

**THE CORRELATION BETWEEN PLAYING MOBILE ONLINE
GAMES AND STUDENTS' WRITING SKILL OF JUNIOR HIGH
SCHOOL EIGHT GRADERS IN MTSN 3 MALANG**

THESIS



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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

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AND STUDENTS' WRITING SKILL AT EIGHT GRADERS OF JUNIOR
HIGH SCHOOL IN MTSN 3 MALANG**

THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Degree of English Language Teaching (S.Pd) in English Education Department



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JUNE, 2021

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I state that the thesis entitled “Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang” is my original work to meet a bachelor’s degree requirement.

I do not include any materials previously written or published by other writers, except those I have cited in this thesis’s bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

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The researcher



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IN MTSN 3 MALANG**

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LEGITIMATION SHEET

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Malang

Assalamu'alaikum Wr. Wb

Sesudah melakukan beberapa kali bimbingan baik dari segi isi, bahasa maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

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maka selaku pembimbing, kami berpendapat bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian mohon dimaklumi adanya.

Wassalamu'alaikum Wr. Wb

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MOTTO

“Blink and they’ll catch up. Stay alert. -Aamir”

DEDICATION

The most important thing is prostration and gratitude to Allah SWT and Prophet Muhammad who has given us many mercies and blessings. Thanks for giving me knowledge, strength and a bright path to accomplish this thesis.

This thesis is dedicated to **my beloved late father**, Herianto, and **my beloved parent**, Sutoyo and Ida Nursanti who have supported, accompanied, gave me a lot of motivation, love, meaningful life and so much more. Also thanks to my best friends especially who always support me in finishing this thesis. The last, I would like to say thanks to myself who survive the blizzard of college life.

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In the Name of Allah SWT, The Beneficent, The Merciful

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to arrange this thesis to meet the bachelor's degree requirement. Shalawat and Salam may always be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled "Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang" will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Dr. H. Langgeng Budianto, M.Pd., for his advice, suggestion, motivation, and his time until the writer finished and complete this thesis.

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Malang, June 07th, 2021

The researcher

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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أُوَّ = ũ

إِيَّ = î

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
EFL	English for Foreign Learners
ESL	English for Second Language
ELT	English for Language Teaching
Covid-19	Corona Virus Disease 2019
A	Agree
N	Neutral
D	Disagree

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ABSTRAK

Herda, Muhammad Dede. 2021. Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Langgeng Budiando, M.Pd.

Kata kunci: *Mobile game*, Kemampuan menulis.

Video game saat ini dimainkan oleh hampir semua orang, terutama para remaja yang saat ini sudah terpapar *video game* secara masif. Ditambah dengan adanya perangkat mobile yang memungkinkan anak remaja bermain game dari mana saja dan kapan saja. Sejalan dengan keadaan tersebut, *video game* kini menjadi cara yang mulai efektif untuk mengajar dan belajar bahasa Inggris, termasuk keterampilan menulis bahasa Inggris. Penelitian ini bertujuan untuk mengetahui hubungan antara frekuensi siswa dalam bermain game online mobile yang bersifat komunikatif, seperti *Roblox*, *Play Together*, dll, dengan keterampilan menulis bahasa Inggris siswa. Dalam konteks ini, game didefinisikan hanya sebagai game mobile online yang memiliki metode komunikasi chat-box (atau chat-box-like) di dalam game.

Untuk menguji frekuensi siswa bermain game online mobile, survei online dibagikan kepada 97 siswa kelas VIII MTsN 3 Malang. Ditemukan 75 siswa (77,3%) yang mengaku sebagai *frequent gamers* (sering bermain game) dan 22 siswa (22,7%) yang diklaim sebagai *non-frequent gamers* (tidak sering bermain game) atau bahkan bukan *gamer*. Menindaklanjuti, dibagikan tes menulis untuk melihat kemampuan siswa dalam menulis. Tes tersebut adalah tes menulis langsung. Tes tersebut menghasilkan 97 siswa mencapai nilai rata-rata 81,03 yang cukup tinggi. Ini tersisa untuk menghitung korelasi kedua variabel. Karena variabelnya tidak sama, maka digunakan korelasi ETA. Ditemukan bahwa terdapat hubungan yang positif dan signifikan antara frekuensi bermain game dengan kemampuan menulis bahasa Inggris siswa kelas VIII MTsN 3 Malang dengan koefisien korelasi sebesar 0,852 yang signifikan.

