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**The Effect of Playing Online
Vocabulary Games and Motivation on Student's
Vocabulary Mastery in Insan Utama Junior High School Pekanbaru**

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Abstrak

Pentingnya penguasaan kosakata memberikan komunikasi yang baik antara siswa dan guru di dalam kelas dan pembelajaran aktif. Tanpa kosa kata tidak mungkin menggunakan bahasa Inggris sebagai komunikasi Burton, dan kosa kata jumlah total kata yang menyusun bahasa, menguasai pola tata bahasa dasar bahasa Hornby. Dalam kaitannya dengan ide-ide teoritis, kosakata merupakan faktor kunci untuk memastikan bahwa produksi (kosakata reseptif dan kosakata produktif) untuk mendapatkan kosakata sebagai faktor kunci perlu adanya motivasi dalam proses pembelajaran. Dengan bermain game online diharapkan siswa memiliki motivasi dalam belajar bahasa asing khususnya mata pelajaran bahasa Inggris. Bermain game online bisa membuat santai siswa karena pembelajar muda menyukai game. Berdasarkan Ashraf (2014: 290), gamer semakin tertarik untuk bermain online dan ingin mendapatkan hasil yang lebih baik. Siswa lebih interaktif dan memotivasi serta efektif dalam kosakata. Merupakan alasan peneliti untuk memilih game online untuk meningkatkan motivasi siswa dan menambah kosa kata siswa. Pembelajaran memiliki pengaruh dan perubahan yang signifikan bagi pembelajaran, motivasi dan kosa kata siswa.

Kata Kunci: Game Online, Penguasaan Kata, Motivasi

Abstract

The importance of vocabulary mastery given communicate well between students and teacher in the classroom and learning active. Without vocabulary impossible use English language as communication Burton, and vocabulary total number of the word making up the language, master the fundamental grammatical pattern of language Hornby. In relation to the theoretical ideas, vocabulary is the key factor to ensure that production (receptive vocabulary and productive vocabulary) to get vocabulary as the key factor need a motivation in proces learning. With playing online game it is hoped students have a motivation in learning foreign language especially English subject. Playing online game can relax for students because young learners like games. Based on Ashraf (2014:290), gamers became more intersted in playing online and wished to achieve better result. Students more interactive and motivating and effective in vocabulary. It is the researchers' reasone to choose online game for up grading students motivation and increase students' vocabulary. Study got significant impact and change for the students learning, motivation and vocabulary.

Keywords: Online Game, Vocabulary Mastery, Motivation

Introduction

The importance of vocabulary mastery given communicate well between students and teacher in the classroom and learning active. Without vocabulary impossible use English language as communication Burton (1982:98) and vocabulary total number of the word making up the language, master the fundamental grammatical pattern of language Hornby (1994:959)

It means that students who do not learn and master the language cannot communicative well and master the fundamental grammatical pattern. Students Insan Utama islamic junior high school got some problems in vocabulary. First, students hard to understand the meaning of the text/word, sometimes students skip the word / text when students found unknown meaning, lack of vocabulary and background knowledge of vocabulary.

Secondly, the students also had difficulties to use appropriate choice of the words, cannot use grammatically, did not know about word information (noun, adverb, adjective, and verb) some of students confused, part of speech, synonym, antonym, confused word meaning and finding out the unfamiliar words when they are reading and some of students not interesting in English Subject. Based on the background problems also come from students self.

And the third is motivation, it is related to the students' interest in learning. Students who are highly motivated to learn something are more likely to be active than others to consciously plan their learning motivated students usually want to understand the content of the text fully and process learning (Slavin,2009:302) and motivation one of factor given place as well as cognitive process in learning process Warg and Guthrie (2004).

