

**GAMING AS EXTRAMURAL ENGLISH AND LEARNERS'  
VOCABULARY KNOWLEDGE IN LEARNING ENGLISH AS FOREIGN  
LANGUAGE**

**THESIS**



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**THESIS**

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## **APPROVAL SHEET**

This is to certify that the Proposal Sarjana's Thesis of Fira Istiqomah Nita has been approved by the thesis advisor for further approval by the Board of Examiners.

Jombang, 29th July 2020

Advisor

A handwritten signature in black ink, appearing to read 'Masriatus Sholikhah'.

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## **MOTTO**

- *While writing this reseach, keeps believe* -
- *Will always be there a happiness after tears* -
- ***r a t i m a h t a*** -

## DEDICATION

1. First of all, I pray and thank unto Allah SWT, the lord of universe who has been giving me mercies and blessings in my life
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## ABSTRACT

Fira Istiqomah Nita, 2020. **Gaming as Extramural English and Learners' vocabulary knowledge in English as Foreign Language.** Advisor: Masriatus Sholikhah, M.Pd.

Keywords: *Online games, vocabulary*

This research purposes to find the relationship between gaming as Extramural English and learners' vocabulary knowledge. It focuses on taking a research problem with question What is the relationship between time spend playing online games and learners's vocabulary knowledge, to answer the research problem this research use two kinds of data instrument.

The 26 data collected from students as the learners' of Al-Ummah Junior high School Jombang which consist of boys that mostly a gamer. This research was analyzed by using quantitative research that take correlation non-parametric spearman SPSS 20. The it got the result hypothesis data Sig (2-tailed) 0,354 with total 26 respondents' (N) and the significant value of X and Y is 0,354 which is more than  $>0.05$ , means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It described that there is no significant relationship between Time spend playing online games (X) and learners' vocabulary knowledge (Y).

It can be concluded that the time learners' playing online games does not have a relationship with learners' vocabulary knowledge that learners' have. Even the language setting that learners' have in their online games is English or Indonesian. It is not effected their language knowledge in vocabulary.

## ABSTRAK

Fira Istiqomah Nita, 2020. **Bermain game sebagai bahasa Inggris Extramural dan pengetahuan kosa kata Pelajar dalam bahasa Inggris sebagai Bahasa Asing.** Penasihat: Masriatus Sholikhah, M.Pd.

Kata kunci: *Game online, kosakata*

Penelitian ini bertujuan untuk menemukan hubungan antara bermain game sebagai Extramural English dan pengetahuan kosa kata peserta didik. Dalam fokus mengambil masalah penelitian dengan pertanyaan "Apa hubungan antara menghabiskan waktu bermain game online dan pengetahuan kosa kata peserta didik" untuk menjawab masalah penelitian penelitian ini menggunakan dua jenis instrumen data.

Ke-26 data yang dikumpulkan oleh siswa sebagai peserta didik SMP Al-Ummah Jombang terdiri dari anak laki-laki yang sebagian besar adalah seorang gamer. Penelitian ini menganalisis data menggunakan penelitian kuantitatif yang mengambil korelasi non-parametrik spearman SPSS 20. Dari hasil penelitian didapatkan data hipotesis Sig (2-tailed) 0,354 dengan total 26 responden (N) dan nilai signifikansi X dan Y adalah 0,354 yang lebih dari  $> 0,05$ , berarti hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_o$ ) ditolak. Ini menggambarkan bahwa tidak ada hubungan yang signifikan antara Waktu yang dihabiskan untuk bermain game online (X) dan pengetahuan kosa kata peserta didik (Y).

Dapat disimpulkan bahwa waktu yang dimainkan pelajar dalam permainan online tidak memiliki hubungan dengan pengetahuan kosa kata pelajar yang dimiliki oleh pelajar. Bahkan pengaturan bahasa yang dimiliki peserta didik dalam permainan online mereka adalah bahasa Inggris atau bahasa Indonesia. Itu tidak mempengaruhi pengetahuan bahasa mereka dalam kosa kata.

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the study**

The English language considered has the most significant number of vocabulary in the world (Crystal:2002 at cited in Min, Y.K:2013. 64), it is expected to reach approximately 20,000 words families or 70,000 words (Nation:2013). Vocabulary can be defined as word everyone must know to communicate effectively, the word in speaking and words in listening (Neuman and Dwyer:2009 at cited in Alqahtani:2015. 24). It means that even the degree of the learner's competency knowing in grammar and pronunciation, having one of them cannot get effective communication without sufficient vocabulary knowledge (Min, Y.K:2013). In the educational context, vocabulary knowledge is often viewed as a critical tool for second language learners, when the learners have a limited range of vocabulary, it impedes the communication (Alqahtani:2015). Moreover, vocabulary becomes the most of learning the language.

In learning Foreign Language process, EFL students should acquire language process, including in acquiring new vocabulary since it becomes one of the knowledge areas in language. Furthermore, it also plays a great role for learners in acquiring a language (Cameron:2001 at cited in Alqahtani:2015. 22). The vocabulary allows making learner easier for mastering English language skills. The learner English as a foreign language (EFL) has to acquire the four skills that in all language skills consist of listening, speaking, reading, and writing (Nation:2013).

The skills have the terms in passive (for listening and reading) and active (for speaking and writing) are sometimes used as synonyms for receptive and productive. Mainly, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Both of them have an aspect of knowing the word, the most general level of knowing a word involves the form, meaning, and use of the word. However, before they can acquire all of the skills, they should have the ability in vocabulary knowledge learning as an indispensable component in their language learning also.

Lack of adequate vocabulary become serious prevent for learners in the English learning process (Sundqvist:2009). Seems not like other, in the researcher observation found an excellent vocabulary knowledge from uttered by the students in her class. The researcher taught the class using an asking and answer method. When the researcher explained, she asks the students about the meaning of the word in vocabulary that seems look not typical such as: Throughout, survive, converse, absurdities, accidentally and many more. After having a short interview, it is revealed that they suck consciously acquire a large range of vocabulary just by playing the online game.

Generally, gaming is an activity that is most associated with a teenager. (Sundqvist:2009) as Sylven and Sundqist explained about that, it also the researcher's found from her students class. (Sundqvist:2009,



Sylvén:2012,Bogdanova:2019) Argued that by the time learners actively engaged with the online game where English is the media to transfer interaction, then learners' vocabulary knowledge is developed as well. They started to know many vocabularies from playing games, which means that they learn English from outside the class. As a result, some learners generally could understand different vocabulary before they acquired it in the class. Since children learn more English outside school than they do in school these days (Sundqvist:2009) means that some learners could understand some vocabulary before they get in their class.

There are plenty of opportunities to come across English outside of school. Nowadays, English is commonly used in every field of life, such as: television, film, stores, social media, browsing the web and playing video games; at least one of them had conscious strategies for improving their English belong in vocabulary knowledge (Sunqvist:2009). In getting learning English not from the class but outside of the class is an extramural English.

Extramural English is derived from Latin origin, the prefix *extra* means outside, and the stem *mural* means wall. The word extramural can therefore be directly translated to outside the walls. Applied to English learning, extramural English means *Learning English outside the walls*. It refers to the English that learners encounter outside school explained, (Sundqvist:2009, Sylvén:2012,Bogdanova:2019). It is different with learners learning in outdoor activities. The word outdoor activities is used to the learning outside the classroom that handled by the teacher. The

teacher explain something to purpose the leaners know-well (Waite:2014), also express that an essential factor for defining and explaining extramural English is the contact with the language is not begun by the teacher. It could be by the learners their selves who voluntary learn it, to help them develop an innate interest in English.