Hasil ini menunjukkan bahwa online mobile game berpotensi menjadi media belajar mengajar yang layak untuk kelas keterampilan menulis bahasa Inggris. Selain layak dimainkan, game juga dipercaya sebagai sesuatu yang baru yang dapat meredakan ketegangan dan stres di dalam kelas.

ABSTRACT

Herda, Muhammad Dede. 2021. Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Langgeng Budiarto, M.Pd.

Keywords: Mobile game, Writing skill.

Game nowadays is played by almost everyone, especially teenagers who are now massively exposed to video games. Added by the existence of mobile devices which allow teenagers to play games from anywhere and anytime. In line with the circumstances, games are now becoming a more effective way of teaching and learning English, including English writing skill. This research aims to determine the correlation between students' frequency in playing communicative mobile online games, such as Roblox, Play Together, etc., and students English writing skill. In this context, the game that is studied defined as only online mobile games that have chat-box (or chat-box-like) communication method in the game.

To test and examine the frequency of students' playing online mobile game, an online survey was distributed to 97 students of Eight graders in MTsN 3 Malang. It was found that there were 75 students (77.3%) who claimed as frequent gamers and 22 students (22.7%) who claimed as non-frequent gamers or non-gamers. Following up, a writing test was distributed to see students' skill in writing. The test was a direct writing test. The test resulted in 97 students achieved an average score of 81.03 which is quite high. This left onto calculating the correlation of both variables. Since the variable are not the same, ETA correlation was used. It was found that there is a positive and significant relationship between the frequency of playing games and the English writing ability of class VIII students of MTsN 3 Malang with a correlation coefficient of 0.852, which is very significant.

These results suggest that online mobile game could be a potential of being a decent teaching and learning media for English writing skill classes. Besides of being a decent one, game is believed to be a refreshing stuff that shall humble the tension and stress in classroom.

التلخيص

هيردا ، محمد ديدي .2021. الارتباط بين لعب الألعاب المحمولة عبر الإنترنت ومهارات الطلاب في الكتابة في ثمانية صفوف من المدرسة الإعدادية الإسلامية الإعدادية 3 مالانج

البحث العلمي .قسم تعليم اللغة الإنجليزية .كلية التربية و التعليم .جامعة مولانا مالك إبراهيم السالمية الحكومية .
المشرفة :لنجنج بدينة .مالنج

يتم لعب اللعبة في الوقت الحاضر من قبل الجميع تقريبًا ، وخاصة المراهقين الذين يتعرضون الآن بشكل كبير لألعاب الفيديو .يضاف إلى ذلك وجود أجهزة محمولة تتيح للمراهقين ممارسة الألعاب من أي مكان وفي أي وقت .تمشيا مع الظروف ، أصبحت الألعاب الآن وسيلة أكثر فاعلية لتعليم وتعلم اللغة الإنجليزية ، بما في ذلك مهارة الكتابة باللغة الإنجليزية .يهدف هذا البحث إلى تحديد Roblox العلاقة بين تكرار الطلاب في لعب الألعاب التواصلية عبر الإنترنت عبر الإنترنت ، مثل وما إلى ذلك ، ومهارة الطلاب في الكتابة باللغة الإنجليزية .في هذا ، Play Together و ، السياق ، يتم تعريف اللعبة التي تمت دراستها على أنها فقط ألعاب الهاتف المحمول عبر الإنترنت التي تحتوي على طريقة اتصال في مربع الدردشة)أو تشبه مربع الدردشة (في اللعبة

