	2	3	2	2	2	2	38
33	THA	4	3	3	3	2	3	3	2	2	3	4	3	1	1	3	2	42
34	SF	3	4	3	3	3	4	3	2	2	2	4	2	4	4	2	2	47
TOTAL																		1482

APPENDIX 4

Score Questionnaire of Positive Influence

Students Number	Questionnaire of Positive Influence						Total
	1	2	3	6	7	11	
Student 1	4	4	4	4	4	4	24
Student 2	4	4	3	2	3	4	20
Student 3	2	4	4	3	3	3	19
Student 4	4	3	2	2	4	4	19
Student 5	3	3	3	2	3	2	16
Student 6	4	4	3	2	2	3	18
Student 7	4	4	3	2	3	3	19
Student 8	2	3	4	2	4	4	19
Student 9	3	2	3	2	2	3	15
Student 10	3	3	3	2	3	3	17
Student 11	3	3	2	3	2	2	15
Student 12	3	3	3	3	4	4	20
Student 13	4	4	4	3	3	3	21
Student 14	4	3	2	3	2	4	18
Student 15	4	3	3	3	3	2	18
Student 16	4	3	3	3	3	4	20
Student 17	4	4	4	3	4	4	23
Student 18	3	2	3	3	3	3	17
Student 19	4	3	4	3	3	3	20
Student 20	3	4	3	3	2	3	18
Student 21	4	3	2	4	4	4	21
Student 22	4	4	4	4	4	4	24
Student 23	3	3	4	4	3	3	20
Student 24	4	3	3	3	3	4	20
Student 25	4	3	3	3	3	4	20

Student 26	4	4	3	2	3	3	19
Student 27	4	3	3	3	3	4	20
Student 28	4	4	4	3	3	4	22
Student 29	4	4	4	3	3	2	20
Student 30	3	3	2	3	2	2	15
Student 31	4	3	3	3	3	4	20
Student 32	3	3	3	2	3	2	16
Student 33	4	3	3	3	3	4	20
Student 34	3	4	3	4	3	4	21
Total							654

APPENDIX 5

Score Questionnaire of Negative Influence

Student Number	Questionnaire of Negative Influence						Total
	5	8	9	13	14	16	
Student 1	1	1	1	1	1	1	6
Student 2	4	2	2	4	4	2	18
Student 3	2	2	2	1	1	1	9
Student 4	3	3	3	4	4	4	21
Student 5	1	3	1	1	1	2	9
Student 6	3	2	2	3	3	2	15
Student 7	1	2	2	1	1	2	9
Student 8	2	3	2	1	1	2	11
Student 9	2	1	2	2	3	1	11
Student 10	2	2	1	1	2	1	9
Student 11	4	3	2	3	2	2	16
Student 12	4	4	4	4	4	3	23
Student 13	3	2	2	4	4	2	17
Student 14	4	1	3	2	1	3	14
Student 15	1	2	1	2	2	2	10
Student 16	3	2	2	3	3	2	15
Student 17	2	2	2	2	2	2	12
Student 18	2	2	2	2	2	2	12
Student 19	1	2	1	1	1	2	8
Student 20	2	2	2	1	3	2	12
Student 21	2	1	1	2	2	2	10
Student 22	1	1	1	1	1	1	6
Student 23	3	3	2	1	1	2	12
Student 24	2	2	2	1	1	2	10
Student 25	2	2	2	1	1	2	10

Student 26	2	2	2	2	2	2	12
Student 27	2	2	2	1	1	2	10
Student 28	1	3	1	1	3	4	13
Student 29	3	2	1	3	3	2	14
Student 30	4	3	2	3	2	2	16
Student 31	2	2	2	1	1	2	10
Student 32	2	2	2	2	2	2	12
Student 33	2	2	2	1	1	2	10
Student 34	3	2	2	4	4	2	17
Total							416

APPENDIX 6

Score Questionnaire of Related Vocabulary Mastery

Student Number	Questionnaire of Related Vocabulary Mastery				Total
	4	10	12	15	
Student 1	4	4	4	4	16
Student 2	3	3	2	3	11
Student 3	4	3	4	3	14
Student 4	1	1	3	2	7
Student 5	3	3	3	3	12
Student 6	3	2	3	2	10
Student 7	3	3	3	3	12
Student 8	3	2	3	3	11
Student 9	3	3	3	3	12
Student 10	3	3	2	3	11
Student 11	4	3	3	2	12
Student 12	3	3	4	3	13
Student 13	4	3	3	3	13
Student 14	3	3	3	2	11
Student 15	3	3	3	2	11
Student 16	4	3	3	3	13
Student 17	4	3	4	3	14
Student 18	3	3	3	3	12
Student 19	4	3	3	3	13
Student 20	4	3	2	4	13
Student 21	4	4	3	4	15
Student 22	4	4	4	4	16
Student 23	4	3	2	3	12
Student 24	3	3	3	3	12
Student 25	3	3	3	3	12