It is not easy to mastering vocabulary, based on the table below students might lack of vocabulary / unknown meaning of the word. Researcher found students' score on answer sheet of several question in basic competence of sub topic

Table 1. The English vocabulary score at seven grade of Insan Utama

No.	Academic year	Class	Students score		Total
			>75	<75	

1	2019/2020	VII.1	6	9	15
2		VII.2	9	11	20
Total		2 classess	15	20	35

Because those phenomena employed by the students Insan Utama islamic junior high school pekanbaru some questions are needed to be addressed? What are the students' difficulties in vocabulary? Why do the students get difficulties in language competence and sub competence? Why are the students not able to master vocabulary knowledge? Why are the students not able to master background knowledge? Why student low motivation ? Are motivation and vocabulary mastery able to solve students' problem in English subject ? Is there any significant diffrence between playing online on vocabulary mastery ? Is there any significant diffrence between playing online game on motivation ? Is there significant effect of playing online vocabulary games on students' vocabulary mastery? Is there motivation on students' vocabulary mastery?

Pullido & Hambrick (2008) found that knowledge of vocabulary to be an indicator of the quality of a person's vocabulary. In relation to the theoretical ideas, vocabulary is the key factor to ensure that production (receptive vocabulary and productive vocabulary) to get vocabulary as the key factor need a motivation in proces learning. With playing online game it is hoped students have a motivation in learning foreign language especially English subject.

Playing online game can relax for students because young learners like games. Based on Ashraf (2014:290), gamers became more intersted in playing online and wished to achieve better result. Students more interactive and motivating and effective in vocabulary. It is the researchers' reasone to choose online game for up grading students motivation and increase students' vocabulary. Study got significant impact and change for the students learning, motivation and vocabulary. study got significant impact and change for the students learning, motivation and vocabulary (Ashraf,2014:290).

Based on the background and statements of the problem above the researcher imposible to solve all those problem and the researcher focused on investigating the effect of playing online vocabulary games and motivation on students vocabulary mastery in insan utama islamic junior high school pekanbaru academic year 2019/2020. The subject of this research was limited at the seven grade in the School. This research focused on effect playing online game students' motivation and vocabulary mastery. in this research vocabulary mastery given written test.

Vocabulary mastery (Hornby, 200:144) know the word, meaning, formation, and grammar use in particular language and subject. It might online vocabulary games can improve students' word, grammar and meaning in particular language in the school, in their house and everywhere. In another hand online vocabulary games easy, fun, interesting to improve students' vocabulary. It supported by computer/ laptop / gadget / mobile phone and most importantly internet connection. In the case, researcher also limit either vocabulary or topic which are related to the school material. Thus, vocabulary / common word is used in students' daily life, around house, class and school.

The purpose of the research to find out effect of playing online game on students' motivation and vocabulary mastery. Based on Motlagh (2014:290) online game a possible area for teacher to explore further as researcher, effective facilitation a knowledge and skill. Online element in teaching learning are necessary and playing online vocabulary games has benefit for learner in learning English as foreign language such as increase their activity.

Research Methods

This chapter discusses about the methods and the procedures of the research that used by researcher to answer the problem of the research in the previous chapter. The procedures consist of the time and place of the research, research design, population and sample, instrument of the data collecting and data analysis they are as follows:

Research Design

The design of this research is categorized into experiment research or quantitative research. The experimental research divided into two, true experiment and quasi experimental research. In this study the researcher use quasi experiment research. Quasi experiment research is a type of comparison that compares the effect of giving a treatment to an object and looks at the effect of its treatment. This research, there were three variables playing online vocabulary games (X1) motivation (X2), and vocabulary mastery (Y) one dependent variable and two independent variables.

The study attempts to confine it is framework to measure students' vocabulary mastery and analyzed students' motivation in the class. The design of this research factorial design. Factorial design represent a modification of the between group design in which the researcher studies two or more levels and purpose of this design to study the independent and simultaneous effects or more independent treatment variables on an outcome Craswell (2012).

Location and the Time of the Research

This research will be conducted at Insan Utama islamic Junior high School Pekanbaru located on Jl. Soekarno Hatta. The duration of the research April to May 2020.

