

Vocabulary Mastery of Students Who Play Mobile Legends Game at Eleventh Grade of MAN 2 Lombok Timur Academic Year 2022/2023

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Abstract: The aim of the study is to determine the level of students' specific vocabulary mastery on mobile legends. This study analyzed specific vocabulary mastery of students who play mobile legends of the 11 grade students of MAN 2 Lombok Timur. Descriptive quantitative method was used in this study and the population was 19 students and all of the population was taken as the sample. The data were collected by conducting a test. The test consisted of 30 questions and there are three aspects of vocabulary in the test, i.e., word form, meaning and use aspect. The result of this study shows that student's mean score is 72.26, median is 71, mode is 87 and standard deviation is 12.60. Based on the test result, student's achievement score is classified as good. Among 19 students, 5 were classified as very good, 10 as good, 3 as fair, 1 as poor, and none as very poor in vocabulary mastery. The test covered three aspects: word form, meaning, and use. In word form, 9 students were very good, 6 good, and 4 poor, with a mean score of 6.78 and standard deviation of 2.41. For meaning, 9 were very good, 7 good, and 3 fair, with a mean of 16.57 and standard deviation of 3.92. In usage, 1 student was very good, 14 good, 3 fair, and 1 poor, with a mean of 48.89 and standard deviation of 8.29. Overall, the students' vocabulary mastery was classified as good. It can be concluded that students who play mobile legends have good specific vocabulary mastery on mobile legends based on the test results that have been obtained as can be seen that the average student score is good with an average score of 72.26, which is a good score.

Keywords: language, vocabulary, vocabulary learning, vocabulary mastery, game, mobile legends

INTRODUCTION

In learning English there are some very important things that must be mastered, such as speaking, writing, reading and listening. It is also very important is vocabulary, without good vocabulary mastery, people will not be able to master a language because vocabulary is the basis for learning a language. The more vocabulary a person knows, the easier it is for him to understand and communicate. Ekayanti et al. (2019) state that vocabulary is very important in learning a foreign language, the more vocabulary we have, the easier it is for us to understand a language and express our opinions and the less vocabulary we have the more difficult it is to understand and express opinions. Safitri et al. (2022) state that vocabulary mastery has a very important role in learning a foreign language. Without vocabulary a person will not be able to speak anything because vocabulary is the basis for mastering a language and is used to communicate. In studying vocabulary there are aspects that must be considered. Nation (2001) state that there are three aspects of knowing a word: form, meaning and use.

The current generation is the most affected by the development of technology and the internet, because the existence of the internet is used in many ways such as shopping, communication, entertainment, business, learning etc. This is in line with Sumolang (2013) in his research that youth rely on the internet for their daily activities, accessing information, and so on. The internet makes it easy for humans to carry out daily activities ranging from business, education to entertainment. One thing that is popular now is online games, as a means of entertainment to take a short break from the daily grind.

According to Adams (2014) games are a sort of play activity in which the participant(s) attempt to attain at least one arbitrary, nontrivial objective by behaving in accordance with rules in the setting of a fictitious world. One of the most

popular online games now is Mobile Legends. It is a type of MOBA game where players will be divided into two teams and each team consists of 5 players then fight in an arena. In playing the game, players can buy and choose available heroes with different roles. Each hero has different skills and item combinations, so it requires players to pay attention to the hero they want to use. Mobile Legends: Bang Bang is a multiplayer online battle arena (MOBA) game designed for mobile phones. The game is free-to-play and is only monetized through in-game purchases like characters and skins. Each player can control a selectable character, called "Hero", with unique abilities and traits. Diantoro et al. (2021) state that mobile legends allow interaction to get a good team work, and the players can increase their English skill by conducting a conversation.

Due to the popularity and many fans of Mobile Legends, many are interested in conducting research on mobile legends. There is a lot of research on mobile legends and its relationship with learning English. Dananjaya & Kusumastuti (2019) in their research found that students get new vocabulary, not only get new vocabulary but they know how to pronounce and spell words and can use it in everyday life. And this is also in line with Diantoro et al. (2021) states that there is an influence from mobile legends on students' vocabulary mastery. Additionally, Gee (2007) in Huda (2017) also states that in the context of gaming, learners are motivated intrinsically to use or improve their English to advance in their games. In playing the game players are allowed to communicate to each other, it is supported by Granic et al. (2014) that video games allow for social interaction in ways that have never been possible before.

Based on the explanation above, this study aims to analyze the vocabulary mastery of students who play the mobile legends game at eleventh grade of MAN 2 East Lombok.

