STUDENTS' ADDICTION TO ONLINE GAME AND THEIR ENGLISH PROFICIENCY

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This study was to find out the correlation between students' addiction to online game and their English proficiency. This study used quantitative designs which were descriptive and correlation. The instrument of this study was adapted from Yong (2006) and the midterm grade result from SMA Advent UNKLAB Airmadidi was taken into consideration.The respondents were 120 grade XI Science and Social students at SMA Advent UNKLAB Airmadidi enrolled in the first semester of the school year 2022/2023. There were several findings of the study. First, the level of students' addiction to online game is in low level (Mean Score =2.47). Second, the level on students' English proficiency is in highly level (69.43). Third, it is found that there is a significant difference between male and female (2.06) which categorized as neutral where male have a higher level of addiction to online game than female. Fourth, male and female students are found different in their English proficiency where the mean score of female students is higher than the male students. Females demonstrate a higher level of English proficiency than male. Finally, it is found that there is a significant correlation between students' addiction to online game and their English proficiency ($p = 0.14 \leq 0.05$). The correlation is negative and weak. Therefore, the higher students' addiction is, the lower their English proficiency.

Keywords: Offline Learning; Online Learning; Students' Addiction

1. INTRODUCTION

Communicating nowadays has been very much supported by the increasing use of information technology. The internet can now be readily available and has a wide and easy accessibility. With the increase in connectivity, many young people are capable to use the internet for various purposes including entertainment. One of the most popular entertainments is by playing online game. Recently, the games have been upgraded in such a way that they attract the attention of children to play them. Online games are very popular to young people today. The European Journal of Psychological Research (2020) states that when a person often plays online games, he or she could easily have been addicted to these games and could find it difficult to refrain from playing. A study by Phuphaibul et al., (2005), from Thailand demonstrated that children and adolescents have shown signs of increasing gaming habits and risk of addiction to playing online game. According to Thailand's Ministry of Mental Health, about 2.5 million children out of a population of 18 million in the country have a game addiction, with the number of addicted children increased from 13.3% in 2007 to 14.4% in 2012 (Manager, 2013). Similar data published by Asosiasi Penyelenggara Jasa Internet Indonesia (APJII, 2014) cited in Journal Ilmiah Kesehatan Jiwa (2020) revealed that the list of active Internet users in Indonesia is 24% of the total population reached by Indonesia or about 10.7 million people. It is estimated that by gender, the percentage of people who play online games is 51.43% male and 48.57% female.

There are many activities and entertainment which are more rewarding value than just playing online game. Since online game consumes time continuously, a lot of time ends up being wasted. According to Kharisma et al., (2020), those people who often play online games do not realize the length of time they spend playing. It is a pity that so many people did not realize the amount of time wasted playing these games. In line with this, Nisrinafatin, (2020) points out that playing online games does not always have a negative outcome, there are also several positive impacts derived from it. What made the difference is the matter of

how parents act as supervisors at home and how the students can manage their time playing online games. The children need to be smart in dealing with it. Online games could become a tool for learning. It should be reiterated that students' English proficiency must be seen from the way they learn in class, if students can balance playing online games and producing good learning then they will get good results too. Aditya, (2016) explains that the learning method is a teaching process carried out by a teacher to create learning activities with the aim that students achieve their learning goals. To achieve good learning objectives in the classroom, teachers need to adopt appropriate approaches, teaching techniques, procedures, and routines that automatically involve students, so that they will arrive at the desired results in the future such as having skills in speaking English in the classroom.

One of the reasons that students are bored or out of focus in the classroom is that they are keen to remember their online games and spend their attention on them even during the lessons. A good teacher would alter the learning techniques in order to engage them back to the lesson, and therefore students can focus on the lesson and achieve the learning outcomes. (Kuss, 2013) as cited by (Garnada, 2018) states that the concern grows worse as more recent research showed that online game addiction is associated with negative consequences. Therefore, it is necessary to realize that addiction to playing games students could be threatening, so they can avoid them and pay more attention to their future by, for example, improving their English proficiency.