Subject and Object of the Research

Based on the title of the research, the subject of the research was the seven grade students of Insan Utama junior high school Pekanbaru. The object of this research was the effect of playing online game vocabulary games and motivation on students' vocabulary mastery in Insan Utama islamic junior high school Pekanbaru

The Population and Sample of the Research

All population in Insan Utama Islamic junior high school 106 students. The researcher choose seven grade as subject of the research. The population for sample of seven grade students Insan Utama 35 respondents. Actually in this school, there were consist of 2 classes for seven grade.

The sample of the research consisted of two class comprised of 35 respondents. 15 students control class (VII.1) and 20 experiment class (VII.2). The sample of this study used a purposive sampling. Cohen (120: 2005) stated that the purposive sampling is non probability sample researcher handpick the case to be included in the sample but it is not representative of the population

Technique of Collecting Data

In order to get the data which were needed to support this study, the researcher used two tests and one questionnaire as the instruments. They were administered to find out the effect of playing games and motivation on students' vocabulary mastery in Insan utama islamic junior high school Pekanbaru and test for vocabulary mastery.

Data Analysis Technicque

Data Analysis Technicque to analysis the data of informatopn about students' vocabulary mastery and motivation of the students. In this part the researcher needed to test homogeneity and

normality if the data. Homogeneity is used a reference material for determining statistical test decision and normality of the test the researchr had to find out the normality test of the data. The normal distribution analysis use Kolmogorof –Smirnov method.

Result and Discussion

The analysis of the data were measure from the instrument, test and questioner. More data about this research the researcher present bellow:

Results

The purpose of this research was to find out the significant difference in vocabulary mastery between those who were taught by playing online vocabulary games and without being taught by online vocabulary games. The data of the research were gotten by test. The test was used to gather the data about students' vocabulary mastery. Another purpose of this research was to find out interaction effect of playing online vocabulary games on students' motivation and vocabulary mastery in Insan utama Islamic Junior High School.

There were two classes taken in this research. The first class was experimental class and the second class was control class. The experimental class was taught online vocabulary games, this group had a new treatment by using this media. There were several of treatments and they might playing this game as additional knowledge. The control class was taught by using conventional to avoid the influence of new intervention.

The researcher used the same question format of pre-test and post-test for experimental class and control class. The result of vocabulary test was evaluated by concerning several components: (a); students ability to know the opposite/ similar and meaning of the words; (b) students can use the good words in grammatically; (c) students ability to know about word formation (noun, adjective, verb and adverb); (d) students ability to spell the spelling of the words correctly.

The purpose of this part to show the significant difference in vocabulary mastery between those who were taught by playing online vocabulary games and without being taught by online vocabulary games. The data of the research were gotten by test. The test was used to gather the data about students' vocabulary mastery and the data of the research were the scores of students' pre-test, post-test from experimental and control group at Insan Utama Islamic junior high school Pekanbaru. The collecting of the data following procedures:

The students VII.1 and VII.2 got pre-test of vocabulary mastery and experiment class got treatment by online vocabulary games and control class without playing online vocabulary games. The next step student of experiment class and students control class got post-test by asking them to answer the question and the students answer sheets of control class and experiment class were collected in order to get the data about their vocabulary mastery and students motivation.

And result of this study on students' taught treatment in experimental class and students without taught treatment, significant difference of vocabulary mastery between students with low and high motivation after being taught by using online vocabulary games and without online vocabulary game and result of interaction effect of playing online vocabulary games and students' motivation on vocabulary mastery in Insan Utama Islamic Junior High School as follow:

- 1. Is there any significant difference of vocabulary mastery between students' taught by using online vocabulary games and without online vocabulary game? (RQ 1)**

Table 4.1
Independent Sample T-Test in Post Test Experiment and Control Class

Subject		N	Mean	Std. Deviation	Std. Error Mean
Post-test experiment	1	20	83.7500	7.04777	1.57539
Post-test control	2	15	77.0000	7.27029	1.87718

Based on the table 4.1, that the number of the students of each group is difference. Experimental class 20 participants and control class 15 participants. The means score of post-test of experimental class was **83.75** and mean score of control class **77.00**. The standard deviation from the table post-test experimental group **7.04** and pre test control group **7.27**. Next information about the table can be seen on standard error mean of post-test experiment **1.64** and post-test control **1.87**. More about independent T-Test analysis for post-test vocabulary mastery in experimental group and control group.

