

CHAPTER I

INTRODUCTION

This chapter covers the study's background, problem identification, problem addressed by the research, study objective, study scope and limitations, and definitions of essential words.

A. Background of the Study

Education is currently undergoing rapid changes, especially due to technological advancements. Various technological devices, including computers, mobile phones, radios, and televisions, have a significant influence on human life, yielding both positive and negative effects. The utilization of these electronic devices impacts human behavior, cognitive processes, and social interactions.

In today's digital era, online games have become an inseparable part of daily life for many students, particularly teenagers. With the increasing accessibility of smartphones, mobile internet, and gaming platforms, students now spend a significant amount of their leisure time playing online games. These games often incorporate elements of the English language, including instructions, narratives, dialogues, and player communication, making them a potential medium for incidental language exposure.

Unfortunately, many players lose track of time while gaming, often returning home late at night and neglecting their religious obligations. Gaming is frequently viewed as a negative habit, as players tend to forget their surroundings and become frustrated when they lose. These behaviors highlight some of the adverse effects associated with gaming. Nevertheless, numerous studies also indicate that gaming can have several positive impacts on children, particularly in terms of academic performance. Games can have

both beneficial and detrimental effects on students' academic performance and education while they are in class. Since students enjoy activities that require cognitive skills, playing games can occasionally inspire students to be more enthusiastic about their studies. However, playing games also makes it simple for kids to forget the time and the environment. claimed that playing internet games has no bearing on pupils' academic performance.¹ Even if they played for a while, their grades are still adequate. However, numerous studies on the drawbacks of this online gaming condition have also been carried out.

Several scholars have argued that online games may provide meaningful exposure to English, particularly when games involve interactive language use, problem-solving tasks, or communication with other players in English.³ For example, vocabulary acquisition and reading comprehension can occur through repeated exposure to English in gaming environments.⁴ However, not all online games contribute to learning. Some may lack educational value or become distractions that lead to decreased academic performance when played excessively.² These elements positively influence students' academic performance, implying that stronger or more favorable conditions contribute to improved educational outcomes.

Conversely, the availability of teaching is influenced by several aspects, including the school's role, the presence of additional tutoring services, the educational structure, and the ratio of teaching staff to students. Among these, all except the educator-to-student ratio significantly impact the

¹ Dumrique D.O & Castillo J.G. (2014). Online Gaming: Impact on the Academic Performance and Social Behavior of the Students in Polytechnic University of the Philippines Laboratory High School. Polytechnic University of the Philippine

² Angeles, M. L. (2004). *An Inquiry on the Determinants of School Performance in the Primary and Secondary Levels: Philippine Case*. Undergraduate Thesis. UP Diliman.

execution of school programs. Furthermore, with the rise of technological innovations, new elements are beginning to shape the quality of the educated community.³ Numerous research were also carried out to determine the relationships between students' academic performance and technology, particularly online games. According to certain research findings, children's cognitive thinking and problem-solving skills can be enhanced by playing games. According to research findings, children who play games perform better on computer tests in terms of both ability and value than children who do not play games. This is because of the child's behavior when using technology.

Not all students engage in gaming solely for recreational purposes or to alleviate boredom. In several instances, players encounter English-language instructions during gameplay, which may incidentally enhance their vocabulary acquisition. Furthermore, participation in online games often necessitates communication with international players, thereby fostering regular interaction in English. This continuous exposure contributes to the development of linguistic familiarity and competence, representing a significant positive implication of online gaming. Preliminary observations conducted by the researcher indicate that a considerable number of eleventh-grade students at SMAN 13 Kabupaten Tangerang frequently engage in popular online games such as Mobile Legends and Free Fire.

This study was initiated based on the observation that a growing number of students are exhibiting signs of excessive engagement with online games. It was noted that some learners tend to prioritize gaming-related discussions over classroom activities, often neglecting their academic

³ Oliveros, R. P., and M. T. Sapio. (2007). *Into IT: Computers and Student Academic Achievement in Public Secondary Schools. Undergraduate Thesis*. UP Diliman

responsibilities. The prevalence of online game addiction among school-aged students appears to be increasing progressively over time.