The habit of playing online games could easily affect a student's education. This habit could easily corrupt teenagers, especially in their pursuit of establishing their identity. Once addicted to online games, then they will see the world as limited as only about playing online games. As revealed by Yalcin, (2019) teenagers may often find it difficult to motivate themselves to organize their time, energy, and other resources to produce good academics. As a result, they find it very difficult to manage their time to share their activities in playing online games and studying. Technology for today's era is no longer denied its greatness. Everything can be found in the Internet. Technology is not limited to playing online games only, but also could be used as an effective tool for learning if students use it wisely. According to Kusumawati et al., (2017) the addiction level of the adolescents is largely influenced by the parental care style applied to their children. Therefore, if the technology is used properly, it will also get good results in student education. Furthermore, Pervical and Ellington (1988) stated that learning innovations carried out in technological developments can easily and interestingly done by utilizing information technology facilities that were developing rapidly in the current industrial revolution era to improve the quality of learning.

Based on the researcher's direct observation of the environment of the researcher's friends, younger brother, and niece who often played online games, it was shown online game influence their daily attitude. One of the examples is by being lazy to do the assignments that have been given in class. The researchers noticed that they often lost track of time. In other words, if they are addicted to online games, first, they will often forget the time. They will be negligent because they are too busy playing online games. They can forget to sleep, eat, bathe, and do other activities and will wake up late, and lack socialization with their surroundings. Second, they can become lazy to do other activities. They become lazy to study and are more concerned with playing online games. As a result, their grades will be bad and affect their learning development in class. Finally, if they experienced in playing online games continuously defeated, it will cause stress. Many recorded events show that losing in online games can trigger emotions that can harm you and others. A report from Garner, (2021) showed that there are so many reasons why students become emotional when they suffered defeat when playing online games, the first is: Online games are a medium for venting problems that exist in real life. The second, holding back the emotions that finally overflowed for too long. The third is the occurrence of conflicts in the online game team being played and the last is their have a temperament is worsening. So, their attitude becomes toxic in online games and it will become a habit in their life.

Based on these thoughts, the purpose of this study was to determine the correlation between students' addiction to online games every day on their English proficiency. This study was designed to determine the correlation between students' addiction to online game

in class XI-I majoring in science and XI-I majoring in social studies at SMA Advent UNKLAB Airmadidi and their English proficiency.

The results of this study can be a source of additional information and are expected to provide benefits for students, parents, teachers as well as readers and future researchers. First, the results of this study are expected to help students to find out how online games can have an impact on students' English proficiency. Second, this research can also be useful for parents to pay more attention to their children in using smartphones to play online games, so as not to interfere with their learning. Third, this research can be useful for teachers so that they can find out the level of impact of addiction to playing online games on students' English proficiency. Finally, the results of this study are expected to help researchers personally and readers find out the causes of addiction to playing online games on students' English proficiency.

2. RESEARCH METHOD

This section discusses the research design, place and time of research, population and research sample, data collection techniques, research instruments, questionnaire validation, data analysis techniques, and data interpretation. It can be interpreted that methodology is a way of doing something by using the mind carefully to achieve a goal.

This is the quantitative research in which the variable data is numerical. A questionnaire that used to collect data from respondents. As stated by Creswell, (2012) that quantitative research is to collect a large amount of data from people by asking them through a questionnaire the questions and their responses through numerical data. This research is descriptive and correlational. Descriptively, it is aimed to find out how addicted students are to online game, and how improved their English proficiency is. Descriptive research, according to Roberts et al., (2021) aims to accurately and systematically describe a population, situation or phenomenon. The correlational part of this research aimed to find out whether there is a significant correlation between students' addiction to online game and their English proficiency. Previously, McCombes (2006) stated that the correlational research design measures the existence of a relationship between two variables without the researcher controlling for both of them.

This research was conducted by involving students from SMA Advent UNKLAB Airmadidi. There were 30 sample students for the pilot study and 120 students for the real study. The 30 students were from Grade XI Science I and 120 students were from Grade XI Science II, III, IV, and XI Social I with 30 students in each class.

Table 1. The List of the Respondents

No.	Indicator	Class	Number of Respondent	Total
1	Pilot Study	XI Science	30 students	30
2	Actual Study	XI Science II	30 students	120
		XI Science III	30 students	
		XI Science IV	30 students	
		XI Social I	30 students	

The data collection used the Convenience Sampling method. According to Etikan, (2016) convenience sampling is a technique of collecting information/data on participants that is easy for the researcher to reach. Convenience sampling is a quick technique to do because the researcher has the freedom to choose who can be their respondents.

