

**THE EFFECTS OF PLAYING ONLINE GAMES ON STUDENTS'
ACHIEVEMENTS IN ENGLISH LESSON**

THESIS

Submitted by

NAJWUL FIKRI

NIM. 180203144

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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By:

NAJWUL FIKRI

NIM. 180203144

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by :

Main Supervisor,



Dr. Maskur, S.Ag., M.A

Date: / /

Co-Supervisor,



Mulia, M.Ed

Date: / /

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Secretary,


Dr. Maskur, S.Ag., M.A


Mulia, M.Ed

 Member,

Member,


Fitriah, S.Ag., M.Pd


Nidawati, S.Ag., M.Ag

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh




Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Najwul Fikri

NIM : 180203144

Tempat/tanggal lahir : Banda Aceh, 12 November 2000

Alamat : Dusun Tgk. Di Jurong, Lieue, Darussalam, Aceh Besar,
23373, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Effects of Playing Online Games on Students' Achievements in English
Lesson**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Aceh Besar, 06 Desember 2023

Saya yang membuat pernyataan



Najwul Fikri

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In conclusion, I realize that this thesis was still far from perfect. Therefore, constructive criticisms and suggestions for the improvement of this thesis which make the thesis better in the future.

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Najwul Fikri



ABSTRACT

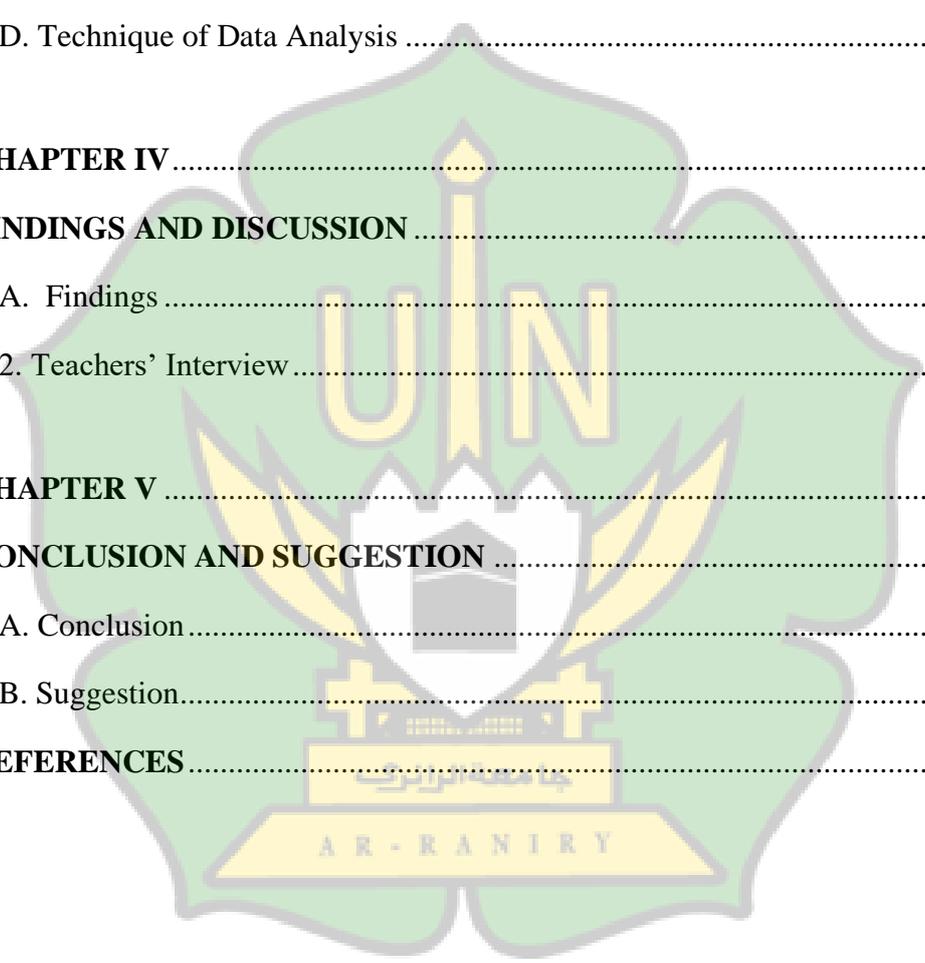
Name : Najwul Fikri
Reg. No. : 180203144
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
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Co-Supervisor : Mulia, M.Ed
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Technological developments make online games increasingly known throughout the community as a means of entertainment and even as a sport. Several studies showed advantages and disadvantages effects of playing online games towards students' academic performance. This study aims to investigate the effects of playing online games on students' achievements in English lesson. The researcher employed qualitative method. The participants of this research were 10 students of 2nd grade and 2 English teachers of SMPN 8 Banda Aceh. The students were chosen by using purposive sampling technique with the characteristic of having high intensity of playing online games. The data collections of this study were interview and documentation through the students' report card. Thematic analysis was used to analyze the data. The research indicated that playing online games has both positive and negative effects on students' school achievement in English lesson. Despite of having high intensity of playing online games, 6 out of 10 students managed to increase their English lesson score. Lastly, English teachers perceived that well managed activity perform by students resulted in positive or adverse effects towards the students' achievements in English lesson.

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CHAPTER I

INTRODUCTION

A. Background of Study

Education in today's era has developed rapidly, especially with advanced technology. Basically, the creation of technologies facilitating human business and be complacent with the development of technology itself. There are various kinds of technological tools almost frequently used such as computers, mobile, radio, television, etc. All of these tools have a lot of effects on humans either in the form of positive things or vice versa. The use of this electronic device has a major impact on human life. There are many studies have stated that technologies impact human life in many aspects, such as behavior, cognitive, and social activities.

Nowadays, we can see lots of people spend their time on mobile phones accessing social media. Through the internet, we are able to contact people from long distances even across our region. From all of the internet users, it can be said that young people interact the most with social media and electronic devices which are able to connect people from a distance. Youths and even many old people hang out in cafes with their friends to get free internet or commonly called a Wi-Fi network. Based on average users, the author has found most of them sitting together for playing online games. They interact with their friends through online games. Many of them do not know the time when playing online games. They tend to come

home late at night and often neglect the call to worship. Playing games is usually marked by people as a bad habit because people who play games often forget the circumstances around them and lose track of time. They also often get mad after losing. This reveals most of the negative effects of playing games. However, many studies also say that playing games have many positive effects on children, especially in the academic aspect.