Table 4.2
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Post test Experiment	.040	.844	2.767	33	.009	6.75000	2.43981	1.78618	11.71382	
Control			2.754	29.7	.010	6.75000	2.45099	1.74290	11.75710	

The table 4.2 shows that there is significant difference if the pre test experimental class and control classes. It showed that sig **0.009** significant level is smaller than significant value (0.05). The first line equal variances assumed is used. The degree of freedom the data was **33** and correlate with either 5% or 1% significance level. The result showed that the value there is significant difference of vocabulary mastery between students taught by using online vocabulary games and without treatment online vocabulary games. It mean H_a is accepted and H_o is rejected.

Table 4.3
Paired Samples Statistics of Experiment class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Experiment	70.5000	20	8.09483	1.81006
Post -test Experiment	83.7500	20	7.04777	1.57593

The table demonstrate that the output of paired sample t-test show that t-test result is mean score in pre-test **70.50** and after treatment mean score of post-test experimental class is **83.75** the standard deviation of pre-test **8.094** and post-test experiment class **7.340**. in the table show standard error mean for pre-test experiment **1.810** and post- test experimental class **1.641**.

Table 4.4
Paired Sample T-Test Statistic In Control Class

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test Control	73.0000	15	8.61892	2.22539
Post -test Control	77.0000	15	7.27029	1.87718

The table shows the number of students in control class 15 participants. The mean score of the pre-test control class **73.00** and post test score in control class **77.00**. Standard deviation of pre-test control **8.618** and post-test of control class **7.270**. Information of the table about standard error mean of pre-test control class **2.22** and post-test control class **1.877**

Table 4.5
Paired Samples Test In Control Class

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Table 4.5
Paired Samples Test In Control Class

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test Control Post-test control	4.000	6.86607	1.77281	7.802	.19770	2.256	14	.041

This table demonstrates that the output of paired sample T-test shows that t-test result is **2.256**, it compared by getting the freedom (df) 14, significant of **0.41**. The mean differences is 4. The standard deviation 6.866 and standard error mean is **1.772**. the lower difference interval is **7.802** and upper interval **1.977**

Based on the table 4.4 and table 4.5 showed mean score of experiment class before treatment **70.50** and after treatment mean score of experiment class **83.75** for control class in pre-test mean score of them **73** and post test of control class **77**. The conclusion of table 4.4 and 4.5 there is significant difference between vocabulary mastery post test mean score of the esxperiment class in Insan Utama Islamic Junior High School Pekanbaru.

For more detail about the data the researcher put the table of post-test experimental class and control class in table 4.7. The table show 35 participants there are 20 experiment class and 15 control class. The calculation of the total post test score of experimental class is **1675**, the mean of the post test score of experimental class is **83.75** and post test of control group is **77**. The result of this research is there is significant difference of vocabulary mastery between students taught by online vocabulary games. It can be seen in means score of the test **70.50** before the treatment and after treatment in experiment class the mean score class was **83.75**.

The result of this part Ha is accepted and Ho is rejected it can be seen significant score of experiment class in pre- test **70.50** and after treatment was **83.75** the conclusion is there is significant difference of vocabulary mastery between students taught by online vocabulary games and without treatment games in class control. The data of post test experiment and control class showed in table 4.6 the table in below:

Table 4.6
Post-test Score after treatment in experimental class and Without treatment in control class

No.	STUDENTS	Score experiment after treatment	Score control class
1	Student 1	80	75
2	Student 2	85	70

3	Student 3	80	85
4	Student 4	90	60
5	Student 5	95	70
6	Student 6	75	80
7	Student 7	80	90
8	Student 8	85	75
9	Student 9	80	80
10	Student 10	80	75
11	Student 11	95	80
12	Student 12	85	75
13	Student 13	95	80
14	Student 14	90	75
15	Student 15	90	85
16	Student 16	80	-
17	Student 17	75	-
18	Student 18	80	-
19	Student 19	70	-
20	Student 20	85	-
	Total	1675	1095
	Mean score	83.75	77.00

Mean score of post- test of experiment class and control calss was **83.57** in experiment class and **77** in contro l class. About this score answer the question of the hypothesis below: The procedure of inferential statistics began with the statistical test on the following null hypothesis:

Ho1: There is no significant difference between vocabulary mastery post- test mean score of the experimental class and control class on vocabulary mastery Insan Utama Islamic Junior High School Pekanbaru.