This study utilized one questionnaire and one from the result of midterm grades for English proficiency. The first instrument used in conducting this research activity was a questionnaire about addiction to online game adapted from Manochehri & Young, (2006). The original questionnaire consists of 8 items and the researcher then revised these smaller items and make it in the form of a Likert Scale which were made up of 20 items. The level of agreement of each item from the questionnaire is based on the Likert Scale ranging from "Never" to "Always". The rating scale includes the following options: (1) Never; (2) Only

Occasionally; (3) Sometimes; (4) Usually; (5) Always. Second, to see the results of English proficiency, this study was looked at the results of the midterm grade for the English proficiency class.

Table 2. The Distribution of Items in the Questionnaire

No	Indicator	Items	Total
1	Addiction to Online Game	2,4,5,6,8,9,10,11,12,13,14,15,16,17,18,19,20	17
	Total		17

To collect the data, the researcher followed these procedures: first, the researcher asked for a permission letter from the Dean of the Faculty of Education to collect the data at SMA Advent UNKLAB Airmadidi; second, the researcher submitted the letter from the Dean to the Principal of SMA Advent UNKLAB Airmadidi; third, after receiving the permission, the researcher texted the teachers in the school and made an appointment to schedule the distribution of the questionnaire and the midterm result for the students; fourth, the researcher attended and gave the instruction to the students about the questionnaire and for the midterm result grade English proficiency, the researcher asked the Curriculum Section for the result Midterm grade and after that, the researcher collected the data; and fifth, the researcher analyzed and interpreted the result of the questionnaire and the Midterm grade of English proficiency.

The pilot study was conducted in SMA Advent UNKLAB Airmadidi. As quoted by Hassan et al., (2006) the pilot study is one of the important stages in a research project and is carried out to identify potential problem areas and deficiencies in research instruments and protocols prior to implementation during the full study. The pilot study was conducted to find the validity and reliability of the questionnaire. Mohajan, (2017) further stated that validity and reliability were two of the most influential features that important and fundamental in evaluating any measuring instrument or tool used for good research. The pilot study was conducted in SMA Advent UNKLAB Airmadidi. The researcher was sent the letter of a pilot study from the dean of FKIP to the principal of SMA Advent UNKLAB Airmadidi. After getting permission, the researcher distributed manually the questionnaire to Grade XI Science 1 to test its validity. After the researcher received data from 30 participants from Grade XI Science 1, the data were processed using statistical applications.

According to Altheide & Johnson, (1994), reliability refers to the stability of the findings, while validity represents the truth of the findings. The researcher conducted a validation test using *Pearson Correlation Bivariate* analysis. The Mean score of each statement item was correlated with the total score of all items. If the correlation of each item with the number of statement items was significant (where $p < \alpha$), then the item was considered valid. If the p-value is .05 or lower, the result was trumpeted as significant, but if it was higher than .05, the result is non-significant and tends to be passed over in silence. In other words, invalid items would be removed from the questionnaire.

The results of the validity test for the one questionnaire that contains 20 items from Yong's questionnaire had been filled by 30 respondents in the pilot study. From the results of the calculation of validity using Pierson Correlate Bivariate, it can be seen that in Yong's questionnaire 17 items were declared valid and 3 items (namely items #1, 3, 7) were invalid where the value of $p = .014 > .05$ for item number 1, $p = .143 > .05$ for item number 3 and $p = .775 > .05$ for item number 7.

Then for the reliability test, all valid items were tested by using Scale Reliability analysis to get Cronbach's Alpha value. If the Cronbach's Alpha value was greater than .70 (70%), then the item was considered reliable. The result of the reliability test showed that for the 17 valid items that the value of Cronbach's alpha was .910 for 17 valid items which were higher than the baseline value of .70, implying that all items in the questionnaire variable were considered reliable as well as valid.

Respondents were given the questionnaire for free. The researcher ensures that the

respondents' identities are protected by not requiring them to submit their names. The researcher has also guaranteed that students' response has no impact on their grades. Students' questionnaire responses were kept private and only the researcher has access to them.