In terms of education and academics, playing games can have both positive and negative effects on students who are studying at school. Sometimes playing games can produce a sense of enthusiasm for students in studying because they already like something that involves thinking strategies, but on the other hand playing games also makes it easy for children to forget the time and circumstances around them. (Dumrique & Castillo: 2017) said that the academic achievement of the students is not affected even if they play online games. Their grades are still good enough even if they spent time playing. But, lots of studies also have been conducted on the disadvantages of this online game disorder.

There are also several studies that explained the correlation between playing games and students' achievement at school. The quality of students' achievement can be affected by playing games. The relationship between the two is caused by several factors that can cause disruption of children's learning education caused by playing games. In a study by Angeles (2004, 28-29), several determinants of school achievement at the college levels were identified. Income, foregone income, school quality, and health are the factors that affect the demand for education. These

factors also have a positive effect on student's academic achievement, which means that higher/ better values of the factors lead to higher/better claims for education.

On the other hand, the factors which affect the supply of teaching are the influence of the school, the existence of tutoring, the framework, and the proportion of teaching students. All of the determinants referred to, apart from the proportion of student educators, greatly affect the implementation of the school. With emerging innovative advances, there are new factors that may influence the nature of the educated population (Oliveros and Sapio,2007, 17-18). A lot of studies also were conducted to find out the correlations between technology especially online games and students' academic achievement. There are research results stating that playing games can improve children's cognitive abilities in thinking and the ability to solve problems. This is evidenced by the results of research which says that the ability and value of children who play games in doing computer tests are higher than children who do not play games. This is due to the habit of the child when interacting with technology.

Playing games actually, not all children do that to find pleasure or relieve boredom. Some also get instructions using English when playing games. It can increase their English vocabulary by accident. They will also get used to interacting with outsiders if they play online games and use English. Indirectly, over time they have become accustomed to English and this is a very striking positive effect of playing online games. The researcher find that there are many students in the eighth

grade in SMPN 8 Banda Aceh who love to play online games such as Mobile Legends and Free Fire based on the preliminary analysis performed.

This research was conducted because the authors found that many school students who are currently studying are addicted to playing games. They often neglect class lessons to discuss the games they play with their friends. The number of students addicted to playing online games is increasing over time.

The researcher has personally experienced it while conducting teaching practice at SMPN 8 Banda Aceh. Many students actively participate in answering questions, especially in English vocabulary, during English language classes. When the researcher asked them where they acquired their extensive vocabulary and English comprehension, they mentioned that they gained a lot of English vocabulary from playing online games.

At the same time, the researcher also observed some students who were disinterested in the teacher's explanations and were engaged in conversations with their classmates. When asked about their conversation, they revealed that they were discussing the online games they frequently play outside of school hours.

Based on these observations, the researcher noticed two contrasting effects of their daily habit of playing online games. Therefore, the researcher aims to investigate the effects of their online gaming habits on their achievements in English lesson, especially in the age range among eighth graders students in SMP Negeri 8 Banda Aceh.

B. Research Questions

This study aimed to know the effects of online mobile games on students' achievements in English lessons at SMPN 8 Banda Aceh. Specifically, this study needed an answer to the following questions:

- 1). What are the effects of playing online games on students' achievements in English lessons?
- 2.) What are the teachers' perceptions about the effects of playing online games?

C. Research Aims

Based on the research questions, this particular study aimed at finding out:

- 1). The effects of playing online games on students' achievements in English lessons.
- 2.) The teachers' perceptions about the effects of playing online games.

D. Significance of the Study

The results of this review are relied upon to information for educational and non-educational also in addition to mechanical expertise in the discipline of training, for example looking like a clarification of the impact of online games roughly aptitude of English. Comparably to that, offering extra realities to game clients and different occasions associated with the improvement of online games to boost online abilities play viably and reduce the terrible results of utilizing the use of online games.

Online games can likewise be utilized as acquiring information on supports the occasion that they splendidly affect understudies getting to know about English. This study is conducted to benefit the following:

For the students. They will be aware of the losses they get if they frequently play online games. They able to realize that playing online games without time management can have a bad effect on their learning achievement at school. This will also make them aware of the bad effects can damage their habits and playing this game costs a lot of time and money.

Teachers: Teachers are able to adapt to students' habits and hobbies, so teachers do not have to struggle in dealing with students whose achievements are less due to online game addiction. They can determine the right method to teach students who like to play games. Methods such as practicing strategy are very appropriate for students who like to play games.

Parents. As well as the teachers, the parents will understand why their children are playing games. The results of this study also provide information to parents to understand the positive and negative effects caused by playing games. So that they can provide good advice and ways of educating their children.

E. Scope and Limitation of the Study

This study limits itself to not including online mobile games that do not have interactions in them. This study will be limited to online games which are the most

students like to play nowadays. The researcher will gather information about the possible effects of online games on students' achievements in English lessons.

Researchers also limit the scope of achievements in question to only students' final grades in English lessons between last two semesters which can be assessed through students' report cards.

A survey will be conducted about the evaluation of the respondents based on the study of the effects of these online games on students' achievements in English lessons in random order through interview to get information that will be needed in the research. This study will be conducted to determine the effects of online gaming on students' achievements in English lessons.

F. Definition of Key Terms

The definition of the key terms is explained in a more operational definition as follows.