The underlying study in this field was initiated by (Sundqvist:2009) she investigated the usage of extramural English among Swedish ninth graders students from out four school classes at three different schools. She tried to reveal the relationship between extramural English and vocabulary. Finally, she found that vocabulary knowledge has a clear relationship with extramural English. She named that playing video games make the learners ultimately increase their language skills, mainly in vocabulary mastery.

After having a final research in 2009, Sunqvist with Sylven in 2012 made discussion trough the extramural English with gaming in L2 learning and L2 proficiency among young learners. This study also observed the vocabulary as the test to correlate learners' English skills trough young learners in fifth grades. (Sundqvist and Sylven:2012) This study focuses on the possible relationships between playing games and informal L2 English learning, it was found as valid research with has a significant correlation between digital gaming and L2 proficiency.

After extramural English proofed that it could espouse learners in their language learning. In line with Sundqvist (2009) and Sundqvist and

Sylvén (2012) Bogdanova in 2019 was also conducted similar research. The research taught the students in third grades of the elementary school in Sweden who plays digital games. As it was found, 84,2% of the students who participated in the study that played digital games and 75,2% of them played games in English. Furthermore, the result of Bogdanova research is also showed that the students who play digital games have an impact with their English knowledge, especially could have a better understanding in vocabulary that they get from playing the game.

As it becomes discussed in some previous study before, this research will also take research in term of extramural English. Recently, Indonesia becomes a globalization country, or it can say that it will be a developed country. The education of Indonesia, some of them, also begin to the international style, like using an online mode, giving homework through an online mode. Also, it forces some students should have their equipment to support their study in school. So, it is familiar if sees teenagers having a mobile phone or some electronic tools. In claimed by (Bogdanova:2019) that if the years pass through 2010, 61 per cent of 9 to 16 years old would have a computer in their bedroom, meaning that is the event, a younger or teenager children have opportunities to be online or playing video games.

The teneeger who has opportunities to play video games also done in one of Junior High School in Jombang, East Java of Indonesia, which has electronic tools to support the schools' learning, so the students also have their mobile phone to support their learning. The researcher is

teaching in that Junior High School Jombang, here found that the student has a good understanding of English. In especially, their vocabulary knowledge. Somehow it becomes much of question, how can they have a good vocabulary knowledge before they get in their class. In other time, the researcher asked them then get the answer that they get many vocabulary words by receptive vocabulary (listening and reading). Their big receptive vocabulary is come from playing their mobile phone through online games. The games they are playing is about the battle royale game genre. As the researcher has found, the popular games online in this years are Class of Clans (COC), Totally Accurate Battleground (TABG), Minecraft Survival Games (MSG), Player Unknown's Battleground (PUBG), Mobile Legend (ML), and Free Fire (FF).

Playing online games is not a learning activity in class. So it becomes an outside school named Extramural English. In brief, the researcher takes the title of this research is **“Gaming as Extramural English and Learners’ vocabulary knowledge in Learning English as Foreign Language.”**

## **B. Research Problem**

Based on the background of the study above, the researcher formulates a research problem as follow:

What is the relationship between time to spend playing online games and learners’ vocabulary knowledge?

### **C. Objective of the Study**

Based on the statement of the problem above, the objective of this study as follows:

To analyze the relationship between time to spend playing online games and the vocabulary knowledge that the EFL learners gets from playing online games

### **D. Significances of the study**

Theoretically, this research can be utilized as a reference for further researches in a similar field. All explanations about Extramural English are going to be discussed clearly through some believable references. Practically, this research will give advantages for English teachers to help them create innovative learning activities, by combining some games online to the students learning in class.

### **E. Scope and Limitation**

The scope of this research is taken from the ninth grades of Al-Ummah Islamic Junior High School Jombang East Java, that has two classes in the ninth grades, which have boys class and girl class. Here the researcher takes the boys class that has 30 students, it because of the students in that class is an online gamer who are often playing online games in their daily.

The limitation of this research is the fact that the research only focuses on vocabularies knowledge that the students get and the relationship between time to spend playing games from playing online games outside school. The popular game's genre in the boys' area is about

the battle online game genre. It often to be played because it could be a fun battle with each other. There are many battle online games genre in Indonesia such as, Clash of Clans (COC), Totally Accurate Battleground (TABG), Minecraft Survival Games (MSG), Player Unknown's Battleground (PUBG), Mobile Legend (ML), and Free Fire (FF). However, The focuses games in this research are Player Unknown's Battleground (PUBG) and Mobile Legend (ML) because those games are the most popular online games that played by the students of this class. Beside those are popular, PUBG and ML both are an online battle game that has online communication with the other players, has interesting rules to play. Having kind of heroes for playing by unconsciously they also can get much of vocabulary knowledge besides this games to use the English language for the instruction and this games also could hear the heroes voice that makes the player more often meet the English language.

## **F. Definition of the key term**

### **1. Vocabulary**

Vocabulary is the knowledge areas in learning the language; it plays a significant role for learners in acquiring a language. It states that the learners' vocabulary development is an essential aspect of their language development (Cameron:2001 cited at Alqahtani:2015,22) means that without having vocabulary knowledge, it is hard to have excellent communication.

### **2. Extramural English**

The term extramural English means *Learning English outside the walls*. It refers to the English that learners encounter outside school explained, (Sundqvist:2009, Sylven:2012,Bogdanova:2019).

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consist of the related literatures which support the research. The related literatures discussed are theoretical background, previous studies, and theoretical framework. The theoretical framework are includes Vocabulary, Second Language Acquisition (SLA), Extramural English and some previous studies.

#### **A. Theoretical Background Based of Independent Variable**

##### **1. Extramural English**

The term Extramural English is derived from Latin origin, the prefix *extra* means outside and the stem *mural* means wall. The word extramural can therefore be directly translated to outside the walls. Applied to English learning the term extramural English means: *Learning English outside the walls*, referring to the English that learners encounter outside school explained, (Sundqvist:2009) They also express that an important factor for defining and explaining extramural English is the contact with language is not begun by the teacher. It could be by the learners theirselves who voluntary learn it, to help them develop innate interest in English.

Nowdays, (Sunqvist:2009) had explain that English is commonly found in almost every field in daily basis such as:

- a. Watching television
- b. Advertisement



- c. Watching film
- d. In stores
- e. In social media
- f. Browsing the web
- g. Playing video games

Generally video games is an activity that is most associated with teenager (Sylvén and Sundqvist:2012). Especially since a western games that has English instruction is come in Indonesia. It mostly become the learners habitual to playing video games than open their book to studying. They spent their time holding on their mobile phone. But, in surprisingly they instead has a good vocabulary knowledge. They could has many vocabulary it is like out of their brain. Because of the video games that they are playing it everyday has an English instruction they could filter and get some vocabulary.

(Sundqvist:2009) as the originator name of Extramural English, in her study also defined Extramural English as an linguistic activities in English that learners do or are involved in outside the classroom in their spare time. Her result data told that Playing video games makes the learners who play video games have rely heavily on their language skills in the target language as much vocabulary that they could get from playing it. In additional it has the explicate possible correlation between Extramural English and vocabulary on the other.

As the study of (Bogdanova:2019) also get a research that took an grade three of elementary school as their object and divided it in different gender, this study found vast majority of students in grade three of elementary school in Sweden play digital games. As 84,2% of the students who participated in this study played digital games and 75,2% of them played games in English. The results also show that boys play digital games more than girls and have a better understanding of gaming vocabulary and it does impact their English knowledge.

## **2. Video games**

A game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome (Espocito:2005,2). It is an interesting tool which is familiar in this era. Over the centuries, games have slowly changed, with many popular ones, such as chess and checkers, still being played today. There are card games; board games; word games, like crossword puzzles; and math games, like Sudoku. The onset with the technological revolution in electronics in the 1970s and 1980s, and the rise of computers, games changed in a fundamental way.