Ha1: There is a significant difference between vocabulary mastery post- test mean score of the experimental class and control class on vocabulary mastery Insan Utama Islamic Junior High School Pekanbaru.

The conclusion is Ha is accepted and Ho us rejected. Because there is a significant difference between vocabulary mastery post- test mean score of the experimental class and control class on vocabulary mastery Insan Utama Islamic Junior High School Pekanbaru. The table 4.2 shows that there is significant difference if the pre test experimental class and control classes. It showed that sig **0.009** significant level is smaller than significant value (0.05).

2. Is there any significant difference of vocabulary mastery between students with low and high motivation after being taught by using online vocabulary games and without online vocabulary game? (RQ 2)

The procedure of inferential statistics began with the statistical test on the following null hypothesis for research question 2:

Ho2: There is no significant difference of vocabulary mastery between students who have high and low motivation in experimental class and control class at Insan Utama Islamic Junior High School Pekanbaru.

Ha2: There is a significant difference of vocabulary mastery between students who have high low motivation in experimental class and control class at Insan Utama Islamic Junior High School Pekanbaru

Table 4. 7
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post test Equal variances assumed	8.52	.006	3.878	33	.000	7.900	2.0371	3.755	12.044
Equal variances not assumed			3.569	19.8	.002	7.900	2.2133	3.281	12.518

Based on the table 4.7 above showed information about independent sample T-test for post-test vocabulary mastery between high motivation and low motivation. Levene's Test show Sig (2-tailed) **0.00** smaller than **0.05** The result of this study indicate there is significant difference in students motivation post test experiment between control class high motivation and low motivation. More detail about statistic the researcher put the table below:

Table 4. 8
Group Statistics post test Experiment and Control

Class	N	Mean	Std. Deviation	Std. Error Mean
Post test experiment	20	56.3000	4.13076	.92367
Control	15	48.4000	7.79010	2.01140

Based on the table of 4.8 post test score of experiment class 56.30 and mean score of control class 48.40. standar deviation of experiment class 4.13076 and control class 7.79010 about standar error mean of experiment class 92367 and 2.01140. The table showed class experiment got higher score in mean score than cintril group. More detail about the data of post test score between experiment class and control class as below:

4.9 The Data of Post Test

Students High Motivation and Low Motivation in Experiment class

No	student	Post test Experiment class	Level Motivation
1	Student 1	58	High
2	Student 2	55	High
3	Student 3	56	High
4	Student 4	49	Low
5	Student 5	65	High
6	Student 6	59	High
7	Student 7	53	High
8	Student 8	55	High
9	Student 9	49	Low
10	Student 10	54	High
11	Student 11	54	High
12	Student 12	55	High
13	Student 13	60	High
14	Student 14	52	High
15	Student 15	60	High
16	Student 16	53	High
17	Student 17	60	High
18	Student 18	60	High
19	Student 19	59	High
20	Student 20	60	High
	Total	1126	
	Mean	56,3	

Table 4.10

The Data Presentation of Students High and Low Motivation in control class

No	Students	Control class	Level Motivation
1	Student1	47	Low
2	Student2	48	Low
3	Student3	36	Low

4	Student4	44	Low
5	Student5	58	High
6	Student6	41	Low
7	Student7	43	Low
8	Student8	45	Low
9	Student9	58	High
10	Student10	51	High
11	Student11	53	High
12	Student12	59	High
13	Student13	38	Low
14	Student14	45	Low
15	Student15	60	High
	Total	726	
		48.40	

Table 4. 11
Group Statistics mean Score
of High and Low Motivation in control class

Post test	N	Mean	Std. Deviation	Std. Error Mean
Control class	15	48.40	7.790	2.011

Result on table 4.8 mean score of post-test experiment class higher than post- test control class. Table 4.11 showed means score of post test mean score of post-test in control class **48.40**. The conclusion is there is significant difference of vocabulary mastery between students with low and high motivation after being taught by playing online games and without treatment the game. class control **7.790** for standard error mean **2.011**. the researcher found the result of means score in post test control group still low.