1. Game

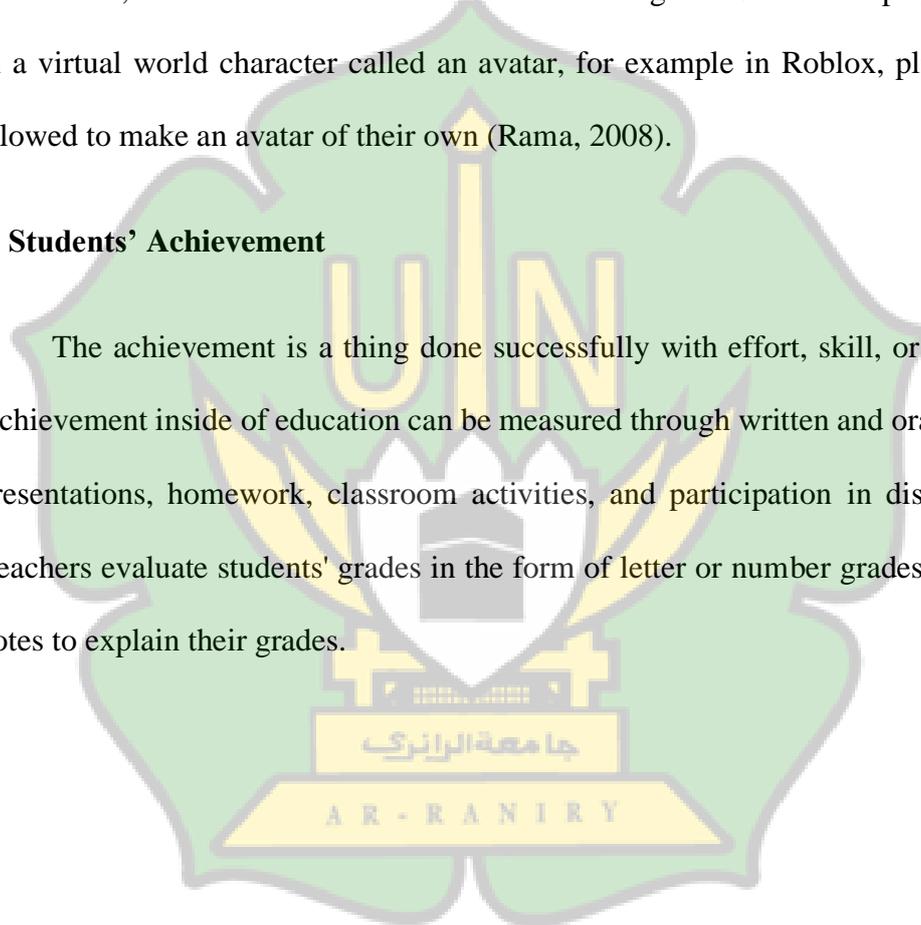
A game is an organized practice, typically carried out for fun and often used as an instructional device also be a place where people tend to remove their boredom. A game is an activity with rules and needs strategies, an objective, and an enjoyable aspect that keeps students involved in the process of learning.

2. Online Game

The development of online games also gave birth to an online game called Mobile Online Game. Most of the games enable the same time hundreds or even thousands of players can connect to the server and play in a virtual game world. Meanwhile, the element of a communicative online game is that each player plays in a virtual world character called an avatar, for example in Roblox, players are allowed to make an avatar of their own (Rama, 2008).

3. Students' Achievement

The achievement is a thing done successfully with effort, skill, or courage. Achievement inside of education can be measured through written and oral exams, presentations, homework, classroom activities, and participation in discussions. Teachers evaluate students' grades in the form of letter or number grades and side notes to explain their grades.



CHAPTER II

LITERATURE REVIEW

A. Definition of Game

A game is something can be defined as "a rule-based system with a variable and quantifiable outcome, where different outcomes are assigned different values, the player exerts effort to influence the outcome, the player feels emotionally attached to the outcome, and the consequences of the activity are negotiable" (Juul, 2005, p. 36). Many game definitions don't mention rules, but in general, the game has rules that must be followed to complete them. The game is also need-focused which makes gamers have to be careful and feel challenged in playing the game.

From the expert opinion above. The author can argue that the game could be something that is made to train and challenge the human minds, abilities, and skills to win or complete a mission determined by the game designer until our minds get lost in it. The game is made to get people out of the realm of reality into a realm full of fantasy and beyond expectations. They were able to overcome their problems in the game which problems, in reality, they could not solve. This is what causes humans to be able to relieve stress from the many thoughts in the reality of life. This can also make humans affected by life in the game that is different from reality. They often imagine the life and convenience contained in the game. Even to the point of feeling immersed in the fun and mysterious feeling that is in the game.

According to Gentile, et al. (2004), Most of these studies show that online games are addictive and that some online games are associated with aggressive behavior. Some claim that games can damage the mentality of someone who is addicted to playing games. Addicted to playing games will make people lazy to do activities in real life and often don't even care about people around them. However, many critics of research claim that games are completely detrimental and cause a bad influence on education.

On the other hand, people can also get benefits from online games. Various formats have been developed and implemented to facilitate learning, provide comfort, drive away boredom, and/or force players to take specific actions and opinions. While this game improves a variety of thinking skills, it can also improve the cognitive speed of those who play action games. You can also improve the cognitive accuracy of players playing puzzles and strategy games (Klabber, 2001).

Some video games have been associated with aggressive behavior. In that case, children imitate online characters. Some children are at the period of modeling so they usually try to practice what the characters in mobile games do such as beating people whom they hate, using bad words or doing some inappropriate behavior in real life (Anderson & Bushman, 2001).

B. Intelligence Benefits and Positive Effects of Game

The older the child, the more interested he or she will be in using technology. Well, playing video games can be one way to introduce children to technology from an early age. On a note, parents always accompany when children play to find out

what types of games children play. While monitoring, parents can also limit the duration of gadget use. Many video games contain subject matter according to the age and level of education of the child. The subject matter you want to play becomes easier to understand with interactive pictures and videos.

When children play, their creativity becomes honed because the game stimulates the brain to think correctly. Playing video games also makes children look for answers and solutions to questions or problems that arise at that time. The child's self-confidence also increases because he is given the responsibility to make decisions without the help of others. This usually occurs when children play solving problems on the video game screen. According to research in the UK, playing video games can stimulate attention and help dyslexic children to learn. In addition, video games train dyslexic children to be able to read quickly with better accuracy (Oliveros, 2007).

The knowledge that children gain when playing video games can also increase. His knowledge will increase if your little one plays games that contain world history, space objects, and other information that is not only obtained from books. Getting used to playing video games can train children to control their emotions. When playing and obstacles arise, children are taught not to worry and remain calm in the face of them. This condition can help teach children to control their emotions. It doesn't matter if children play video games, because these games can bring benefits and fun for them. However, the problem is that children often play video games to become addicted. Therefore, limit the time to play video games,

to a maximum of 1-2 hour a day. We can also allow children to play video games on holidays.

In addition, inviting children to play more varied games, such as playing with children their age, sports, reading stories, drawing, and watching educational television shows can improve their sight.

C. Online Games Affect Students' Academic Achievement at School

Online games require a strong and fast internet speed depending on the distance between players from one. Online games also involve some rules that players must obey and sometimes there are also some bugs when playing games. This naturally exists in games, both offline and online games.

Many studies state the relationship between games and education. Starting from the bad effects and influences to the bad influence of online games on education and student achievement. This is triggered by several factors that result in differences in the effect of games on education or student achievement. Such as the type of game being played and the duration of time spent playing the game. The frequency of playing games can interfere with a person's habits and even interfere with his life as a whole (Juul, 2005). Therefore, however many researchers say, if someone plays the game too often then the bad influence will be felt by the player.