Moreover, no longer were people moving pieces on a board by hand or writing out answers on a piece of paper. Instead they began playing games using a computer monitor. They began experiencing games in a virtual, rather than physical and, world (Hile:2009,10). This advance seemed innocent enough at first. While the technology was still new, the

primitive and limited capabilities of early video games were more of a novelty than a cultural phenomenon.

Nowdays, video games become more and more realistics with the technology progress. the ability to control characters' actions on the screen have become so convincingly true to life that the experience is almost like living in another world (Hile:2009,11). Whether using a home system, such as the Nintendo Wii or PlayStation 3, or playing online, players are now submerged in a virtual reality where they can assume another character's identity, seek outlandish adventures in another world, make friends, communicate with others person until far from the side place and event in other country in the world.

## **2.1 Online games**

Online game is a game which have 2D/3D graphic, sounds, animation and a rules to play. It can include storyboard or storyline even in single player or multi player depend in the game played. A game without an internet connection cannot be said as online game (Derryberry:2007,4). In having the 2D/3D graphic, sounds, animation and a rules in play those could make the player interest to play.

The interesting part are, the player could enter in a place or a situation that couldnot find in the real life. It can become a shooter that has an enemies and struggling for alive, or become a hero which have some ability to fight enemies. The player could fight with using singleplayer or multiplayer means that the player fight by itself named

single player, then making a group with other player to fight some enemies.

In using multiplayer or making a group of some player, this game could communicate with other player even in close range or in far range to other world. So, sometimes the player could be communicating with the different language, without subconsciously the player should communicate with a foreigner language.

## **2.2 Battle royale game genre**

A battle royale game is an online multiplayer video game genre that blends the survival, exploration, and scavenging elements of a survival game with last-man-standing gameplay. Battle royale games involve dozens to hundreds of players, who start with minimal equipment and then must eliminate all other opponents while avoiding being trapped outside of a shrinking "safe area", with the winner being the last player or team alive. The name for the genre is taken from the 2000 Japanese film *Battle Royale*, itself based on the novel of the same name, which presents a similar theme of a last-man-standing competition in a shrinking play zone (Wikipedia:last edited 2020).

There are many battle online games genre in Indonesia such as, Clash of Clans (COC), Totally Accurate Battleground (TABG), Minecraft Survival Games (MSG), Player Unknown's Battleground (PUBG), Mobile Legend (ML), and Free Fire (FF). However, The focuses games in this research are Player Unknown's Battleground (PUBG) and Mobile Legend (ML) because those games are the most

popular online games that played by the students of this class. Beside those are popular, PUBG and ML both are an online battle game that has online communication with the other players, has interesting rules to play. Having kind of heroes for playing by unconsciously they also can get much of vocabulary knowledge besides this games to use the English language for the instruction and this games also could hear the heroes voice that makes the player more often meet the English language.

## **B. Theoretical Background Based of dependent Variable**

### **1. Vocabulary**

As general, the English language in vocabulary has the essential thing in the world. It is expected to reach approximately 20,000 words families or 70,000 words (Nation:2013.12). Thus for having well-balanced language vocabulary have some ways. They are from comprehensible meaning-focused strands of learning from the input and learning from the output.

#### **1.1 Learning from Input**

Learners should have the opportunity to learn new language items through listening and reading activities where the main focus of attention is on the information in what they are listening to or reading. From listening, someone could get used to listening some new words such as from listening music, television, storytelling or hearing someone speaking and also by reading they could get many vocabularies, reading magazine, newspaper, or books.

## **1.2 Learning from output**

Learners in learning vocabulary by speaking and writing. Those are useful means of vocabulary development because they make the learners focus on words in ways they did not have to while listening and reading. Having to speak and write encourages learners to listen like a speaker and read like a writer. They are doing something and making something, as it becomes their habitual, they will get many vocabularies knowledge.

## **1.3 Receptive and productive vocabulary**

In discussions of learning vocabulary, the term receptive and productive as always used to see (Nation:2013.46). The terms passive from the input (for listening and reading) and active from the output (for speaking and writing) are sometimes used as synonyms for receptive and productive. Mainly, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Both of them have an aspect of knowing the word, the most general level of knowing a word involves the form, meaning, and use of the word.

The terms receptive and productive apply to a variety of kinds of language knowledge and use. When those two variety are applied to vocabulary, these terms cover all the aspects of what is involved in knowing a word. In normal language-learning conditions, receptive

use generally gets more practice than productive use, and this may be an important factor in accounting for differences in receptive and productive vocabulary size, particularly in measures of total vocabulary size. There is some evidence that both receptive learning and productive learning require particular practice to be properly learned (Nation:2013.51). However, receptive vocabulary grows faster at lower levels, but different with productive vocabulary that grows faster at higher levels of foreign language (Bardakçı:2016,240). When it is talking about the vocabulary knowledge, it has the test to knowing someone vocabulary knowledge. Here are the vocabulary test that will be used as the instrument of this research:

To test vocabulary 2000 levels:

- |            |                              |
|------------|------------------------------|
| 1. Out     |                              |
| 2. Enter   |                              |
| 3. Go      | _____the way you to get in   |
| 4. Bring   | _____ you keep in your hands |
| 5. Through | _____you should save it      |
| 6. Keeping |                              |

It is supposed to match the explanations on the left with the target words on the right. Each correct answer is calculated got the point. Learners' vocabulary knowledge lexicon has two kind of important aspect aspect, they are breadth and depth of vocabulary knowledge. The test above in 2000 levels is a way knowing breadth vocabulary that learners' have ((Bardakçı:2016,241). Here is a test knowing the depth learners' vocabulary:

Synonym test:

Honest

- |          |         |
|----------|---------|
| a. Lie   | c. fair |
| b. Happy | d. sad  |

The test above purpose in knowing the similar words from the clues word that given. When scoring the test, the participants are given one point for each correct answer, and the total score represents the depth of vocabulary knowledge for the test taker. Research based on testing the breadth and depth of vocabulary by using the measures explained so far mainly focuses on the receptive aspect of learners' get their L2 vocabulary.

### **C. Previous Studies**

The researcher finds few studies which have similar topic relating to the Extramural English which has relationship with vocabulary. In this section some related studies are discussed briefly to give clear foundation and support for the present study.

The first study was inniciated (Sundqvist:2009), she investigated the usage of extramural English among Swedish ninth graders students from out four school classes at three differents schools. Participated by 80 participants: 36 boys and 44 girls. Of these, eight had a first language other than Swedish. The results can be generalized to that statistical population. The rate of internal attrition was low (8%) altogether, 74 students completed all parts of the study. Empirical data included a questionnaire, language diaries, recorded speech from speaking tests, raters' assessment of learners' speech,



written vocabulary tests, the Swedish national test of English for grade 9, and student interviews. A mixed methods research design was adopted; i.e., both quantitative and qualitative methods were used in a separate and parallel manner and the results were integrated into the interpretation phase.

The focus of this study has been on Swedish ninth graders' extramural English, oral proficiency, and vocabulary. She has defined extramural English (EE) as linguistic activities in English that learners do or are involved in outside the classroom in their spare time. Finally, she found that the vocabulary knowledge has a clear relationship with extramural English. She named that playing video games make the learners ultimately increase their language skills mainly in vocabulary mastery.

After have a final research in 2009, Sunqvist with Sylven in 2012 made discussion trough the extramural English with gaming in L2 learning and L2 proficiency among young learners. This study also observed the vocabulary as the test to correlate learners' English skills trough young learners in fifth grades. (Sundqvist and Sylven:2012) This study focuses on the possible relationships between playing games and informal L2 English learning, it was found as a valid research with has significant correlation between digital gaming and L2 proficiency.