The result found there is a significant difference of vocabulary mastery between students who have high low motivation in experimental class and control class at Insan Utama Islamic Junior High School Pekanbaru. Ha is accepted and Ho is rejected. It can be seen in the table 4.7 and showed sig 2 tailed **0.00** smaller than 0.05 %

3. Is there any interaction effect of playing online vocabulary games and students' motivation on vocabulary mastery in Insan Utama Islamic Junior High School? (RQ 3)

The procedure of inferential statistics began with the statistical test on the following null hypothesis:

Ho3: There is no significant interaction effect between online vocabulary games and motivation on students' vocabulary mastery at Insan Utama Islamic Junior High School Pekanbaru.

Ha3: There is a significant interaction effect between online vocabulary games and motivation on students' vocabulary mastery at Insan Utama Islamic Junior High School Pekanbaru.

Table 4.12
Tests of Between-Subjects Effects

Dependent Variable:
Experiment and Control

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	396.508 ^a	3	132.169	2.442	.083
Intercept	125022.593	1	125022.593	2.310E3	.000
Motivation	.370	1	.370	.007	.935
class	250.370	1	250.370	4.626	.039
Motivation * class	5.926	1	5.926	.109	.743
Error	1677.778	31	54.122		
Total	230900.000	35			
Corrected Total	2074.286	34			

a. R Squared = ,191 (Adjusted R Squared = ,113)

From the analysis result in table 4.12, it was found that there was no interaction effect between playing online vocabulary games and motivation on students' vocabulary mastery. It was performed by using Two Ways Anova Test. It can be seen table 4.12 it is mean bigger than significant level 5%. The conclusion is Ho accepted is and Ha is rejected

The advantages of using Two Way ANOVA design the test "main effect" for each Independent variable and also explore the possibility of an interaction effect . if the significant value greater than >0.05 there is no significant. If the significance value is smaller than <0.05 it mean there is significance. So, it can be conclude by playing online vocabulary games and motivation on students' vocabulary mastery referring two way ANOVA test there is no interaction with significant.

Table 4. 13
The data of students' Motivation in Class Control

No	student	Post test Experiment class	Level Motivation
1	Student 1	58	High
2	Student 2	55	High
3	Student 3	56	High
4	Student 4	49	Low
5	Student 5	65	High
6	Student 6	59	High
7	Student 7	53	High
8	Student 8	55	High
9	Student 9	49	Low
10	Student 10	54	High

11	Student 11	54	High
12	Student 12	55	High
13	Student 13	60	High
14	Student 14	52	High
15	Student 15	60	High
16	Student 16	53	High
17	Student 17	60	High
18	Student 18	60	High
19	Student 19	59	High
20	Student 20	60	High
	Total	1126	
	Mean	56,3	

Table 4.13 about mean score in post-test control class, about post -test control class mean score got **77.083** standard deviation **1.939** lower biund **73.129** and upper Bound **81.073**

Table 4.14
Mean Score in Post-test Control Class

Dependent Variable:experimentandcontrol

Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control	77.083	1.939	73.129	81.037

To answer the hypothesis it can be seen on table and interaction between variable of research question was no significant interaction effect between online vocabulary games and motivation on students' vocabulary mastery at Insan Utama Islamic Junior High School Pekanbaru. It mean Ho accepted and Ha was rejected.

Discussion

The data was collected, analyzed and found the result. After doing the research and treatment the researcher got experiences how deep online learning or internet zone. Internet and online help peoples' work at home, school and everywhere. The researcher interested to know motivation of students and using online vocabulary game on students' vocabulary mastery and apply in teaching and learning to measure the interaction effect playing online vocabulary games and motivation on students' vocabulary mastery.