Based on the aforementioned observations, the researcher identified two opposing impacts associated with students' habitual engagement in online gaming. Consequently, this study seeks to examine the influence of such gaming behavior on students' academic performance in English, with particular focus on eleventh-grade students at SMAN 13 Kabupaten Tangerang.

B. Research Questions

The primary objective of this research is to examine the influence of online gaming on the English language achievement of students at SMAN 13 Kabupaten Tangerang. In line with this aim, the study seeks to address the following research questions:

1. How often do the pupils play internet games?
2. What are the effects of playing online games on students' achievements in English lessons?
3. Is there a relationship between the frequency of playing mobile online games and the English proficiency of eleventh graders at SMAN 13 Kabupaten Tangerang Senior High School?

C. Objective of the Study

The objective of the study in this research is:

1. To identify the frequency with which the eleventh-grade students at SMAN 13 Kabupaten Tangerang play online games.
2. To analyze the influence of online gaming habits on students' performance in English classes.

3. To determine whether there is a relationship between the frequency of playing mobile online games and the English proficiency of eleventh grade students at SMAN 13 Kabupaten Tangerang Senior High School.

D. Significance of the Study

The findings of this research are anticipated to offer valuable insights for students, educators, and parents concerning both the advantageous and adverse effects of online gaming on students' English language proficiency. It is expected that students will develop greater awareness of the potential consequences associated with excessive gaming, while teachers and parents may utilize this information to more effectively monitor and guide students' gaming behaviors.

E. Previous Study

Several studies have been conducted to explore the relationship between online gaming habits and students' academic achievement. The following are some relevant previous studies that support this research:

1. Dumrique and Castillo (2014) conducted a study titled "Online Gaming: Impact on the Academic Performance and Social Behavior of the Students in Polytechnic University of the Philippines Laboratory High School." The findings revealed that excessive online gaming negatively affected students' academic performance and social behavior, especially when students played during school hours.
2. Habibi et al. (2022) in their research entitled "Dampak Negatif Online Game terhadap Remaja" found that online games can have psychological, academic, financial, and health-related consequences, especially among adolescents who lack self-control.

3. Oliveros and Sapio (2007) explored how computers and internet-based games influence students' academic achievement. The research concluded that although online games may improve certain cognitive skills, they also pose risks of distraction and addiction.
4. Rama (2008) in her study titled "Motivasi Bermain MMORPG dan Perilaku Adiksi" explained that students who frequently play online games often struggle with emotional control and time management, which affects their academic focus.

F. Scope and Limitation of the Study

This research is confined to the examination of interactive online games, excluding non-interactive game formats from its scope. The investigation concentrates on students' English language achievement over the past two academic semesters, as reflected in their report card assessments.

G. Definition of Key Terms

A more operational definition that clarifies the meaning of the essential phrases is provided below.

1. Game

A game can be defined as a structured activity, commonly undertaken for enjoyment, and frequently utilized as a pedagogical tool to alleviate boredom. It involves a set of rules, strategic elements, specific goals, and an engaging nature that sustains students' participation throughout the learning process.

2. Online Game

An online game known as Mobile Online Game was also created as a result of the growth of online gaming. Hundreds or even thousands of

people can connect to the server and participate in a virtual game environment simultaneously in the majority of the games. A communicative online game, on the other hand, allows players to play as virtual world characters known as avatars. For instance, Roblox allows users to create their own avatars.⁴

H. Students' Academic

In summary, the thesis presents a nuanced view of how online gaming can both positively and negatively affect students' academic achievements, particularly in English lessons. The key lies in effective time management and a supportive learning environment.

I. Students' Achievement

The accomplishment is something accomplished with courage, skill, or effort. Written and spoken tests, presentations, homework, class activities, and discussion participation are all ways to gauge academic success. Instructors provide grades to students using letter or number grades and provide explanations in the form of side comments.

J. Novelty

The study specifically examines the correlation between online gaming habits and English learning achievement, rather than general academic performance, providing a more focused understanding of how gaming may affect language acquisition.

⁴ Rama, A. (2008). Motivasi Bermain Massively Multiplayer Online Role-Playing Games (MMORPG) Dan Perilaku Adiksi Pada Mahasiswa Pemain Di Jatinangor. *Jurnal Psikologi*, 88.