After extramural English proofed that it could espouse learners in their language learning. In line with Sundqvist (2009) and Sundqvist and Sylven (2012) Bogdanova was also conducted similar research in 2019. The research taught the students in third grades of elementary school in Sweden who plays digital games. As it was found 84,2% of the students who participated in the study that played digital games and 75,2% of them played games in English. And the result of Bogdanova research is also showed that the students who plays digital games are have an impact with their English knowledge, especially could have a better understanding in vocabulary that they get from playing game.

#### D. Theoretical Framework

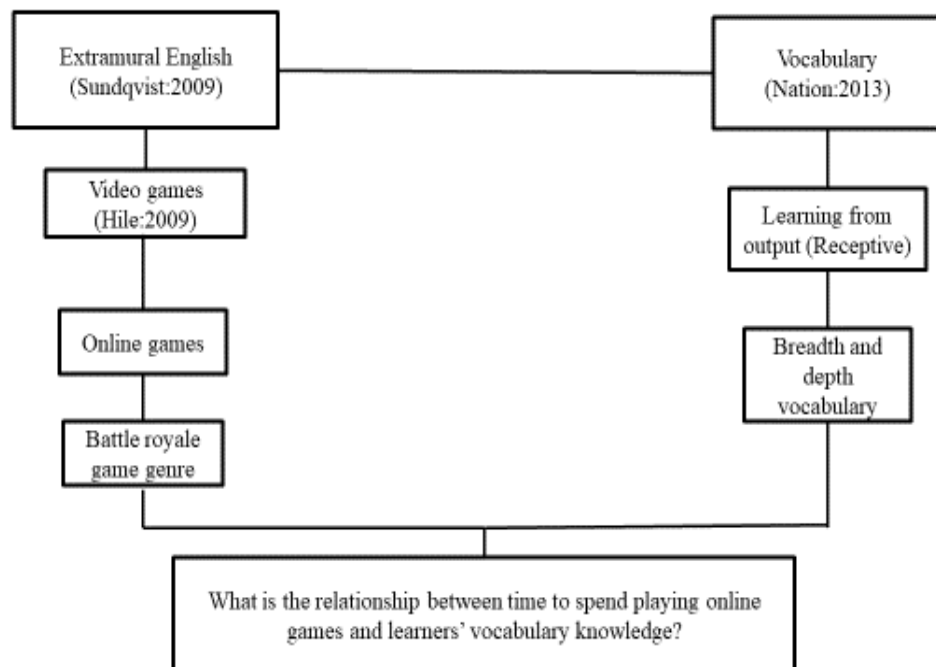


Figure 1.1 Theoretical framework

In this research, the researcher focuses on the vocabulary knowledge that they get from playing digital games in their activities outside of classroom learning. In using some questionnaire and vocabulary test score it will be researching the relationship between time spend playing online games and learners' vocabulary knowledge. Overall, the researcher will get a research Gaming as Extramural English and Learners' vocabulary knowledge in Learning English as a Foreign Language.

#### **E. Hypothesis**

The statistical Hypothesis are then formulated for the shake of statistical analysis. The statistical hypothesis which includes the alternative hypothesis and null hypothesis of this research are:

**Ha:** there is significant relationship between time to spend playing online games and learners' vocabulary knowledge

**Ho:** there is no significant relationship between time to spend playing online games and learners' vocabulary knowledge

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher presents the research method which focuses on the method used in this research. It consist of research design, variables of the research, population and samples, data collection procedures, research instruments, and data analysis.

#### **A. Research Design**

This research design is conducted through non-experimental research that is in quantitative research. The non-experimental used to identify variables and look for relationships between some variables without manipulating variables and will using a correlation types of quantitative research used to determine the relationship between two variables more (Ary:2010,351). The researcher will collect the data from two variables, and tries to determine whether these variables are correlated.

The two variables are learners' vocabulary knowledge and their time spend playing online games, learners' vocabulary knowledge as the dependent variable and their time spend playing online games as the independent variables. Then will be finding the determine of whether or not there is a relationship between learners' vocabulary knowledge and their time spend playing online games. Therefore, this research uses a quantitative type that explined (Ary:2010,25) which states that quantitative research is used to examine the relationships between variables. These variables can be measured using instruments, and it can be analyzed with statistical procedures.

## **B. Variable of the Research**

### **1. Variable**

A variable is a construct or a characteristic that can take on different values or scores (Ary:2006,37). The variable will be observed and analyzed by the researcher to be generalized. This experimental research has had two variables, independent variable and dependent variable.

#### **1.1 Independent Variable**

The independent variable is manipulated (changed) by the experimenter or the researcher. This variable becomes the cause of appearing effect into dependent variable.

#### **1.2 Dependent Variable**

The variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter or the researcher. The dependent variable is so named because its value is hypothesized to depend on, and vary with, the value of the independent variable.

### **2. Population and Samples**

#### **2.1 Population**

A population is defined as all members of any well defined class of people, events, or objects (Ary:2010,148). The population that used in this research is taken from the ninth grades of Al-Ummah Islamic Junior High School Jombang East

Java, it has two classes in the ninth grades, which have boys class and girl class.

## **2.2 Samples**

Sample is the part of the population that is taken by the researcher to the research which has some characteristic. Ary, et. al, (2010:148) said that sample is a portion (some members) of the population. In this research, the researcher takes the boys class that has 30 students, it because of the students in that class is an online gamer who are often playing online games in their daily.

## **C. Data Collection Procedures**

Data collection is a process to get the data which they are relevant research. In this research, the researcher used some steps in collecting data, they are:

1. The researcher will prepare the instrument
2. The researcher will validate the instrument to the expert validator
3. The researcher will try out the instrument
4. The researcher will analyze the validate and reliable of the instrument
5. The researcher will give and collect the data instruments
6. The researcher will analyze the result of the data with SPSS program.

## **D. Research Instruments**

### **1. Research Instruments**

This research is using quantitative design in nonexperimental that finding the correlation between learners' time spend playing online games and their vocabulary knowledge. There are two variables that should be found, here the research take some questionnaire as the learners' time spend playing game data and a vocabulary test for the learners' vocabulary knowledge data. There for this research will use two kinds of instrument some questionnaire and testing.

1.1 The first instrument is using questionnaire. A questionnaire is an instrument that contains of a respondents' written responses to the question given by marking items that indicate their response (Ary:2010,648). The questionnaire use for finding their time spend playing online games, but first it is opened with a question about their game preference then about their language setting in their online games and closed with the question about how long is their time spend playing online games in a week, here is the qualification for counting:

- a. Score 1 for learners who spend their time  $< 3$  hours in a week
- b. Score 2 for learners who spend their time 3-5 hours in a week
- c. Score 3 for learners who spend their time 6-10 hours in a week
- d. Score 4 for learners who spend their time  $> 10$  hours in a week

By the qualification above, It could be read that the lower learners choose the time in spending their time in playing online games the lower they get the score and the higher learners choose the time in spending their time in playing online games the higher they get the score.

1.2 The second instrument is using Test. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior (Ary:2010,201). The test that will use in this research is vocabulary test, to knowing the score vocabulary knowledge that the learners have. The researcher will give 25 question test using VLT (Vocabulary Level Test) Types, 20 question in definition context and 5 in synonym context. Then the learners will fill it with one of the answers choices. So if the students of each group could answer overall questions correctly, they would get perfect score 100.

## **2. Instrument Validity**

Instrument validity is the thing done for giving the instrument to the learners. Before the researcher gives instruments to respondents, it is important to tests whether the instruments used to collect data are valid or not. Therefore, the validity test is conducted by researchers before data collection. Validity is the extent to which references made from assessment result appropriate, meaningful, and useful in terms of purpose of the assessment. So, an instrument is called to be valid if it measures



what should be measured. Explained that validity is the extent has really observed, set out, and generalize one finding from the subject (Ary:2010:212). There are two types of validity that will be used for the instrument of this research. They are as follows :

### **2.1 Content Validity**

Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or questions) is right to measure the latent concept that we are trying to measure (Muijs, D, 2004:66).