1. The effectiveness of online vocabulary games on students' vocabulary mastery

To investigate the first question, an independent sample T-test was conducted. The T- test was intended to compare the obtained mean score of the participants in the control and experimental class in post-test to indicate the effectiveness of the treatment. The game as an effective way to help students enjoy and entertain with the language they learn.

Based on the research question and hypothesis “is there significant difference in vocabulary mastery between taught by using online vocabulary games and taught without online vocabulary games? this question answering by the data post-test experimental class and control class on table 4.8 T-test result was **0.688** and df 33, standard deviation of experimental class **8.61** and control class **8.09** the conclusion is the sig. 2 tailed **0.009** it bigger than 0.05%. and another difference of experimental class and control class. Mean score of pre-test and post-test in experiment class was **70.50** and **83.75** and post-test control class was **77.00**

In this part the researcher used collaborative with the teacher and result showed that the subjects in both of groups got different mean scores. It provides students with opportunity treatment to learn and practice new knowledge and examine their thinking process to improve their creativity in process learning the discussion about the effectiveness of vocabulary games on students’ vocabulary mastery it allows the finding research before evaluate students’ progress, and provides teacher cognitive and affective supports for students understanding.

Based on kwan (2014) the students in experiment group generally prepared online learning with digital educational games and more active and creative based on lesson. It might result and discussion of this research finding appropriate or compatible with the theory and kalyaati (2018) online games effective and motivating.

Conclusion for research question and hypothesis is there is significance difference in vocabulary mastery between taught by using online vocabulary games and taught without online vocabulary games. the literature review on the effect of playing online vocabulary games on students’ vocabulary mastery, it can be online vocabulary games are an effective in Insan Utama Islamic Junior High School Pekanbaru.

2. The influence of motivation on students’ vocabulary mastery

Based on the research question 2” is there any significant difference of vocabulary mastery between students with low and high motivation after being taught by using online vocabulary games and without online vocabulary game?”. It was found on the table 4.7 and conclude that there is significance difference of vocabulary mastery between students with low and high motivation after being taught by using online vocabulary games and without online vocabulary game it means H_a is accepted.

Playing online vocabulary mastery and motivation can make students have desire to participate in the classroom or everywhere they play the game. Digital game one of the factor make learners interested and motivated in learning process they can learn vocabulary became fun, easy, enjoy and rised high motivation and low motivation learning English in vocabulary.

Sadeghi (2013) confirmed that students who have high motivational level related significantly to their achievement and most participated in subject or object, about the researcher in his research showed there is influence of motivation on students’ vocabulary mastery. The result and discussion of this part showed in the table 4.7 and conclusion was students in experiment class have high motivation is there is significant difference of vocabulary mastery between students with high motivation and low motivation after being treatment playing online vocabulary games.

It support by Sahriarpour (2014) using digital games in education result better motivation and facilities, they have high interested and low stress more active and creative, fun and enjoyable. Banyte

(2015) games prompted intrinsic motivation and play developed their skills. The researcher conclude there is influence of motivation on students' vocabulary mastery.

The interaction of playing online vocabulary games and motivation on vocabulary mastery

Last discussion about research question 3 "Is there any interaction effect of playing online vocabulary games on students' motivation and vocabulary mastery in Insan Utama Islamic junior high school Pekanbaru based on the research question and finding the data in this research, there is no interaction of playing online vocabulary game and motivation on vocabulary mastery, the researcher found there is no interaction of playing online vocabulary games and motivation on vocabulary mastery it can be seen on the table 4.13 and conclude it was not appropriate with theory

The theory support by the researcher Swando (2014) it leads to the implication that should be more innovative in finding and developing more various media that can be used in their teaching and encourage students' motivation which final result the improvment of their vocabulary mastery. In conclusion, playing online vocabulary games is suitable media to improve students' vocabulary and portable. Portable mean students can playing and improve thier self everywhere and connected with internet.