In contrast, people who play games to relieve stress or entertain themselves, they will not linger to play the game and able to manage their time. Some people take many positive things from playing games for example, such as learning the

language of the game which usually uses English. Then using the game as a place to hone ways of thinking and solving problems well. So do not be surprised if many people or students that we see often play games but the value of school achievement is high and even exceeds other people. It can be concluded that this is simply a matter of how one manages time well.

Current evaluation processes aim at testing students' intellect when interpreting, analyzing, discussing, and solving problems in e-learning. The results of this evaluation are expressed in terms of grades or –at least–of a description that ends up in expert opinion (teachers) decreeing whether students have acquired the necessary skills or not (Yang et al., 2020). This is what is usually called academic achievement. It becomes an important variable that allows an evaluation of quality in the development of students' teaching and learning processes.

The common negative impacts of playing online games on students is laziness. They neglect to study and often use their free time to play online games. Students tend to steal time from any schedule to play online games. Their time for studying and helping parents as daily activity after school hours will be lost because playing online games. Pocket money or school fees will be misappropriated to play online games. Time for eating patterns will be disturbed. The worship schedule will sometimes be neglected by students. Students tend to skip school activity for the sake of the online games they're loved. Students' emotions also disturbed because of the effects of playing online games.

The student we mean here is a child, both male and female, aged 6-17 years who are still exploring the world of education, especially at the elementary, junior high, and high school levels. Students, in addition to having rights that must be accepted, also have obligations that must be fulfilled. One of the obligations of a student that we know is to seek knowledge and learn. In today's era, the obligations of a student are starting to erode due to the flow of globalization in technological progress. Students prioritize playing online games more than learning. In their daily life, students are more quickly influenced by their friends. In addition to be curious about something new. It's what drives them to try things they've never done before.

Students themselves are easily influenced by new things. Generally, they tend to be influenced by an association. Some of this association usually leads students to play online games especially for male. However, this influence is better than being invited to a more negative direction such as drunkenness, gambling, drugs, etc. In a situation like this, the role of parents can be considered more to solve the problem, parents at home have a more important role in regulating the behavior and personality of the student, while parents at school are more regulated to direct where the student hangs out.

As the literature review shows, much has been said to support every aspect of the topic, both positive and negative. The present study seeks to answer the question: Does playing online games affect students' achievements in English lessons?

D. The Advantages of Online Games

Online gamers who have high self-control are able to regulate the use of online games so they are not immersed in online games, able to use online games according to their needs, and able to combine online activities with other activities in their lives. On the other hand, online game players with low self-control are unable to direct and regulate their online behavior. They are not able to interpret the stimulus they face and unable to choose the right course of action (Suryanto, 2015).

According to previous research (Malahayati, 2021), it is said that everything we do must be of great benefit or small, at least there must be benefits that are felt by ourselves and those closest to us. Play online games are sometimes viewed negatively because they are considered not useful. Not yet again the many myths like games can damage the work of the brain, make stupid and so on. Indeed, there is a negative side of playing games like can turn people into asocial and apathetic. However, it happens if you go too far while playing the game. Besides the negatives, playing online games also has positive benefits. Some of them are:

1. Train the Brain and Mental.
2. Introducing Technology.
3. Fun Learning Facilities.
4. Shaping Creativity.
5. Increase Confidence.

6. Helping Children with Dyslexia.

7. Providing New Knowledge.

8. Training Children's Emotional Control

In her research, it is also found that a student who play online games say the similarities in the answers; online games have their own unique charm, such as often play together with friends, get new online friends and know some of English vocabularies, so they made these online games a substitute for meaningful games something to do when they have free time or when being bored.

Based on the author's opinion above, it can be concluded that playing online games has several advantages including:

a. Add friend

As we know that in this world there are many people who have a hobby of playing games. You can also add a lot of friends by playing online and offline games. If you often play games at a rental game or an online game place, then you are likely to have even more friends.

b. Faster Mindset

The second positive impact of playing games is accelerating the mindset. How could that be? You will get this benefit if you often play strategy games that will stimulate your brain to be able to think quickly, especially in making decisions.

c. Improve foreign language skills

We all know that most of the games that are in demand come from abroad with the majority using English. If you want to understand the game more easily, you inevitably have to learn the meaning of the language or words used in the game. This is what indirectly can make your foreign language skills increase.

d. Reduce stress

Stress is not only experienced by parents but also children. Some parents sometimes place expectations and demands that their children don't really like, for example related to hobbies and studies. Playing games can be a way for your child to release stress to reduce stress levels.

e. Patience Practice

Many video games are designed with a high level of difficulty that sometimes even a skilled gamer can take weeks or months to complete. This kind of patience definitely comes in handy in real life.

f. Improve dexterity

Playing games can also improve your dexterity. There are functions of work, play, and exercise at the same time. There are many games in video games that provoke the level of coordination and your eye foresight.

E. The Disadvantages of Online Games

Online game is very loved by all groups, both children, adolescents, as well as adults. We meet many teenagers and adults use their gadgets in enjoying online

games. At first online games serves as entertainment in filling empty time and reduce fatigue and stress. But the function shifts into addiction if used excessively. The rise of online games is giving negative influence if we are not wise in use of the online game application. Condition environment in this case friends are very influential in teenagers, this is due to the many games in among young people or adolescents giving rise to concern among parents about his childrens' academic achievement.

This online game has influence on teenagers so that it creates an attraction for play it rather than study. So that the activity has become a child's habit or routine. Apart from having an impact on academic aspects, game addiction, it also has an impact on psychological aspects, social relations, health and finances.