### **2.2 Construct Validity**

Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring. To do this we can use a statistical method called confirmatory factor analysis by using (Muijs, D, 2004:68).

In this research, the researcher uses validity to validate the questionnaire and the vocabulary test. The researcher chooses content validity because the items in the questionnaire must be in accordance with the researcher's needs in the research, and the researcher chooses a lecturer from STKIP PGRI Jombang as an expert to validate the questionnaire and the vocabulary test. Because in content validity researchers need experts who can provide criticisms and suggestions if something is wrong or not appropriate in the questionnaire and the vocabulary test, and make sure that the instrument is suitable to be used.

After getting the validation instrument from the expert. It will put to the next validation named validity and reliability, those are the

cretarions for validate the instrument before giving to the learners. In general, validity is the extent to which a test measures what it claims to measure. Meanwhile reliability is the extent to which the test measures accurately and consistently.

It is necessary has the construct validity for checking the quisionnaire and the vocabulary test, the instruments should be tried out to other respondents. The researcher has tried out to the 31 respondents taken from eight grade Al-Ummah Junior hight school Jombang that consist of boys. The process of try out is conducted by Google Form and by doing so, the researcher get the result of the try out and analyze the result of the tryout by using SPSS to determine the construct validity items in the test. The steps to validate are: Mark all of the scores - select analyze - then select correlate – select bivariate – mark all of variables and put into column beside – checklist pearson column – then select OK.

The test items considered to be valid if the p value of the items is less than .05 and more than .05 is not valid. The SPSS result of the try out scores determines that 32 items from 50 item are valid. Those are valid items numbers in vocabulary test are, 1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 24, 26, 30, 32, 33, 35, 36, 38, 3, 45, 46, 47, 48, 49, 50 numbers of the test.

### **3. Instrument Reliability**

A second element that determines the quality of our measurement instruments is reliability. Reliability does have a specific meaning when

we are talking about statistical measurement. Basically, whenever we are measuring something, there is some element of error called measurement error. Reliability then refers to the extent to which test scores are free of measurement error (Muijs, D, 2004:71). The researcher analyzes the reliability of the test by using CRONBACH Alpha in SPSS Statistic Program. The score will be able to called reliable if the score of CRONBACH Alpha is more than .06 ( >0.6). the steps to get reliable score are: select analyze – scale – reliability analysis - mark all of variables and put into column beside except total score – select statistic – checklist column if scale item delete – continue – than OK. The criterions of the reliability of the test can be viewed through the table below :

<b>Reliability Coefficient</b>	<b>Interpretation</b>
0,800 $\leq$ 1,000	Very high
0,600 $\leq$ 0,800	High
0,400 $\leq$ 0,600	Enough
0,200 $\leq$ 0,400	Low
0,000 $\leq$ 0,200	Very low

The result of SPSS programs shows that CRONBACH Alpha score of the vocabulary item is .861. There is the reliability criteria that has reliability value from 0.000 to 1.000, means that the vocabulary test item has very high reliability.

## **E. Data Analysis**

After collecting data, the next step is analyzing the data. Since this research is a quantitative research that find the relationship between time spend playing online game and learners vocabulary knowledge. So the researcher will use correlation between two variables to analyze the data by using SPSS 24.0 program. All data obtained from the results of questionnaires and learners' vocabulary test score and analyzed quantitatively.

The research question is finding the relationship between two variables, they are time spend playing online game and learners vocabulary knowledge. In collecting the learners time spend playing online games the researcher use questionnaire and collected the data in table (Appendix 09) Then to collect the data of vocabulary test score is using the table (Appendix 07). After collected the data, it will suddenly analyze with correlation non-parametric spearman SPSS 24.0.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter will be presented by the researcher convey the findings after taking the data by Google form related the relationship between time spend playing online games and vocabulary knowledge. This chapter will explain about the research finding and discussion that included the description of the data, the data analysis and discussion.

#### **A. Finding**

This finding research presented the result data that conducted in Junior high School Islam Al-Ummah Jombang choosing the ninth grade classes in consist of 30 students and finding the research problem of the relationship between time to spend playing online games and learners' vocabulary knowledge. Because the effect of COVID-19 pandemic that requires learners' as a student study, go to school and stay safe doing everything at home. Therefore, this research choose the Google form to collect the data instrument from questionnaire and vocabulary test. But, because using google form is an online way to collect the data, the researcher could not control the learners. The data that collected is only 26 data respondent from the 30 learners in the class. After collecting the data, the researcher will analyzed statistically using SPSS 20.

This research is finding the result in choosing a learners' playing online games. Therefore, the researcher is using ninth grade class in Junior high School Islam Al-Ummah Jombang because of this class are mostly is a gamer. It is proven from the data obtained through a questionnaire, from the data collected 26 learners are a gamers and only one of them are not a gamer (Appendix 08).

## 1. Hypothesis testing

The questionnaire data take the learners' time spend playing online games and the vocabulary test take the score of their vocabulary knowledge. Because one of the data which is questionnaire is an ordinal data, because they do not have assumes of normality and linearity. So, those data will immediately analyze with correlation non-parametric Spearman. As the table of the research analysis bellow:

Table 1.1 Correlation non-parametric Spearman  
**Correlations**

		Time Spend	Vocabulary knowledge
rho	Spearman's rho	Time Spend	Correlation Coefficient
			1.000
			.194
	Vocabulary knowledge	Sig. (2-tailed)	
			.354
		N	26

The result data analysis correlation non-parametric spearman is 0,354 with total 26 respondents' (N) and the significant value of X and Y is 0,354 which is more than  $>0.05$ , means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It described that there is no significant relationship between Time spend playing online games (X) and learners' vocabulary knowledge (Y). After got the result from both variable, the researcher is analyze the data again using correlation non-parametric spearman. But, with the different variable. It takes more specifically by using Time spend learners which learners' choose English as their online games language setting and Vocabulary knowledge which learners' choose English as their online games language setting also with analyze the data variable of Time spend learners which choose

Indonesia as their games' language setting and Vocabulary knowledge which choose Indonesia as their games' language setting. As the table of the research analysis bellow:

Table 1.2 Correlation non-parametric Spearman leaners' English language setting  
**Correlations**

			TimeSpend _English	Vocabulary Knowledge_ English
Spearman's rho	TimeSpend_English	Correlation Coefficient	1.000	-.027
		Sig. (2-tailed)	.	.929
		N	13	13
	VocabularyKnowledge _English	Correlation Coefficient	-.027	1.000
		Sig. (2-tailed)	.929	.
		N	13	13

The result of the data analysis correlation non-parametric spearman above is 0.929 with total 13 respondents' which chose English language setting as their online games (N) and the significant value of X and Y is 0.929 which is more than  $>0.05$ , means that the alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis ( $H_o$ ) is accepted. It described that there is no significant relationship between Time spend playing online games that choose English language setting (X) and learners' vocabulary knowledge which choose English as their language setting (Y).

Table 1.3 Correlation non-parametric Spearman leaners' Indonesian language setting  
**Correlations**

			Time Spend _Indonesia	VocabularyK nowledge_In donesia
Spearman's rho	TimeSpend _Indonesia	Correlation Coefficient	1.000	.382
		Sig. (2-tailed)	.	.198
		N	13	13
	Vocabulary Knowledge _Indonesia	Correlation Coefficient	.382	1.000
		Sig. (2-tailed)	.198	.
		N	13	13

The result of the data analysis correlation non-parametric spearman above is 0.198 with total 13 respondents' which chose English language setting as their online games (N) and the significant value of X and Y is 0.198 which is more than  $>0.05$ , means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It described that there is no significant relationship between Time spend playing online games that choose Indonesia language setting (X) and learners' vocabulary knowledge which choose Indonesia as their language setting (Y).