RESEARCH METHOD

This study used descriptive quantitative method. Descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the things are (Gay et al., 2012). Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative/ statistical with the aim of testing hypotheses has been determined (Sugiyono, 2005: 14). In this study, cannot make conclusions that include the population, the conclusions only include a predetermined sample.

This study used a purposive sampling technique to determine the sample. Sugiyono (2015) also states that purposive sampling is a sampling technique with certain considerations. In this study, the determination of the sample used a purposive sampling technique in which each class leader was asked to record data on classmates who play mobile legends, which aims to determine the population as well as the sample for this study. The total of 11th grade students who play mobile legends are 25 students. The population of this study were the eleventh grade students who play mobile legends and the sample was 19 students, there were 6 students who did not participate because some of them had school activities and some did not attend in school.

The data were collected by giving a questionnaire and a test to the students. Measuring students' vocabulary needs to be done in order to get student vocabulary data. Because what is measured here is students' vocabulary mastery which is an ability, this study used a test to measure students' vocabulary. According to Brown (2004), a test is a tool for assessing someone's knowledge, ability or performance in a certain area. In order to measure students' specific vocabulary mastery, there are several elements were used based on the previous discussion about the common element or aspects of vocabulary test such as word form meaning, and use.

The data taken from test and questionnaire were analyzed by using descriptive statistic. The first step to be taken was to analyze the student worksheets to identify the vocabulary mastery of the students who play mobile legends. There are 30 questions in the test that consists of two part, part A or multiple choice that have 20 questions and each question has 3 points, part B non-multiple choice 10 questions and each question has 4 points. So if all questions are answered correctly, then part A $3 \times 20 = 60$, part B $4 \times 10 = 40$, and total test point $60 + 40 = 100$ points. After scoring student test results and finding the average of all students' scores, the scores and results will be classified

Table 1. Classification score

| Classification | Score |
|----------------|--------|
| Very Good | 82-100 |
| Good | 62-81 |
| Fair | 42-61 |
| Poor | 22-41 |
| Very Poor | 0-21 |

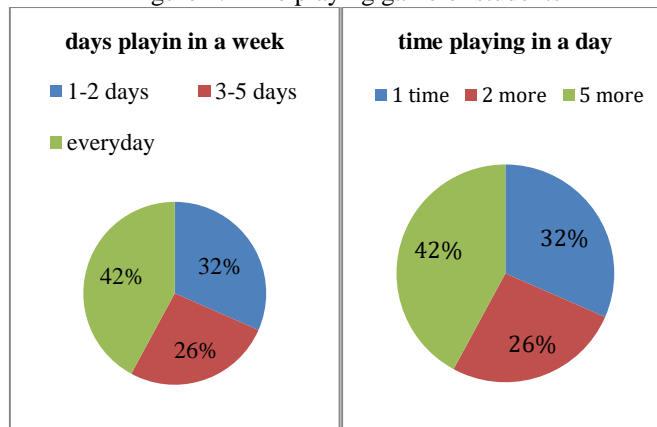
RESULTAND DISCUSSION

The results of the tests that have been held consist of several parts: student test scores, written form, meaning and use.

Finding from questionnaire

Tests were conducted on 19 students who play mobile legends in 11 grade of MAN 2 Lombok Timur.

Figure 1. Time playing game of students



Based on the data obtained most of students playing the game every day, 42% students said that the play the game every day. And it is same to how many time they play the game in a day, 42% students said that the play the game more than 5 times a day.

Finding from test

The highest score obtained by students is 87 and the lowest score obtained by students is 41, there are 5 students who get the highest score and only 1 student who gets the lowest score. It is known that the number of students who get high scores is more than students who get low scores. This indicates that the achievement of student scores can be said to be good.

Table 1. Student's level percentage

| Students levels | scores | Amount | Percentage |
|-----------------|--------|-------------|------------|
| Very good | 82-100 | 5 students | 26.31% |
| Good | 62-81 | 10 students | 52.63% |
| Fair | 42-61 | 3 students | 15.78% |
| Poor | 22-41 | 1 student | 5.26% |
| Very poor | 0-21 | 0 student | 0% |

The table above shows that half of the students got the good level and none of the students got the very poor level. It can be seen that the dominating level is the good level followed by the very good level and if combined, the percentage of students who get good and very good levels, it reaches 79% of the total number of students. Thus the achievement of student test scores based on the percentage table above is included in the good level.

The test consists of three aspects of vocabulary, namely form, meaning and use aspect. There is 10% form aspect, 37% meaning aspect and 53% use aspect in the test.