To analyze numerical data collected through questionnaires, the statistical application software uses the following formulas: (1) Mean Score to find out the level of students' online game addiction and students' English proficiency, and (2) Pearson Correlation Bivariate to test whether the alternative hypothesis is retained or rejected. If the p-value is less or equal to the significance level (alpha = 0.05), according to Grabowski, (2016) A statistically significant test result ($P \leq 0.05$) means that the test hypothesis is false or should be rejected. It means that the alternative hypothesis is retained, meaning that there is a significant correlation between students' addiction to online game and their English proficiency.

Referring to Research Question 1, the interpretation of the mean score is based on the numeric responses to the questionnaire items. The answers to the questions are designed with a 5-point Likert scale. According to Joshi et al., (2015) the original Likert Scale is a set of statements (items) offered for real or hypothetical situations being studied. The interpretation of the descriptive level is as follows:

Table 3. Level of Responses

Scale	Response	Interpretation
5 = 4.50 – 5.00	Strongly agree	Very high addiction
4 = 3.50 – 4.49	Agree	High addiction
3 = 2.50 – 3.49	Neutral	Moderate addiction
2 = 1.50 – 2.49	Disagree	Low addiction
1 = 0 – 1.49	Strongly disagree	Very low addiction

Referring to Research Question 2, the interpretation of the mean score of students' English proficiency, the researcher used the grading system of SMA Advent UNKLAB Airmadidi. In the handbook TOEFL Junior Standard test (2018) there is no specific score passing or failed because each institution determines for itself what scores or ranges of the score are acceptable. Therefore, to make the assessment, the researcher used the scoring system at SMA Advent UNKLAB Airmadidi. The interpretations are as follows:

Table 4. Level of Responses

95 – 100	Excellent
88 – 94	Very Good
81 – 87	Good
75 – 80	Passing
<75	Failed

Referring to Research Question 3, the interpretation of the correlation between students' addiction to online game and their English proficiency uses a four interval scales, which was as follows:

Table 5. The Interval Scale

.00 - .25	Very weak correlation
.25 - .50	Weak correlation
.50 – .75	Strong correlation
.75 – 1.00	Very strong correlation

3. FINDINGS AND DISCUSSION

This section presents the statistical quantitative data such as the result of findings, the interpretation, and the discussion of the finding regarding the correlation between addiction to online game and students' English proficiency at SMA Advent UNKLAB Airmadidi. Moreover,

it discusses the third research question as follow: The level of students' addiction to online game, the level of students' English proficiency, and whether there is any correlation between students' addiction to online game and their English proficiency.

Research Question Number 1
What is the level of students' addiction to online game?

To answer research question number 1, the researcher used descriptive analysis to find out the level of students' addiction to online game (see Table 6). The Mean score of students' addiction to online game was 2.47. Based on the interpretation scale it falls in the range of 1.50 – 2.49 which was categorized as low addiction. Therefore, the level of students' addiction to online game at SMA Advent UNKLAB Airmadidi grade XI was low. It meant that the student had a low addiction to online game. The number of respondents initially was 120 students but when the researchers distributed the questionnaires, only 83 respondents returned.

Table 6. Mean score of Students' Addiction to Online Game
Descriptive Statistic

	N	Mean	Std. Deviation
Addiction to Online Game Valid N (listwise)	83	2.47	.97

Research Question Number 2
What is the level of the students' English proficiency?

To answer research question number 2, the researcher used descriptive analysis to find out the level of students' English proficiency (see Table 7). The mean score of the students' English proficiency was 69.43. Based on the interpretation scale (see page 25), it falls in the range of < 75 which was categorized as failed. Therefore, the level of students' English proficiency at SMA Advent UNKLAB Airmadidi grade XI was in the level of upper intermediate. In this sense, students' English proficiency was on the lowest level.

Table 7. Mean score of Student's English Proficiency
Descriptive Statistic

	N	Mean	Std. Deviation
English Proficiency Valid N (listwise)	83	69.43	25.02

Research Question Number 3
Is there any correlation between students' addiction to online game and their English proficiency at SMA Advent UNKLAB Airmadidi?