Student 26	3	3	3	3	12
Student 27	3	3	3	3	12
Student 28	4	4	3	4	15
Student 29	3	3	3	3	12
Student 30	3	3	3	2	11
Student 31	3	3	3	3	12
Student 32	2	3	3	2	10
Student 33	3	3	3	3	12
Student 34	3	2	2	2	9
Total					413

APPENDIX 7

The Result of Questionnaire

NO	QUESTIONNAIRE	TOTAL SCORE	PERCENTAGE (%)
1	POSITIVE INFLUENCE	654	44,18%
2	NEGATIVE INFLUENCE	416	28,07%
3	RELATED VOCABULARY MASTERY	413	27,86%
TOTAL		1.482	99,99%

APPENDIX 8

QUESTIONNAIRE STUDENTS' ANSWERS

Questionnaire

Name : *JUDIYANTO*

Class : *XI TKJ 3*

1. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing "Mobile Legends". <i>Saya menikmati bermain "Mobile Legends"</i>		✓		
2	I learn something new when I play "Mobile Legends". <i>Saya belajar hal baru ketika saya bermain "Mobile Legends"</i>			✓	
3	Playing "Mobile Legends" is one of fun way of learning English. <i>Bermain "Mobile Legends" adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>		✓		
4	I can find new words in English when I play "Mobile Legends". <i>Saya dapat menemukan kata kata baru dalam Bahasa Inggris ketika saya bermain "Mobile Legends"</i>		✓		
5	"Mobile Legends" makes me do not focus on my subjects at school. <i>"Mobile Legends" membuat saya tidak fokus dalam pelajaran - pelajaran saya disekolah.</i>			✓	
6	"Mobile Legends" makes me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i>		✓		
7	Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i>		✓		
8	English vocabulary in Mobile Legends is difficult to understand.				

	<i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami</i>			✓	
9	"Mobile Legends" makes me lazy to study English at school. <i>"Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.</i>			✓	
10	Playing "Mobile Legends" can add my new vocabulary in English. <i>Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.</i>		✓		
11	The statement in "Mobile Legends" can be understood easily. <i>Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.</i>		✓		
12	"Mobile Legends" allows me to understand difficult vocabulary in English. <i>"Mobile Legends" memungkinkan saya untuk memahami kosakata yang sulit dalam Bahasa Inggris.</i>		✓		
13	"Mobile Legends" makes me forget to finish my homeworks. <i>"Mobile Legends" membuat saya lupa mengerjakan pr - pr saya.</i>			✓	
14	Playing Mobile Legends makes me forget about time. <i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i>			✓	
15	I learned new words by playing "Mobile Legends". <i>I learned new words by playing "Mobile Legends".</i>		✓		
16	Playing "Mobile Legends" did not help me increase my English vocabulary. <i>Bermain "Mobile Legends" tidak membantu saya menambah kosa kata bahasa inggris saya.</i>			✓	

Questionnaire

Name : Resti Inka P

Class : XI TKJ 3

I. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing "Mobile Legends". <i>Saya menikmati bermain "Mobile Legends".</i>	✓			
2	I learn something new when I play "Mobile Legends". <i>Saya belajar hal baru ketika saya bermain "Mobile Legends".</i>	✓			
3	Playing "Mobile Legends" is one of fun way of learning English. <i>Bermain "Mobile Legends" adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>	✓			
4	I can find new words in English when I play "Mobile Legends". <i>Saya dapat menemukan kata-kata baru dalam Bahasa Inggris ketika saya bermain "Mobile Legends".</i>		✓		
5	"Mobile Legends" makes me do not focus on my subjects at school. <i>"Mobile Legends" membuat saya tidak fokus dalam pelajaran - pelajaran saya disekolah.</i>		✓		
6	"Mobile Legends" makes me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i>		✓		
7	Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i>		✓		
8	English vocabulary in Mobile Legends is difficult to understand.				

	Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami			✓	
9	"Mobile Legends" makes me lazy to study English at school. "Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.				✓
10	Playing "Mobile Legends" can add my new vocabulary in English. Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.		✓		
11	The statement in "Mobile Legends" can be understood easily. Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.			✓	
12	"Mobile Legends" allows me to understand difficult vocabulary in English. "Mobile Legends" memungkinkan saya untuk memahami kosakata yang sulit dalam Bahasa Inggris.		✓		
13	"Mobile Legends" makes me forget to finish my homeworks. "Mobile Legends" membuat saya lupa mengerjakan pr - pr saya.		✓		
14	Playing Mobile Legends makes me forget about time. Bermain Mobile Legends membuat saya lupa dengan waktu.		✓		
15	I learned new words by playing "Mobile Legends". I learned new words by playing "Mobile Legends".		✓		
16	Playing "Mobile Legends" did not help me increase my English vocabulary. Bermain "Mobile Legends" tidak membantu saya menambah kosa kata bahasa Inggris saya.			✓	

Questionnaire

Name : *Pisur Harmanawan*

Class : *XI TKJ.3*

1. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing "Mobile Legends". <i>Saya menikmati bermain "Mobile Legends".</i>		✓		
2	I learn something new when I play "Mobile Legends". <i>Saya belajar hal baru ketika saya bermain "Mobile Legends".</i>		✓		
3	Playing "Mobile Legends" is one of fun way of learning English. <i>Bermain "Mobile Legends" adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>			✓	
4	I can find new words in English when I play "Mobile Legends". <i>Saya dapat menemukan kata kata baru dalam Bahasa Inggris ketika saya bermain "Mobile Legends".</i>		✓		
5	"Mobile Legends" makes me do not focus on my subjects at school. <i>"Mobile Legends" membuat saya tidak fokus dalam pelajaran - pelajaran saya disekolah.</i>	✓			
6	"Mobile Legends" makes me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i>		✓		
7	Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i>			✓	
8	English vocabulary in Mobile Legends is difficult to understand.		✓		

	<i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami</i>		✓		
9	"Mobile Legends" makes me lazy to study English at school. <i>"Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.</i>			✓	
10	Playing "Mobile Legends" can add my new vocabulary in English. <i>Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.</i>		✓		
11	The statement in "Mobile Legends" can be understood easily. <i>Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.</i>			✓	
12	"Mobile Legends" allows me to understand difficult vocabulary in English. <i>"Mobile Legends" memungkinkan saya untuk memahami kosakata yang sulit dalam Bahasa Inggris.</i>		✓		
13	"Mobile Legends" makes me forget to finish my homeworks. <i>"Mobile Legends" membuat saya lupa mengerjakan pr - pr saya.</i>		✓		
14	Playing Mobile Legends makes me forget about time. <i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i>			✓	
15	I learned new words by playing "Mobile Legends". <i>I learned new words by playing "Mobile Legends".</i>			✓	
16	Playing "Mobile Legends" did not help me increase my English vocabulary. <i>Bermain "Mobile Legends" tidak membantu saya menambah kosa kata bahasa Inggris saya.</i>			✓	

Questionnaire

Name Parhananti

Class XI IIS 3

I. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing "Mobile Legends". <i>Saya menikmati bermain "Mobile Legends".</i>	✓			
2	I learn something new when I play "Mobile Legends". <i>Saya belajar hal baru ketika saya bermain "Mobile Legends".</i>	✓			
3	Playing "Mobile Legends" is one of fun way of learning English. <i>Bermain "Mobile Legends" adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>		✓		
4	I can find new words in English when I play "Mobile Legends". <i>Saya dapat menemukan kata kata baru dalam Bahasa Inggris ketika saya bermain "Mobile Legends".</i>		✓		
5	"Mobile Legends" makes me do not focus on my subjects at school. <i>"Mobile Legends" membuat saya tidak fokus dalam pelajaran - pelajaran saya di sekolah.</i>			✓	
6	"Mobile Legends" makes me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i>			✓	
7	Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i>		✓		
8	English vocabulary in Mobile Legends is difficult to understand.				