According to (Habibi et al, 2022). The following are some results of scientific studies on the negative effects or disadvantages of playing online games in several aspects:

a.) Impact on health:

There is a relationship between online games and health, this is proven with where a person is usually more promote interaction with people throughout the world just hallucination and illusion, this is caused by timeout just by playing online games and you can interfere with the performance of the brain so that it affects overall health.

b.) Academic Impact:

Online game addiction causes teens to play truant and spend more time in front of the smartphone than a book. Resulting in a decrease in adolescent learning

achievement and activity school was disrupted. Online game addiction has a negative impact on motivation decreased student learning, and students become less discipline towards time, and students do not care the environment around them only care about friends only in cyberspace. Addiction to online games has a negative impact on students' learning motivation. Addicted children will reduce the motivation to learn thus causing a decrease in academic achievement. Someone who is addicted to online games require special handling. As a result of online game addiction with easy access and available in game center and home, time utilization study at home is relatively small.

c.) Financial Impact:

Impact caused by online game addiction lying about financial problems. This habit of lying because they need money to upgrade property game they play. Online game addiction also causes teenagers to often skip classes and spending time in front of the smartphone. It cause disrupting lessons. The impact of online game addiction is consumptive behavior when students cannot use money and only spent playing online games. Students who addicted to online games will spend their own money only to buy the existing attributes in online games and when their finances run out, they are afraid they will justify any means to still be able to play online games.

d.) Psychological Impact:

There are associations carried out by teenagers in afternoon and evening time to get Wi-Fi network cheap or free to save quota. It is so attract their attention because of its appearance slick. Addiction causes teenagers to play online games without keeping track of time, disobeying people, ignorant of the existence around, their

anger is not controlled and difficult to socialize. The negative impact of online game addiction leads to emotional mental problems and can cause distortion time, hyperactivity, lack of focus, presence of violence, emotion negative, and aggressive behavior.

Online game addiction also has an impact on self-identity teenager. Like salience (think online game all day) can cause a shift in self-identity as a teenager and can cause laziness in learning. Apart from having an impact psychologically, also has an impact on academic aspects. Online game fans have online communities which influence the behavior of adolescents. Gamers who are addicted to online games have an effect on negative behavior.

WHO (World Health Organization) has defined online game addiction or game disorder in the latest version of the International Statistical Classification of Diseases (ICD) as a mental disorder. In the latest version of ICD-11, WHO states that game addiction is a disorder due to addictive behavior or a disorder caused by habit or addiction.

A person is said to have an online/video gaming disorder if he meets predetermined criteria, namely a pattern of behavior with the following characteristics: 1) There is a control disorder to play the game (unable to control oneself); 2) Prioritize playing the game compared to activities that should take priority; 3) The intensity is increasing and continuing even though there are consequences or negative impacts that are felt; 4) The pattern of behavior causes significant impairment in personal, family, social, educational and other important

areas of functioning; and 5) the pattern has been going on for 12 months (Rokom, 2018).

F. Students' Achievements

Students' achievements are abilities obtained by individuals after the learning process takes place, which can provide behavioral changes in both knowledge, understanding, attitudes and skills of students so they become better than before (Purwanto, 2002). Students' Achievements are one indicator of the learning process. Students' Achievements are changes in behavior that are obtained by students after experiencing learning activities (Anni, 2004). One of the indicators is whether or not something has been achieved.

Students' Achievements is to see the learning outcomes achieved by students. Students' Achievements are the level of mastery achieved by students in participating in teaching and learning programs, in accordance with the goals set. According to Dimiyati & Mudjiono(2006), it can be understood what is meant by Students' achievements is a process to see the extent to which students can master lessons after participating in teaching and learning activities, or the success achieved by a student after participating in learning activities marked by the form of numbers, letters or certain symbols agreed upon by the education provider.

The success or failure of a person in learning is due to several factors that influence the Students' achievements, it's divided into two factors; internal factors and external factors.

1) Internal factors

a) Students' physiological factors, such as health and physical fitness conditions, as well as the condition of their five senses, especially sight and hearing.

b) Students' psychological factors, such as interests, talents, intelligence, motivation, and cognitive abilities such as perception, memory, thinking and basic knowledge abilities.

2) External factors

a) Student environmental factors

This factor is divided into two, natural or non-social environmental factors such as temperature, humidity, time (morning, afternoon, evening, night), location of the school, etc., and social environmental factors such as humans and their culture.

b) Instrumental factors

Instrumental factors include buildings or physical classroom facilities, learning facilities or tools, learning media, teachers, and curriculum or subject matter and learning strategies.

The high and low Students' achievements are influenced by many existing factors, both internal and external. These factors greatly affect students' achievements and support the implementation of learning process activities, so they can achieved learning objectives.

Based on the theories above regarding the understanding of students' achievements, the students' achievements referred to in this study are the achievements they get at school after carrying out learning activities in class for one semester which are influenced by students' habits in playing online games as evidenced by the evaluation results in the form of students' report card.

G. Relevant Studies

It can be said that there have been many previous studies that examined the positive and negative effects of playing online games on students' academic achievement and also the impact on their education. There are study results which state that playing games has many advantages and positive impacts for students, as stated by Suryanto (2015:11) in his article titled *Dampak Positif Dan Negatif Permainan Game Online Di Kalangan Pelajar*. This research used Descriptive Statistics. His research took 30 participants who frequently play online games.

Based on the research results, the conclusion to this study concluded that the positive impact of online games for students can eliminate stress, it means students can entertain and overcome fatigue due to routine school activities by playing online games. Then, the value of computer subjects is most prominent in school, it means habits operating a computer in an internet cafe causes students to know basic techniques and computer science. The habit of holding the keyboard to increase the speed of students in typing. They also able to solve problems quickly (problem solving) lessons. Student habits in solving problems/levels in playing

games online has an impact on his ability to solve lesson problems related (problem solving) that requires students to learn to solve lesson problems.

Another studies about the effects of playing online games on students' achievements also discussed by Kautsar (2019:74) in his research titled *Pengaruh Game Online Terhadap Prestasi Akademik Peserta Didik di MAN 3 Aceh Besar*. This research done in MAN 3 Aceh Besar. The research used quantitative method with descriptive statistic analysis. His research took 30 participants used purposive sampling with criteria of high intensity playing online games.

The research conclusions stated that the effect of playing online games have a negative effect on student achievement by 30%, an indication that can be seen is the occurrence of a decrease in the cumulative index value of the average participant report card students for a year, especially in the last 2 semesters.

Explanation of how online games can have a good effect on students' achievement in English has been discussed by Anisa (2015). In her reasearch titled *Analisis Pengaruh Online Game Terhadap Language Comprehension Dalam Kemampuan Berbahasa Inggris*, she said the use of language in a game is something inseparable, because with language the game users know for sure the rules and explanations of the game in the game. The language used in each game can be different, depending on whether the creator of the game wants to use the language of his country or use a language that has been translated before. However, most of the games are in English, because English is a universal language where everyone in the world communicates with each other using English. The large use

of English is what encourages game users to understand English which then has an impact on the development of the language skills they have. Language skills are one of the supporting factors for game users to be able to understand the game and understand the English used in the game.