To answer research question number 3, *Pearson Correlation* was used to test whether to retain or reject the alternative hypothesis, namely whether there was a significant correlation between students in class XI SMA Advent UNKLAB Airmadidi on addiction to online game towards students' English proficiency. In this case, the p-value or significance value was analyzed in comparison with the significance level α = 0.05. In addition, the direction of the correlation was to be explained, if there was a positive or negative correlation between the independent and dependent variables. In this case, the correlation **r** was analyzed whether it had a positive or negative value.

Firstly, the result showed that p = .014 <.05 (see Table 8) which is lower than significance level of α = .05. According to Pallant (2007), it is significant if *the p-value* <.05. This result indicated that the alternative hypothesis is retained, implying that there was a significant correlation between student class XI SMA Advent UNKLAB Airmadidi on addiction to online game towards their English proficiency.

Secondly, the result showed that the correlation coefficient r = - .269 (see Table 8) indicating a negative value or negative direction of the correlation between student class XI

SMA Advent UNKLAB Airmadidi on students' addiction to online game (independent variable) towards their English proficiency (dependent variable). This meant that if the independent variable (addiction to online game) increases and the dependent variable (student's English proficiency) decrease.

Thirdly, the result showed that the strength of correlation coefficient was r = - .269 suggesting that correlation falls under the weak level of correlation. Therefore, the correlation of students' addiction to online game and their English proficiency the strength of correlation is weak.

Table 8. The Correlation between Students' Addiction to Online Game towards their English Proficiency

		English Proficiency
Addiction to Online Game	Pearson Correlation	-.269[*]
	Sig. (2-tailed)	.014
	N	83

4. CONCLUSION AND SUGGESTIONS

The findings of the study showed that the level of students' addiction to online game was in the mean score of 2.47, which meant that the students at SMA Advent UNKLAB Airmadidi grade XI were lowly addicted to playing online game. Furthermore, student's English proficiency at SMA Advent UNKLAB Airmadidi was included in failed category where the mean score was 69.43. Lastly, the researcher found that there is a significant correlation between students' addiction to online game and their English proficiency at SMA Advent UNKLAB Airmadidi. The correlation was weak and negative. Therefore, the higher students' addiction to online game, the lower their English proficiency could be.

Based on the findings, the level of students' addiction to online games at SMA Advent UNKLAB Airmadidi was in the mean score of 2.47, which is categorized as low addiction, it meant that students are less and are not included in the addiction to playing online game. The level of students' English proficiency was 69.43 which was categorized as failed. The students were in the lowest level of English proficiency. Moreover, the result showed that there is a significant correlation between student class XI SMA Advent UNKLAB Airmadidi on addiction to online game towards their English proficiency as the r = -.269 and p = .014 ≤ .05, in another word, *the p-value* was lower than the standard significance level of α = .05. Although the correlation is significant, the intensity relationship was weak. Moreover, the correlation was in negative value. In other words, the higher students' addiction to online game, the lower their English proficiency is. Conversely, the lower the level of addiction to online game, the higher their English proficiency is.

Based on the findings, there are several recommendations. Firstly, since the student had a low addiction to online game, the researcher recommended that parents and teachers should maintain and reduce the students' activities in playing online game. Parents still pay attention to children's activities in playing online game by reducing the hours for children to use their gadgets so that they do not interfere with their English proficiency. Teachers, maintain the behavior or habits of students to reduce their habits of playing online game. And for students themselves, there must be aware to use a certain time playing online game so that they do not interfere with their study time.

Second, because students have failed English proficiency level, it is recommended that the students to improve their English proficiency. The recommendation is also for the teachers to help the students improving their English proficiency. This could be done by adding more time and focus on the way they talk or communicate with their students, and often familiarize students with a positive atmosphere when learning by providing direct motivation or through reinforcement so that students do not feel bored in class and stay focused on learning English proficiency and that can make students have awareness in

cultivating a positive spirit for themselves. Not only teachers but parents also play a role by maintaining and providing positive examples at home such as motivating children, monitoring children's learning processes by providing input and direction, and giving awards when children can complete their assignments. That way the child will be motivated and give positive things at school and at home.

Lastly, other researchers who are interested in conducting the same study about students' addiction to online game and their English proficiency, can use this research as their reference. The researcher would like to recommend that those researchers can conduct this research in a different school with different levels as well.

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