## **B. Discussion**

This research was implemented to discover gaming as Extramural English and learners' vocabulary knowledge in English as a Foreign Language. As shown as the result hypothesis above in the table 1.1 that giving a result of the correlation non-parametric spearman between variable (x) and variable (y) the correlation coefficient is 0.194 with 26 respondent as the learners and has the significant value 0.354 it is more than  $>0,05$  means there is no significant result between the relationship between time to spend playing online games (x) and vocabulary knowledge that learners' have (y).



It could show by the table of interpretation relationship below:

$r_{xly}$	Interpretation
0.80-1.00	Very Strong
0.60-0.799	Strong
0.40-0.599	Moderate
0.20-0.399	Weak
0.00-0.199	Very weak

The result of the table 1.1 has the correlation coefficient 0.354 based on the interpretation relationship table above the result relationship between learners time spend playing online games and learners' vocabulary knowledge has a weak interpretation relationship. It is also same with the result of learners using English setting language on table 1.2 with the correlation coefficient 0.929 and the learners using Indonesian setting on table 1.3 with the correlation coefficient 0.382 that has an interpretation relationship very weak and weak.

It is different with this research previous studies, they are Sundqvist (2009), Sundqvist and Sylven (2012), and Bogdanova (2019) their research are about extramural English in which the first previous study by sundqvist (2009), she is the first originator of the term extramural English that had been investigate kinds of extramural English. Her result is found that vocabulary knowledge has a clear relationship with Extramural English and she named that playing video games as on kind of extramural English makes the learners ultimately increase their language skills mainly in vocabulary knowledge means that there is significant value in her study.

In 2012, Sundqvist continue her study with Sylven that take Extramural English with gaming in L2 learning and L2 proficiency among young learners, Their study also found as a valid study with has significant correlation between digital gaming and L2 proficiency. Then in 2019, Bogdanova as the researcher take digital gaming as the Extramural English activity and doing a research in result that students who plays digital games are have an impact with their English knowledge especially could have a better understanding in vocabulary mastery. It is really opposite with the researcher get in this research.

Surprisingly, the result of this research contradicts to those three previous studies above. The result of this result shows there is no significance relationship between the learners' time to spend online games and learners' vocabulary knowledge because the sig (2-tailed) of the correlation non-parametric spearman in the Table 1.1 above is higher than the significance level 0,354 that more than  $>0,05$ .

The finding hypothesis result of the research has in line with the study of Ekasasnanda (2017) that take a study of the cause and effect of online video game playing among students' Junior high school in Malang. Her study got the result that conclude Playing online games got the negative effect for students in school performance, because of their addicted and play it excessively. That is indicated by the students who spend a lot of money, energy and especially time to play. If it is become their habits, it will decline in their school academic performance. So, playing digital games gave a bad effect for their study at school.

It could see from this research, even learners using English or Indonesian language setting in their online games see Table 1.2 and 1.3 that shows There is no significant relationship between them. It is also have a weak and very weak interpretation relationship. The effect of COVID-19 pandemic is also a problem for students as the learners. It requires learners' as a student study, go to school and stay safe doing everything at home. Then the researcher choose Google form as a tools to collect the data. This research has 2 kinds of instrument, they are questionnaire and vocabulary test. In using google form for collecting the data, it has many of weakness. First, as the researcher who should collect the data in the place of the learners and ensure them to be earnestly to fill the questionnaire and has high concentration, it cannot done because of the usage Google form in collecting the data by online mode or may be they are busy to do some other activities at their home that makes them has low concentration. It means that the researcher cannot checking them when they fill the questionnaire and the vocabulary test. The learners also just had a long holiday from learning activities at school when this data taken, So that they did not get English for too long.

The researcher can reveal that learners' time spend playing online games and learners' vocabulary knowledge have no significant relationship between those variables. It is showed from the hypothesis result correlation or relationship which interpreted by SPSS 20. The sig (2-tailed) of the table 1.1 correlation non-parmatric spearman is 0.354 that higher than  $>0.05$ . To sum up, the researcher strongly believe, based on

the hypothesis test in the correlation non-parametric spearman above that Time to spend playing online games and learners' vocabulary knowledge have not relationship between them.

The significant of the study in this research got the result for the theoretically that wrote in chapter I, this research could be utilized as a reference for further researcher in a similar field. The explanation about Extramural English were discussed clearly through some believable reference and for the practically that said in chapter I before, this research got different result that by combining some online games in between the class learning process for the learners were not be increase their vocabulary knowledge. Because in (Ekasasnanda:2017) explained that a learners who spent their time too much to play their online game would got the negative effect for the students as the learners in school performance. It because if they addicted and play it excessively. So, playing digital or online games gave a bad effect for learners study at school.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter present the conclusions and suggestion related to the Gaming as Extramural English and learners' vocabulary knowledge. The conclusions are taken from findings and discussion in the previous chapter. Moreover, some suggestions can be used for further research in the same area in the future.

#### **A. Conclusion**

This research has the research problem which finding the relationship between time to spend playing online games and learners' vocabulary knowledge. Therefore, the researcher using 2 kinds of instrument to collect the data that given to 30 students class in Junior High School Al-Ummah Jombang. The instrument are questionnaire and vocabulary test. The instrument is collected by using Google form and using quantitative analysis to find the statistical result.

After collecting the data, the researcher counting the data using SPSS 20 correlation non-paramatric spearman. Because of one of the data instrument is an ordinal to find the correlation or the relationship the researcher use non-paramatric spearman with the result hypothesis data Sig (2-tailed) 0,354 with total 26 respondents' (N) and the significant value of X and Y is 0,354 which is more than  $>0.05$ , means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It described that there is no significant relationship between Time spend playing online games (X) and learners' vocabulary knowledge (Y).

It can be concluded that the time learners' playing online games does not have a relationship with learners' vocabulary knowledge that learners' have. Even the language setting that learners' have in their online games is English or Indonesian. It is not effected their language knowledge in vocabulary.

The significant of the study in this research got the result for the theoretically that wrote in chapter I, this research could be utilized as a reference for further researcher in a similar field. The explanation about Extramural English were discussed clearly through some believable reference and for the practically that said in chapter I before, this research got different result that by combining some online games in between the class learning process for the learners were not be increase their vocabulary knowledge. Because in (Ekasasnanda:2017) explained that a learners who spent their time too much to play their online game would got the negative effect for the students as the learners in school performance. It because if they addicted and play it excessively. So, playing digital or online games gave a bad effect for learners study at school.

## **B. Seggestion**

After analysis the findings, the researcher will give some suggestions to the teachers, and the further researchers bellow:

### **a. For teacher**

The first, this research has some previous studies that shows that students who plays games is has a good vocabulary mastery. It can be the teachers' information to applied some games activity in their teaching classroom. Second, when the teacher using online website like Google

form to make a duty for their students. They should provide keep on eyes on and control the student when doing task in online. Because it is the best way to know which students ensure them to be earnestly to fill do the task and has high concentration.

b. For the further researcher

First, when validating and converting the tryout instrument of questionnaire and test, the researcher indicates that Google form has a lack in showing the correctness of the students' answer because it did not differ which answer is correct or incorrect. Second, because of this year of COVID-19 pandemic that has a weakness to collected the data and could not controlling the respondent immediantly. In so, for the further researcher can collect the data immediantly in the student class. Third, This research vocabulary test is measure kind of reflective vocabulary that is from learners' get from listening and reading, listening to the games communication and read much of words inside online games. Therefore, researcher hope for the next researcher can measure the productive vocabulary test for the other this kind of research.