The mean score level of each vocabulary aspect was determined based on ratio of percentage of correct answer of all question in each aspect or ratio of percentage of score obtained from the maximum score in each aspect. The percentage ratio of scores for each aspect follows the score classification scale

in chapter 3 and was adjusted to the maximum score for each aspect.

a. Word form aspect

In this aspect, there are 3 questions in the test in part A or multiple choice section. The points in part A are 3 per question. So the total points in this aspect is 9 points. In this part the score scale is divided into only 3 levels.

Figure 2. Students' level and number on word form aspect

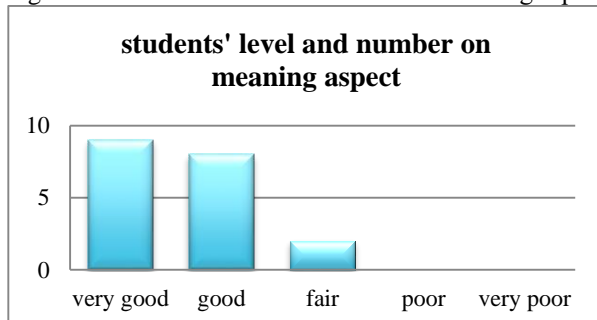


In the word form aspect, it was found that the total point of the students was 129 and the mean score is 6.78. There were 9 students at good level, 6 students at the fair level and 4 students at the poor level. Based on the result of the calculation of the student's mean score, it could be concluded that the mastery of specific vocabulary on mobile legends on word's form aspect of MAN 2 Lombok Timur students is included in the good level.

b. Meaning aspect

In this aspect, there are 11 questions in the test in part A or multiple choice section. The points in part A are 3 per question. So the total points in this aspect are 33 points.

Figure 3. Students' level and number on meaning aspect

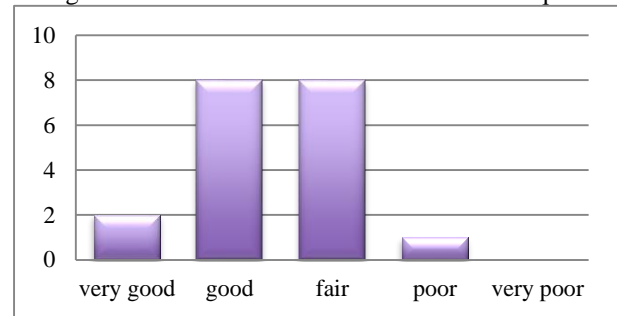


In the meaning aspect, it was found the total score of the students was 510 and the mean score was 26.84. There were 9 students at the very good level, 8 students at the good level and 2 students at the fair level. Furthermore, the result of the calculation of the student's mean score, it can be concluded that the mastery of specific vocabulary on mobile legends on meaning aspect of MAN 2 Lombok Timur students is at a good level.

c. Aspect of Use

In this aspect, there are 16 questions in the test, 6 questions in part A and 10 questions in part B. The points in part A are 3 per question and 4 points per question in part B. So the total points in this aspect is 58 points.

Figure 3. Students' level and number on use aspect



In the use aspect, it was found that the total score of the students was 720 and the mean score was 37.89. There were 2 students at the very good level, 8 students were at the good level, 8 students were at the fair level, and 1 student was at the poor level. From the calculation of the students' mean score, it was concluded that the mastery of specific vocabulary on Mobile Legends in the use aspect of MAN 2 Lombok Timur students was at the good level.

Based on the analysis, the author found that the overall test average score of the students was at the good level. Students did not encounter severe difficulties in the test based on the results obtained. The meaning aspect was the easiest part for students to answer, followed by the word form aspect, while the use aspect was the most difficult for students to answer.

Discussion

This study found that overall students got a good average score in the test of students' mastery of specific vocabulary on mobile legends. Students did not experience severe difficulties in answering the test. There are several aspects that are included in the test, namely:

a. Word's form

In this study, it was found that students obtained a good level in the aspect of word's form. This can happen because students often see and read words in the game which then unintentionally or naturally they know the word form, meaning or use. Several studies have shown that learners can pick up vocabulary incidentally, without direct instruction, through activities like reading or gaming. This type of learning is more natural because it occurs in a context where meaning is derived through repeated exposure and use. Games provide a rich context for this kind of learning (Hulstijn, 2001). In addition to that, Peterson (2010) argues that video games often engage players through motivation and immersion, which can make them powerful tools for language learning. Players are repeatedly exposed to text and dialogue, which can help reinforce vocabulary acquisition, especially when tied to meaningful actions or outcomes in the game. Word's form aspect is the least aspect in the test, namely questions number 4,5,6, because playing mobile legends is more inclined to meaning and use aspect. In this aspect, question number 5 is the easiest number for students to answer, only 2 students answered incorrectly on this number, because the word "core" in question number 5 is very commonly used in mobile legends games. And question number 4 is the question that most students answer wrong in this part, there are 8 students who answer wrong, the word "role" is commonly used in games but as said earlier the word form aspect is very rarely used in games. Based on the results of student answers and the results of the score calculation, it can be said that students' mastery of specific

vocabulary on mobile legends in word's form aspect is good.

b. Meaning

This study found that students obtained a good level in the aspect of meaning. This can happen because students often see, read and use words in the game so that they know the meaning of words that are often used. Gee (2003) argues that games create a context where players naturally learn new words by constantly using them in meaningful situations. deHaan (2019) also found that students could develop a better understanding of word meanings due to frequent exposure to game-related vocabulary. In the meaning aspect there are 11 questions in the test, namely number 1,2,3,7,8,12,13,17,18,19, 20. In this aspect, questions number 2, 7, 13 are the easiest questions for students to answer, number 2 and 7 all students answered correctly and number 13 only one student answered incorrectly. which, the word "kill" at number 2, "farming" at number 7 and "backdoor" are the most commonly used words when playing mobile legends. Then, numbers 1 and 12 are the numbers that most students answered wrong in this part, where 9 students answered wrong at number 1 and 8 students answered wrong at number 12, students had difficulty answering the antonym of the word "attack" is "defense" and what is meant by roaming in mobile legends in English. Based on the test results and calculation of student scores, it can be said that students' mastery of specific vocabulary on mobile legends in meaning aspect is good.

c. Use

It was found that in the aspect of use also students' average score was classified as good. This can happen because students often use the words in the game so that they are used to using English terms or words in the game. Sundqvist & Sylvén (2014) showed that students who play video games in English develop a stronger vocabulary and are more comfortable using English. The authors highlight how gaming environments push learners to engage with the language in authentic contexts, fostering learning through repetition and exposure. Gunel and Top (2022) believed that games provide an immersive environment where students are repeatedly exposed to new words and phrases in context, allowing them to become familiar with English terms in a natural and engaging way

Use aspect is the most aspect in the test, namely number 9, 10, 11, 14, 15, 16, 21-30. In this aspect number 29, and there is no one student answered incorrectly at number 29 because the words in that question are very familiar in playing mobile legends. Then number 14 is the question that most students answered incorrectly, namely none of the students who answered correctly at number 14. The word "consist" in number 14 is very rarely used so that makes students unable to answer. Based on the test results and calculation of student scores, it can be said that students' mastery of specific vocabulary on mobile legends in the use aspect is good.

The discussion above can answer the question of to what extent student's mastery of specific vocabulary on mobile legends. Specific vocabulary mastery of students can be said to be good based on the test results obtained, where the average of students score is at a good level. And students did not get severe difficulties in answering the test questions given to them.

CONCLUSION

The main objective of this research is to analyze and describe students' mastery of specific vocabulary about mobile legends. The sample were 19 grade 11 students of MAN 2 East Lombok who played mobile legends who took the test. Based on the research results, the average student gets a good score in the tests that have been carried out. In general, the average student score is good with an average score of 72.26, which is a good score. In the test there were three aspects included and each of these aspects achieved good grades, the aspect of knowing word's form was at good level, the aspect knowing meaning was at good level and also the aspect knowing word use was at good level. So that the question of to what extent student's mastery of specific vocabulary on mobile legends was answered. specific vocabulary mastery of students can be said to be good based on the test results obtained, where the average of students score is at a good level. And students did not get severe difficulties in answering the test questions given to them.

Future research could expand on the findings of this study by investigating the long-term retention of specific vocabulary related to Mobile Legends among students. A longitudinal study could be conducted to assess whether the vocabulary knowledge gained through gameplay is retained over time and if it transfers to other contexts, such as academic or social situations. Additionally, exploring the impact of different types of game-related interactions—such as cooperative play versus competitive play—on vocabulary acquisition could provide deeper insights. Furthermore, including a more diverse sample of students from different schools and varying levels of gaming experience could enhance the generalizability of the findings. Investigating how different factors, such as age, language proficiency, and engagement level, influence vocabulary mastery in gaming contexts would also contribute valuable information to the field of language acquisition and educational research.

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