To be able to understand and have good English skills, language comprehension is needed, one's understanding of the language itself. In order for game users to understand the meaning of the words in the game, they must have good language comprehension. This is also because in the game there are English words or sentences that have different meanings from the everyday English words that we use, therefore even though game users have good English skills, it does not guarantee they know it for sure (The whole meaning of the word). Therefore, by playing games, users will unconsciously learn the English used in the game, thus affecting their language comprehension skills. By understanding the meaning of the words, their English proficiency will also increase. Especially if the online game uses more instructions or English vocabulary than other online games, such as MMORPG online games, one of which is called Ragnarok. The more instructions and English vocabulary used, the more often language comprehension skills are needed or used.

CHAPTER III

RESEARCH METODOLOGY

In this Chapter, researcher provides a description of the methodology dealing with research design, research method, research population and participants, data collection technique, and technique of data analysis.

A. Research Design

The research design used in this study was descriptive-analytic with qualitative approach. According to Creswell (2016), qualitative research is research that explains the results of data obtained from researcher's experiences, attitudes, and environment.

The researchers described and analyzed the knowledge, opinions and practices of the Junior High School Students of SMPN 8 Banda Aceh about playing online game that affects their school achievements. This method used because this study seeks to find out whether there are the effect of online games on the learning interest of eight grade Junior High School students in SMPN 8 Banda Aceh.

B. Research Population and Participants

The population in this study is Eight-grade students in SMPN Banda Aceh. The number population of eight-grade students in SMPN Banda Aceh is 220 students and the researcher selected 10 students who truly fit the research criteria

as participants. Criteria for selecting students as participants are those who enjoy and frequently play online games in their daily activities.

Researcher also selected 2 English teachers as participant from the population of 4 English teachers in SMPN 8 Banda Aceh who understand the effect of online games on students' achievement in general education and specifically in English lesson as respondents. Sampling technique used in this study is purposive sampling. The main problem of the purposive is to determine the criteria that support research objectives (Kriyantono, 2010:158).

C. Techniques of Data Collection

Interview was used as the main instrument of the study to determine the cause and effect of online games to eight grade students of SMPN 8 Banda Aceh. According to Merriam & Tisdell (2016), a semi-structured interview is one of the formal and informal interviews using questions asked to participants to obtain information and use solutions to the questions on the basis of the research. The designed questions focused on why they are playing online games and how this affects them. The interview was prepared by the researchers themselves after doing a research and intensive reading from the internet and asking opinions from people who plays online games.

The interview has two parts. Part I contained the profile of the respondents in terms of age, gender and educational status and Part II focused on the purpose of playing online game, how long the respondents spend their time playing online games, when they play online games and how playing online games affects their

study especially in English lesson. The researcher met face to face with the respondents one by one to carry out the interview process to those eight grade students who play online games and also to Teachers. After the interview was done, the responses were analysed and interpreted.

The following are interview questions that researcher asked to respondents. The researcher adopted this interview question from various research sources and articles, one of them is Dumrique & Castillo (2014) on their research titled *Online Gaming: Impact on the Academic Performance and Social Behavior of the Students in Polytechnic University of the Philippines Laboratory High School*. After that, researcher made slight modifications to align it with the researcher's study question.

1. What kind of online game do you usually play?
2. How long do you spend time for playing online games in a day?
3. What is the purpose of playing online games?
4. Where do you usually play online games? Do you ever play it at the school time?
5. Does playing online games make you addicted? How does it make you addicted/not addicted?
6. How do you care about your surroundings while playing games?
7. How playing online games affect your activities at school?
8. What benefit would you get from playing online games?
9. Does playing online games affect your English lesson skills in certain areas?

10. Have you ever played online games with the aim of improving your English language skills?

Later, the researcher examined the report card of the interviewed students to observe and verify their achievements at school. The objective was to determine whether students who frequently play games have high grades or vice versa, particularly in English language subjects.

D. Technique of Data Analysis

After collecting data by conducting interviews, next analyze the interviews that have been obtained using the thematic analysis method. According to Braun & Clarke (2014), explaining the thematic analysis method is to find, evaluate, patterns of themes dataset, and identifying qualitative data. After conducting the interviews, the researcher used thematic analysis to analyze the interview transcripts. Furthermore, the researcher analyzed the data gained from interviewing selected students who frequently play online games and English teachers.

The first step was to make a transcript of the interview results by re-listening, writing and re-reading. Then, from the existing transcript, the researcher does coding by separating the answers from the research question, in this case the researcher combines the same initial code from the interview transcript.

Furthermore, the researcher re-read the transcripts that had been coded by determining several themes, such as challenges and strategies that were in accordance with the component theories to answer the research question.

Researchers re-analyzed the themes that had been formed to get information from the interview results. Then the researcher correlated the results of the interviews with the students' report card grades to demonstrate the effects of playing online games on their English language scores. Finally, analysis process was completed, the analysis method was carried out by carefully examining each participant's response one at a time.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and analyzes the results of the study. In this study, researcher has done interviews with 10 (ten) students and 2 (two) teachers as participants to get information about the effects of playing online games on students' achievements in English lesson. The time required in interviewing ranges from 20-25 minutes with students and 10-15 minutes with teachers.

Then, the researchers also presented the students' achievements in the last semester by examining their report card results, particularly in English lessons to ensure the influence of playing online games on their achievement in English lesson. Finally, there a discussion of the findings is made in the last part of this chapter.

A. Findings

1. The Effects of Playing Online Games on Students' Achievements in English Lesson

In this study, researcher interviewed students with several questions discussed their relationship with online games from basic to more advanced topics regarding their interests in playing online games. The questions included asking which games they frequently play, what their main purpose is for playing online games, how long they spend playing online games per day, and also questions about

the correlation between playing online games and their education in school generally as well as specifically in English language subjects.