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## Appendix 01. Vocabulary test validation

### VALIDATION SHEET BLUEPRINT FOR VOCABULARY TEST

The validation sheet is formulated by the researcher to get information and get research instrument contently the valid from the expert judge. The purpose is to collect the data by using vocabulary test. Dealing with it, the researcher wishes you to give responses by ticking (✓) in the table below:

No.	Aspect to be Assessed	Score			
		4	3	2	1
1	The vocabulary test is already presenting the indicators	✓			
2	The instrument is already presenting the learners vocabulary knowledge		✓		
3	The vocabulary instrument is suitable for learners in grade ninth		✓		
4	The instrument can express the vocabulary knowledge that learners get from playing online games PUBG (Player Unknown's Battleground) and ML (Mobile Legend)	✓			

**Notes: 4: Strongly agree    3: Agree    2: Disagree    1: Strongly disagree**

#### General comments:

Please give any general comments or suggestions.

#### Comments:

.....
.....
.....

Expert validator

  
DANING HENTASMAKA, M Pd

## Appendix 02. Questionnaire validation

### VALIDATION SHEET BLUEPRINT FOR QUESTIONNAIRE

This is a validation sheet for some questionnaire that use in the instrument of this research. Please giving a mark (✓) in each responses:

NO	STATEMENT	RESPONSES	
		YES	NO
1.	Is the questionnaire matched with the indicator?	✓	
2.	Is the questionnaire suitable for looking a time spend?	✓	
3.	Are the questionnaire understandable?	✓	


#### General comments:

Please give any general comments or suggestions.

#### Comments:

.....
.....
.....
.....

Expert validator



DANING HENTASMAKA, M.Pd

### Appendix 03. Blue print of questionnaire

#### BLUE PRINT OF QUESTIONNAIRE TIME SPEND PLAYING ONLINE GAMES AND LEARNER'S VOCABULARY KNOWLEDGE

In this research used questionnaire adapted from (Sundqvist:2009)

Dimension	Variable	Material	Indicators	Items' number
Extramural English	Online games	Games Preference	Mentioning a game that learners play	1
		Language setting	Mentioning the language setting that learners used	2
		Time spend	Mentioning learners time to spend their time when playing online games in a week	3

#### Appendix 04. Blue print of Vocabulary Test

##### BLUE PRINT OF VOCABULARY TESTING

In this research used vocabulary testing adapted from the theory of (Hile:2009)

Dimension	Variable	Material	Indicators	Items' number
Learners' breadth of vocabulary knowledge	Learners' knowledge of words definition	Equipment words	Mentioning some words related to <i>equipment</i> which are used in <i>PUBG (Player Unknown's Battleground)</i> based on the given definition	1,5
		Instruction words	Mentioning some words related to <i>instruction</i> which are used in <i>PUBG (Player Unknown's Battleground)</i> based on the given definition	2,3,4
		Home setting	Mentioning some words related to <i>home setting</i> which are used in <i>ML (Mobile Legend)</i> based on the given definition	6,7
		Play zone	Mentioning some words related to <i>play zone</i> which are used in <i>ML (Mobile Legend)</i> based on the given definition	8,9,10

Learners' depth of vocabulary knowledge	Learners' knowledge in words synonym	Words in <i>PUBG</i> ( <i>Player Unknown's Battleground</i> )	Mentioning the synonym of some given words used in <i>PUBG</i> ( <i>Player Unknown's Battleground</i> )	1-10
		Words in <i>ML</i> ( <i>Mobile Legend</i> )	Mentioning the synonym of some given words used in <i>ML</i> ( <i>Mobile Legend</i> )	11-20

## Appendix 05. Vocabulary test

### A. Vocabulary testing

- I. Ini adalah tes kosa kata (*vocabulary*). Kata-kata di bawah ini adalah kata yang dapat Anda temukan di *PUBG (Player Unknown's Battleground)* dan di *ML (Mobile Legend)*. Isilah garis kosong di pada kalimat-kalimat tersebut dengan memilih salah satu dari 6 kata yang sesuai dengan definisi pada kalimat yang telah disediakan!

Example:

a.

7. Out
8. Enter
9. Go                    \_\_\_2\_\_\_ The way you to get in
10. Bring                \_\_\_4\_\_\_ you keep in your hands
11. Through
12. Keeping

<p>1.</p> <ol style="list-style-type: none"> <li>1. Gas can</li> <li>2. Backpack</li> <li>3. Scope</li> <li>4. Parachute</li> <li>5. Gyroscope</li> <li>6. Boost</li> </ol>	<p>_____ for slowing landed a person or object through the air.</p> <p>_____ to fill up your vehicle</p> <p>_____ to bring anything in our back.</p>
<p>2.</p> <ol style="list-style-type: none"> <li>1. Danger</li> <li>2. Safe zone</li> <li>3. Equipped</li> <li>4. Warning</li> <li>5. Minimap</li> <li>6. Brightness</li> </ol>	<p>_____ not a dangerous area</p>

<p>3.</p> <ol style="list-style-type: none"> <li>1. Speed boot</li> <li>2. Brake</li> <li>3. Picked up</li> <li>4. Restricting area</li> <li>5. Sprinting</li> <li>6. Change seat</li> </ol>	<p>_____ while driving you give your position to other sitter _____ stopping the car</p>
<p>4.</p> <ol style="list-style-type: none"> <li>1. Mission</li> <li>2. Reset</li> <li>3. Knocked out</li> <li>4. Nearby</li> <li>5. Revive</li> <li>6. Low toss</li> </ol>	<p>_____ it is not far _____ make it alive _____ something you must do</p>
<p>5.</p> <ol style="list-style-type: none"> <li>1. Smoke grenade</li> <li>2. Police vest</li> <li>3. Bandages</li> <li>4. Painkiller</li> <li>5. Laser sight</li> <li>6. sickle</li> </ol>	<p>_____ to make your energy up _____ wearing something that will reduce the shot _____ to covering wounds in bleeding</p>
<p>6.</p> <ol style="list-style-type: none"> <li>1. Tournament</li> <li>2. Live stream</li> <li>3. Achievement</li> <li>4. Leaderboard</li> <li>5. Equipment</li> <li>6. Guide</li> </ol>	<p>_____ you will find the right way _____ player score information _____ all things you needed</p>



<p>7.</p> <ol style="list-style-type: none"> <li>1. Upgrade</li> <li>2. Emblem</li> <li>3. Arrival</li> <li>4. Ability</li> <li>5. Condition</li> <li>6. Durable</li> </ol>	<p>_____you can do something special in yours</p>
<p>8.</p> <ol style="list-style-type: none"> <li>1. Durability</li> <li>2. Died</li> <li>3. Absorb</li> <li>4. Build</li> <li>5. Shield</li> <li>6. Movement</li> </ol>	<p>_____always change the position</p> <p>_____you're blood is empty</p>
<p>9.</p> <ol style="list-style-type: none"> <li>1. Offense</li> <li>2. Assassin</li> <li>3. Attack</li> <li>4. Shooter</li> <li>5. Marksman</li> <li>6. Hero</li> </ol>	<p>_____a killer</p>
<p>10.</p> <ol style="list-style-type: none"> <li>1. Retreat</li> <li>2. Defense</li> <li>3. Stack radiance</li> <li>4. Stun</li> <li>5. Slow</li> <li>6. Faster</li> </ol>	<p>_____back off from the place</p>

## Key Answer

### Vocabulary Test

#### I. Definition context

1.)  1. Parachute _for slowing landed a person or object through the air. 1. Alive _to fill up your vehicle 2. Backpack _to bring anything in our back.	6.)  6. Guide _you will find the right way  4. Leaderboard _player score information  5. Equipment _all things you needed
2.)  2. Safe zone _not a dangerous area	7.)  4. Ability _you can do something special in yours
3.)  6. Change seat _while driving you give your position to other sitter  2. Brake _stopping the car	8.)  6. Movement _always change the position  2. Died _you're blood is empty
4.)  4. Nearby _it is not far  5. Revive _make it alive  1. Mission _something you must do	9.)  2. Assassin _a killer

5.)	10.)
4. Painkiller _to make your energy up	1. Retreat _back off from the place
2. Police vest_ wearing something that will reduce the shot	
3. Bandages _to covering wounds in bleeding	

II. Ini adalah tes sinonim kata. Sinonim adalah arti kata Serupa. Ini adalah tes sinonim.

Examples:

- 1.) Honest
- Lie
  - Happy
  - Fair
  - Sad

The answer is “c. Fair”. Because the meaning of honest is “jujur” and has similar or synonym with fair means “adil”.