	<i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami</i>			✓	
9	"Mobile Legends" makes me lazy to study English at school. <i>"Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.</i>			✓	
10	Playing "Mobile Legends" can add my new vocabulary in English. <i>Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.</i>		✓		
11	The statement in "Mobile Legends" can be understood easily. <i>Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.</i>		✓		
12	"Mobile Legends" allows me to understand difficult vocabulary in English. <i>"Mobile Legends" memungkinkan saya untuk memahami kosakata yang sulit dalam Bahasa Inggris.</i>		✓		
13	"Mobile Legends" makes me forget to finish my homeworks. <i>"Mobile Legends" membuat saya lupa mengerjakan pr – pr saya.</i>			✓	
14	Playing Mobile Legends makes me forget about time. <i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i>			✓	
15	I learned new words by playing "Mobile Legends". <i>I learned new words by playing "Mobile Legends".</i>		✓		
16	Playing "Mobile Legends" did not help me increase my English vocabulary. <i>Bermain "Mobile Legends" tidak membantu saya menambah kosa kata bahasa Inggris saya.</i>			✓	

Questionnaire

Name : Anisa Damayanti

Class : XI TKJ 3

I. Give the mark (v) in the column based on your answer to each statement!

No	Statements	Absolutely Agree	Agree	Disagree	Absolutely Disagree
1	I enjoy playing "Mobile Legends". <i>Saya menikmati bermain "Mobile Legends".</i>			✓	
2	I learn something new when I play "Mobile Legends". <i>Saya belajar hal baru ketika saya bermain "Mobile Legends".</i>	✓			
3	Playing "Mobile Legends" is one of fun way of learning English. <i>Bermain "Mobile Legends" adalah salah satu cara yang menyenangkan dalam belajar Bahasa Inggris.</i>	✓			
4	I can find new words in English when i play "Mobile Legends". <i>Saya dapat menemukan kata kata baru dalam Bahasa Inggris ketika saya bermain "Mobile Legends".</i>	✓			
5	"Mobile Legends" makes me do not focus on my subjects at school. <i>"Mobile Legends" membuat saya tidak fokus dalam pelajaran - pelajaran saya di sekolah.</i>			✓	
6	"Mobile Legends" makes me interested to learn English. <i>"Mobile Legends" membuat saya tertarik untuk belajar Bahasa Inggris.</i>		✓		
7	Playing "Mobile Legends" can also practice my listening skills. <i>Bermain "Mobile Legends" juga dapat melatih kemampuan mendengarkan saya.</i>		✓		
8	English vocabulary in Mobile Legends is difficult to understand.			✓	

	<i>Kosakata Bahasa Inggris dalam Mobile Legends susah dipahami</i>				
9	"Mobile Legends" makes me lazy to study English at school. <i>"Mobile Legends" membuat saya malas belajar Bahasa Inggris disekolah.</i>			✓	
10	Playing "Mobile Legends" can add my new vocabulary in English. <i>Bermain "mobile Legends" bisa menambah kosakata baru saya dalam Bahasa Inggris.</i>		✓		
11	The statement in "Mobile Legends" can be understood easily. <i>Pernyataan di "Mobile Legends" dapat dipahami dengan mudah.</i>		✓		
12	"Mobile Legends" allows me to understand difficult vocabulary in English. <i>"Mobile Legends" memungkinkan saya untuk memahami kosakata yang sulit dalam bahasa Inggris.</i>	✓			
13	"Mobile Legends" makes me forget to finish my homeworks. <i>"Mobile Legends" membuat saya lupa mengerjakan pr-pr saya.</i>				✓
14	Playing Mobile Legends makes me forget about time. <i>Bermain Mobile Legends membuat saya lupa dengan waktu.</i>				✓
15	I learned new words by playing "Mobile Legends". <i>I learned new words by playing "Mobile Legends".</i>		✓		
16	Playing "Mobile Legends" did not help me increase my English vocabulary. <i>Bermain "Mobile Legends" tidak membantu saya menambah kosa kata bahasa inggris saya.</i>				✓

APPENDIX 9
RESEARCH LETTER



PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 KOTA JAMBI
Email : smkn1kotajambi@gmail.com

Jalan Jend. A. Thalib Telanaipura Kode Pos 36124 Telp. (0741) 60681 NSS/NPSN : 10505463/34110600104

SURAT KETERANGAN TELAH MENGADAKAN PENELITIAN
Nomor : 800/256 / I10/ SMK N 1/2022

Yang bertanda tangan di bawah ini :

Nama : Ir. SEPRIADI ERMAN, M.Si
N I P : 19641231 199403 1 062
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : M RODHIWA ADHA
N I M : 1800888203037
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian guna penyusunan Skripsi pada tanggal 27 Mei 2022.

JUDUL SKRIPSI :

"THE INFLUENCE OF ONLINE GAME MOBILE LEGENDS IN STUDENTS'
VOCABULARY MASTERY AT ELEVENTH GRADE OF VOCATIONAL HIGH
SCHOOL 1 JAMBI CITY"

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 03 Juni 2022
Kepala Sekolah

Ir. SEPRIADI ERMAN, M.Si
NIP. 19641231 199403 1 062