By asking these interview questions, definitely the researcher can gather various answers from each student, which can be used as a benchmark for determining and analyzing the influence of playing online games on students' education and their achievements in English lesson.

a. Purpose of Playing Online Game

Nine out of ten respondents play online games only for having fun while one respondent plays to sharpen their brain. This shows that they play online games for entertainment purposes rather than educational reasons or brain training exercises.

b. Playing Games during School Hours

All respondents reported never playing during school hours, suggesting that they prioritize their education over leisure activities during class time.

c. Addiction to Online Games

Nine respondents agreed that playing online games could become addictive while one disagreed, indicating awareness and potential self-regulation in managing this issue. According to Irawan (2021), the main factors that cause a student addicted to play online games are frequency of playing online games in a day, the preferred type of online games, and the time for playing online games.

d. Effect on Awareness Surrounding Circumstances

Six students said agree if playing online games made them careless about the circumstances around. It causes people's perception to become negative towards

online game players because they often lack concern for their surroundings while playing games. This also leads to gamers being seen as less sociable, and they tend to ignore or neglect calls from others, especially from their parents.

e. Effect on Learning Activities at School

Half respondents said they often imagining and remembering the game they usually play during Teachers explanation in the class. They also having conversation in the class with their classmate about the online games they play. This indicates they would have missed Teachers explanation and learning activities in the class. But the half remain said they never thinking about their game during class lesson and focus on their teachers explanation. Highlighting individual differences in how students balance academic work with leisure activities.

f. Benefits Gained from Playing Online Games

Eight respondents mentioned various benefits including stress relief, having fun, increasing new English vocabulary, and add knowledge or skills related to trading with people worldwide.

g. Impact on English Skills

Six out of ten respondents who played Growtopia, Sakura School Simulator, Mobile Legends or Free Fire believed these games helped improve their vocabulary in English language while slightly improving reading ability. Online games often present players with challenges or quests that require reading comprehension skills. Players must understand instructions, dialogues between characters, or written narratives to progress in the game.

Engaging with these activities can indirectly improve reading comprehension abilities by providing practice in understanding written formal texts; whereas all four players who only played FIFA 2022 or Mobile Legends felt it did not impact their abilities in any way. So, it's depending upon what kind was being played – those who engaged with language-heavy genres like Growtopia tended towards positive responses whereas those who only played football-related titles did not see an improvement.

h. Playing Online Games Specifically for English Improvement

4 out of 10 students occasionally play online games with the aim of improving their English language skills, while six responded that they had never played games specifically to improve their English skills, suggesting that this is not a common practice among students.

Based on these findings, it can be concluded that the majority of students play online games for fun and enjoyment. However, some also believe that playing certain games can help them develop specific skills such as language proficiency. While there are concerns about addiction and potential negative impact on their academic achievements or awareness surrounding circumstances, most students reported not experiencing significant issues in these areas.

As stated by previous researcher, the factors that contribute to the positive and negative effects of playing online games on students are the types of games they play, the duration of online gaming, and time management. If they become neglectful due to online gaming and abandon their activities and responsibilities as students, undoubtedly the negative effects of playing online games will manifest in

these students. All of their activities will influence their learning in school and ultimately impact their grades.

Here is a table displaying the progress of their report card grades in the last two semesters, aiming to demonstrate the impact of playing online games on their achievements specifically in English lesson.

Table 4.1 Student's English Score in last two semester

Student's Initials	Type Game	Duration Playing Game/Day	English Lesson Score	
			First Semester	Second Semester
(MF)	Mobile Legends	2 hours	71	75
(BS)	Mobile Legends	3 hours	75	85
(RM)	Mobile Legends	4 hours	70	74
(MR)	FIFA 2022	4 hours	73	74
(ZA)	Free Fire	2 hours	73	75
(IH)	FIFA 2022	2 hours	79	80
(MA)	Mobile Legends	4 hours	72	65
(AH)	Free Fire	2 hours	82	75
(HN)	Sakura School Simulator	3 hours	80	70
(RL)	Growtopia	2 hours	91	80

Source: SMPN 8 Banda Aceh Students Class VIII Report Card

From the table showing the English lesson grades above, we can see there are six students who play online games without any issues with their English grades. In fact, we can observe an improvement in their grades within one semester. Based on interviews, these students mentioned that playing online games can be addictive, but it does not disrupt their school activities. They also mentioned that playing

online games increasing their vocabulary in English and improving their ability ‘to read’. This statement holds true when we examine their English language achievements in the past two semesters.

However, there are four students whose grades have declined in the past two semesters. This could be attributed to their frequent gaming addiction, which leads them to neglect their study time. As mentioned in the interviews, some students admitted the addictive effects of playing online games lead them to neglect their responsibilities at school. Consequently, they tend to ignore the explanations provided by the teachers regarding the material.

As the result, one potential positive effect of online games is that they expose students to a wide range of vocabulary. Many games incorporate complex storylines and dialogue, requiring players to read and comprehend text in English. This exposure can enhance vocabulary acquisition as students encounter new words within a meaningful context. According to Prihandini (2021), presenting some scripts or fascinating symbols used in online games attract so deep that students easily remembers and it supports the boy to have “the ability to read”. Finally, the words used on the online games become their daily words. The words play a role in his efforts to convey ideas or thoughts. Playing in online games could become a booster to present that awareness.

There are also potential risks associated with gaming. For the negative effect on students’ achievement in English lesson, there is no research that explains the negative impact of playing games on students' achievement in English lesson.

However, playing games without discipline of time indirectly can affect a lack of interest in learning, especially in English lessons. As a result, they may not have enough time to memorize new vocabulary in English and may not be focused on their studies in general, particularly in English lessons. This can have a detrimental effect on their achievement in English lesson. It is important to continue monitoring these trends in order to better understand how they may impact student well-being and academic achievements.

2. Teachers' Perception about the Effects of Playing Online Games on Students' Achievements in English Lesson

After conducting interviews with several students, the researcher proceeded to interview two English teachers regarding their perception of the effects of playing online games on student achievement in school, particularly in English language subjects. The results of the interview are as follows:

a. Teacher's perception about playing online games

First teacher (YT) said in the interview that if we look at the perspective of society, playing online games is a negative thing. This is because she often receive information that families are disrupted due to online gaming, not only affecting children but also many adults who experience negative impacts from playing online games. For example, games that involve online gambling. In her opinion, most online games ultimately lead children towards negativity. However, there are certain online games that contain educational content and are supervised by teachers or parents.

Additionally, there are games specifically designed for children which have been set to exclude any negative elements. Educational games like these are especially beneficial for children in today's digital learning environment since it enhances their motivation to learn.

Based on the interview that researcher done with second teacher (MA), the teacher said playing online games has two effects on students, positive and negative effects. Both of these effects depend on various factors such as the type of game played, duration of gaming, the purpose of playing, and individual differences that influence the impact of gaming on each student. Based on what she has seen, playing online games tends to have more negative impacts on students than positive ones. Although there are some students who experience significant positive influences from playing games, such as being more active in English language learning due to their extensive English vocabulary knowledge and enjoyment of challenges, leading to increased participation in class.