1. Speed <ol style="list-style-type: none"> <li>Quickness</li> <li>Slowly</li> <li>Laying</li> <li>Burning</li> </ol> 2. Restricting Area <ol style="list-style-type: none"> <li>Comfort Area</li> <li>Smoking Area</li> <li>Enjoying Area</li> <li>Prohibited Area</li> </ol> 3. Durable <ol style="list-style-type: none"> <li>Short time</li> <li>Time stop</li> <li>Long-lasting</li> <li>Time up</li> </ol>	4. Absorb <ol style="list-style-type: none"> <li>Get out</li> <li>Suck up</li> <li>Bring up</li> <li>Throw out</li> </ol> 5. Offense <ol style="list-style-type: none"> <li>Making up</li> <li>Winner</li> <li>Genius</li> <li>Violation</li> </ol> <p><b>Key answer</b> Synonym context</p> <ol style="list-style-type: none"> <li>a. Quickness</li> <li>d. Prohibited Area</li> <li>c. Long-lasting</li> <li>b. Suck up</li> <li>d. Violation</li> </ol>
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## Appendix 06. Questionnaire

### Questionnaire

Answer the questions with giving mark!

1. Do you play online games?  
☐ Yes  
☐ No
2. Which online game do you usually play?  
☐ PUBG (Player Unknown's Battleground)  
☐ ML (Mobile Legend)
3. What is the language setting in your online game?  
☐ English  
☐ Indonesia
4. How long do you spend your time playing game in a week?  
☐ < 3 hours in a week =1  
☐ 3-5 hours in a week =2  
☐ 6-10 hours in a week = 3  
☐ > 10 hours in a week = 4

Appendix 07. Vocabulary test Score

No.	Name	Item's Number																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	19
2	KJ	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	23
3	LK	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	23
4	KJH	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	20
5	GYT	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	23
6	JDH	1	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0	0	13
7	OIH	1	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	1	14
8	BDH	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	22
9	LKF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25
10	FK	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	21
11	SAL	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	24
12	ANM	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	0	0	1	0	1	0	0	0	15
13	MKI	1	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	1	1	0	1	1	0	0	0	10
14	MM	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	19
15	KUY	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	13
16	PL	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	21
17	AA	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	19
18	SY	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	0	19
19	KJ	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	22
20	QW	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24
21	GYT	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	22
22	UH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	23
23	KI	1	1	1	1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	0	0	14
24	ASJ	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	8
25	CCN	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	17
26	JAU	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	19

### Appendix 08. Questionnaire result

No	Name	Items' number			
		1	2	3	4
1	AB	Yes	PUBG	English	< 3 hours in a week
2	KJ	Yes	PUBG	English	6-10 hours in a week
3	LK	Yes	ML	English	> 10 hours in a week
4	KJH	Yes	PUBG	English	3-5 hours in a week
5	GYT	Yes	ML	Indonesia	3-5 hours in a week
6	JDH	Yes	ML	Indonesia	< 3 hours in a week
7	OIH	Yes	PUBG	Indonesia	3-5 hours in a week
8	BDH	Yes	ML	English	3-5 hours in a week
9	LKF	Yes	PUBG	English	3-5 hours in a week
10	FK	No	ML	Indonesia	< 3 hours in a week
11	SAL	Yes	PUBG	Indonesia	3-5 hours in a week
12	ANM	Yes	PUBG	English	3-5 hours in a week
13	MKI	Yes	ML	Indonesia	< 3 hours in a week
14	MM	Yes	PUBG	English	> 10 hours in a week
15	KUY	Yes	PUBG	English	6-10 hours in a week
16	PL	Yes	ML	Indonesia	3-5 hours in a week
17	AA	Yes		English	< 3 hours in a week
18	SY	Yes	PUBG	English	> 10 hours in a week
19	KJ	Yes	ML	Indonesia	6-10 hours in a week
20	QW	Yes	PUBG	Indonesia	6-10 hours in a week
21	GYT	Yes	ML	English	6-10 hours in a week
22	UH	Yes	ML	English	< 3 hours in a week
23	KI	Yes	PUBG	Indonesia	6-10 hours in a week
24	ASJ	Yes	PUBG	Indonesia	3-5 hours in a week
25	CCN	Yes	ML	Indonesia	< 3 hours in a week
26	JAU	Yes	ML	Indonesia	6-10 hours in a week

### Appendix 09. Learners' time spend playing games score

No	Name	Question Answers	Score
1	AB	< 3 hours in a week	1
2	KJ	6-10 hours in a week	3
3	LK	> 10 hours in a week	4
4	KJH	3-5 hours in a week	2
5	GYT	3-5 hours in a week	2
6	JDH	< 3 hours in a week	1
7	OIH	3-5 hours in a week	2
8	BDH	3-5 hours in a week	2
9	LKF	3-5 hours in a week	2
10	FK	< 3 hours in a week	1
11	SAL	3-5 hours in a week	2
12	ANM	3-5 hours in a week	2
13	MKI	< 3 hours in a week	1
14	MM	> 10 hours in a week	4
15	KUY	6-10 hours in a week	3
16	PL	3-5 hours in a week	2
17	AA	< 3 hours in a week	1
18	SY	> 10 hours in a week	4
19	KJ	6-10 hours in a week	3
20	QW	6-10 hours in a week	3
21	GYT	6-10 hours in a week	3
22	UH	< 3 hours in a week	1
23	KI	6-10 hours in a week	3
24	ASJ	3-5 hours in a week	2
25	CCN	< 3 hours in a week	1
26	JAU	6-10 hours in a week	3

## Appendix 10. Research letter



**SEKOLAH MENENGAH PERTAMA ISLAM (SMPI)**  
*Al-Ummah*  
**Full Day School**  
Jl. Raya Pandanwangi Diwek Jombang Telp. (0321)8497902

**SURAT KETERANGAN SELESAI PENELITIAN**  
Nomor : 007/B/SMPLUM/VII/2020

Yang bertanda tangan dibawah ini :

Nama : ALFIAN ROHMAN ROSYID, S.H,M.Pd  
NIP : -  
Jabatan : Kepala SMP Islam Al Ummah

Menerangkan bahwa:

Nama : FIRA ISTIQOMAH NITA  
NIM : 167065  
MAHASISWA : STKIP PGRI JOMBANG  
Program Studi : Pendidikan Bahasa Inggris

Nama yang tersebut adalah benar-benar telah melaksanakan penelitian dengan judul **"GAMING AS EXTRAMURAL ENGLISH AND LEARNERS' VOCABULARY KNOWLEDGE IN LEARNING ENGLISH AS FOREIGN LANGUAGE"**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jombang, 27 Juli 2020  
Kepala SMP Islam Al Ummah

  
**ALFIAN ROHMAN ROSYID, S.H, M.Pd**