Wright (2011) findings vidio games or playing online vocabulary games have an ever creating, increasing, entertainment than ever before. Overall, that can be learned about it. In conclusion, playing online vocabulary games good in the context of school have connectivity with internet and hot spot area. This game can be used as a reference for the teacher to improve the students' low motivation and like playing online gmae to increas their knowladge about the words, because playing online vocabulary games is easily.

Another theory about no interaction effect of this research is jalali (2012) the result no significant effect and no significant difference between experiment class and control class it was conducted Independent sample T-test of his research. However, researcher also finding in SPSS there is no interaction effect of playing oline vocabulary games and motivation on students' vocabulary mastery in Insan Utama Islamic Junior High School Pekanbaru. Even though the research question 3 is not significant, the learners enjoy the games and increase their motivation.

Congclusion

This research was conducted on April to May and object of this research was students of Islamic Junior High School Pekanbaru. The researcher took two classes as a sampling research. One of the classes was experiment class and other control class. The purpose of this research was carrying out a research on the topic above. Based on several consideration: This research is relevant to her status as an English student of Post Graduate of State Islamic University Sultan Syarif Kasim Riau, the researcher wants to know the students' vocabulary mastery by online vocabulary games at Insan Utama Islamic Junior High School Pekanbaru, The title is interesting because it is related to the problem faced by students and now.

The problem of this research were: Students Insan Utama Islamic junior high school got some problems in vocabulary. First, students hard to understand the meaning of the text/word, sometimes students skip the word / text when students found unknown meaning, lack of vocabulary and background knowledge of vocabulary

Secondly, the students also had difficulties to use appropriate choice of the words, cannot use grammatically, did not know about word information (noun, adverb, adjective, and verb) some of students confused, part of speech, synonym, antonym, confused word meaning and finding out the unfamiliar words when they are reading and some of students not interesting in English Subject. Based on the background problems also come from students self.

And the third is motivation, it is related to the students' interest in learning. Students who are highly motivated to learn something are more likely to be active than others to consciously plan their learning. It is not easy to mastering vocabulary, based on the table below students might lack of vocabulary / unknown meaning of the word.

To solve the problems, the writer used the online vocabulary games it might help the students to promote creativity in the classroom, house and everywhere to supports the students in vocabulary. Based on the data analysis, about the Effect of playing online vocabulary games and motivation on Students' vocabulary mastery in Insan Utama Islamic Junior High School Pekanbaru comes to the conclusion as follows:

The students who are taught by online vocabulary mastery have than without treatment. Students playing online vocabulary games can be seen from mean score of the experiment research in control and experiment classes. The mean score of students' treatment by playing online vocabulary games is 83,75 than without treatment or control class 77.

There was a significant difference in vocabulary mastery between the students who had high and low motivation. Therefore, motivation determined the success of students' ability in vocabulary mastery. There is positive influence who had high motivation and playing online vocabulary games on vocabulary mastery was interesting and could motivate students to learning English easily, happy and creative and was an interaction effect between online vocabulary games and motivation on students' vocabulary mastery.

The result of data analysis by using Independent t-test for research question 1 and 2. The last research question answer by Two-Way ANOVA. The formula is higher than the t_{table} it means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It means positive interaction effect between playing online vocabulary mastery and motivation on students' vocabulary mastery. It can be concluded that the students' vocabulary mastery is influence by playing online vocabulary games being used and motivation.

For research question 1 and 2 there is significant difference of vocabulary mastery between students taught by using online vocabulary games and without treatment the games it can be seen in mean score of experimental class and control class. Next result the researcher found difference of vocabulary mastery between students with high motivation and low motivation after being playing online vocabulary games it can be seen score of post-test in experimental class and control class. The conclusion between research question 1 and 2 is H_a accepted and H_0 rejected.

In another case, for research question 3 is H_0 is accepted and H_a is rejected. The table of interaction effect of playing online vocabulary games and students motivation on vocabulary mastery can be seen on the table sig.2 tailed is higher than 0,05. Conclusion of this research there is no significant difference between students taught online vocabulary games between experiment class and control class and have high and low motivation after being treatment online vocabulary games and without the treatment.

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