However, there are also many students who become distracted in class due to their preoccupation with the games they frequently play, resulting in a loss of concentration during learning. In conclusion, the effects of playing online games whether positive or negative, it can be influenced by various factors and should be closely monitored by parents and teachers.

b. Teachers' Perception about significant effects of playing online games on students' school achievements especially in English lesson

From the first teacher (YT) teaching experience, students who are active and have a good knowledge of English vocabulary are usually the ones who have hobbies and frequently play online games. However, not all students who play online games active in English lesson due to the different types of online games they play. Some online games use English as their primary language, where all descriptions within the game are in formal English and players can communicate with foreign individuals using English. On the other hand, there are also students who play online games purely for entertainment purposes and do not particularly enjoy learning English.

As a result, these students often become distracted and lose focus during school lessons because they constantly think about the game they frequently engage in and discuss it with their classmates during class hours. Ultimately, the teacher believe it depends on each student's personality whether or not they have an affinity for learning English.

The second teacher (MA) also concluded that playing online games allows students to gain positive effects especially in English lessons. As most games are conducted in English. For instance, such words like "start," "play," "let's go," and other English terms used to explain how the online game is played. Indirectly, these English vocabulary words provide understanding to students regarding the function and meaning of those words even without translation. However, there are also some

students who despite enjoy playing online games, may not have an interest in English lesson. This preference varies among individual students.



CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion and suggestion. The conclusion is based on the study findings and discussion from the previous chapter. The interview, data analysis and discussion were summarized in this section, while the suggestion included some recommendation that would be beneficial to future researchers.

A. Conclusion

Based on a thorough analysis of the interview, it can be concluded that playing online games has both positive and negative effects on students' achievements in English lessons. The positive effects include increased vocabulary acquisition, improved language skills, and enhanced motivation to learn. Some students who engage in online gaming exhibit higher levels of participation and enthusiasm in English classes, as their exposure to various game scenarios and challenges expands their language proficiency.

On the contrary, if students fail to manage their time effectively in their activities, they will experience the negative consequences of playing online games, such as neglecting their obligations, showing a lack of social concern, and becoming lazy in their studies due to an addiction to gaming. This situation cannot be separated from the responsibility of parents to control their children's daily activities at home. Additionally, it is the responsibility of teachers to provide guidance and

advice to students so that they can develop time discipline, avoid excessive online gaming, and allocate sufficient time for studying.

Teachers' perceptions concluded that, the effects of playing online games whether positive or negative, can be influenced by various factors and should be closely monitored by parents and teachers. However, it is important to note that the negative effects should not be overlooked. Excessive gaming and addiction can lead to poor time management, resulting in less time allocated for studying and completing assignments. This can negatively impact students' academic performance and achievement in English lessons. Additionally, some games may contain distracting or inappropriate content, diverting students' attention away from their studies and hindering their language development.

B. Suggestion

After carrying out the research, it is suggested that if It is crucial for parents and educators to establish a healthy balance between online gaming and academic responsibilities. Implementing effective parental supervision, setting reasonable time limits, and encouraging open communication with students about the potential drawbacks of excessive gaming are essential in mitigating the negative effects. Furthermore, integrating educational games specifically designed for English language learning can harness the positive aspects of online gaming while supporting students' academic achievement in English lessons.

Individual student experiences and circumstances may vary. Therefore, a personalized approach that recognizes each student's unique needs and ensures their

well-being and academic success is essential when addressing the impact of online gaming on students' school achievement in English lessons.



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Appendix A : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-11792/UN.08/FTK/KP.07.6/09/2022

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Dr. Maskur, S.Ag., M.A
2. Mulia, M.Ed
Untuk membimbing Skripsi :
Nama : Najwul Fikri
NIM : 180203144
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effects of Playing Online Games on Students' Achievements in English Lesson
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

MEMUTUSKAN

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan


Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B : permission letter



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jl.P.Nyuh Makam No. 23 GP, Kota Baru TEL/FAX. (0651) 7555134, 755513
E-mail: dikbud@bandacehkota.go.id Website: dikbud.kbandacehkota.go.id

Kode Pos: 23123

SURAT IZIN
NOMOR : 074/A4/5934
TENTANG
IZIN PENGUMPULAN DATA

Dasar : Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-14925/Un.08/FTK.1/TL.00/11 /2022 tanggal 22 November 2022, perihal mohon izin untuk mengumpulkan data menyusun skripsi.

MEMBERI IZIN

Kepada :
Nama : Najwal Filiri
NIM : 180203144
Jurusan Prodi : Pendidikan Bahasa Inggris
Untuk : Melaksanakan pengambilan data pada SMP Negeri 8 Kota Banda Aceh dalam rangka penulisan skripsi dengan judul :

"THE EFFECT OF PLAYING ONLINE GAMES ON STUDENTS' ACHIEVEMENTS IN ENGLISH LESSON."

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyempatkan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 23 November s.d 23 Desember 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
6. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 23 November 2022_M
28 Rabi'ul Akhir 1444 H

u.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,


EVI SUSANTI, S.Pd, M.Si.
Pembina
NIP:19760113 200604 2 003

Tersusun :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fak.Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
2. Koordinator Pengawas Sekolah.
3. Kepala SMP Negeri 8 Kota Banda Aceh

Appendix c Instrument of Interview

The researcher adopted this interview question from various research sources and articles. The first one from Dumrique & Castillo (2014) on their research titled *Online Gaming: Impact on the Academic Performance and Social Behavior of the Students in Polytechnic University of the Philippines Laboratory High School*. And the second is from Kautsar (2019) on his research titled *Pengaruh Game Online Terhadap Prestasi Akademik Peserta Didik di MAN 3 Aceh Besar*. After that, researcher made slight modifications to align it with the researcher's study question.

STUDENT INTERVIEW QUESTION

1. What kind of online game do you usually play?
2. How long do you spend time for playing online games in a day?
3. What is the purpose of playing online games?
4. Where do you usually play online games? Do you ever play it at the school time?
5. Does playing online games make you addicted? How does it make you addicted/not addicted?
6. How do you care about your surroundings while playing games?
7. How playing online games affect your activities at school?
8. What benefit would you get from playing online games?
9. Does playing online games affect your English lesson skills in certain areas?
10. Have you ever played online games with the aim of improving your English skills?

TEACHER INTERVIEW QUESTION

1. What is your perception about the effects of playing online games?
2. Are there any significant effects of playing online games on students' school achievements especially in English lesson?