لاختبار وفحص معدل تكرار لعب الطلاب للعبة عبر الإنترنت على الأجهزة المحمولة ، تم توزيع MTsN 3 استطلاع عبر الإنترنت على 97 طالبًا من ثمانية طلاب من الصفوف الثمانية في (وجد أن هناك 75 طالبًا) 77.3٪ (ادعوا أنهم لاعبون متكررون و 22 طالبًا) 22.7٪ (Malang.) ادعوا أنهم لاعبون غير متكررون أو غير لاعبين .بعد ذلك ، تم توزيع اختبار الكتابة لمعرفة مهارات الطلاب في الكتابة .كان الاختبار اختبارًا كتابيًا مباشرًا .أسفر الاختبار عن حصول 97 طالبًا على متوسط درجات 81.03 وهو مرتفع جدًا .ترك هذا لحساب الارتباط بين كلا وجد أن هناك علاقة .ETA المتغيرين .نظرًا لأن المتغير ليس هو نفسه ، فقد تم استخدام ارتباط موجبة ومعنوية بين تكرار ممارسة الألعاب وقدرة الكتابة باللغة الإنجليزية لدى طلاب الصف .مع معامل ارتباط 0.852 وهو أمر بالغ الأهمية MTsN 3 Malang الثامن من

تشير هذه النتائج إلى أن لعبة الهاتف المحمول عبر الإنترنت يمكن أن تكون وسيلة تعليم وتعلم جيدة لفصول مهارات الكتابة باللغة الإنجليزية .إلى جانب كونها لعبة لائقة ، يُعتقد أن اللعبة عبارة عن أشياء منعشة من شأنها أن تخفف من التوتر والضغط في الفصل الدراسي

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, identification of the problem, problem that this research addresses, objective of the study, scope and limitation of the study, and key terms definition.

1.1. Background of the Study

The positive and negative effect of playing game, or gaming, has been analyzed and promoted widely in the sector of education. Game has been successfully served as a media of teaching languages. Researches on game for education purpose by Putra (2014); Prot (2012), Indariati (2016), Paper et al., (2016), Rudis & Poštić (2018) have been a enormous prove that game could serve as language teaching and learning media. The one that is going to be talked about in this research mainly is the game as learning media. Learning media is used to facilitate the learning process in order to meet learning outcomes. Learning media is characterized as a physical or non-physical medium used by teachers to communicate knowledge to students in a more effective and productive manner (Puspitarini & Hanif, 2019).

Game nowadays is played by almost everyone, especially teenagers. Students are massively exposed to game. The exposition of game towards students are mainly through audio (in-game dialogue), or visual (cutscene video). Appropriate video game type could improve visual-spatial skill of students (Prot, 2012).

At this time, the use of online games is experiencing a very rapid increase in the community. Online games are starting to become a part of daily activities that most people do in their activities, especially when killing their spare time. This happens because online games are considered a form of entertainment to escape from existing routines. In addition, the interesting and the fun of an online game certainly affects the public's interest in playing it. Various types of online games at this time also support the development of the online game itself. Therefore, online games are very popular with people of all ages including youth, especially on age range of 13-year-old to 15-year-old (Junior High School children). The fact that games are the most fascinating way to learn new things is undeniable. By using multiple devices, the players feel relaxed and easy to play the games with unlimited time and condition, especially mobile.

Mobile game is games that is played through smartphone. Smartphones have been an important component of daily life processes, according to Paulin (2014). Devices such as smartphones or tablets link learners to large sources of knowledge and make it easy to communicate almost everywhere they are with others. Smartphone is nowadays used by almost everyone in Indonesia, even a three-year-old kid. Thus, researcher believes that MTsN or Junior High School students use smartphone in their daily life.

According to Newzoo (2019), in Indonesia, smartphone games are played by 74% of men and 70% of women, which means it is the most type game that is played as can be seen on the chart below.

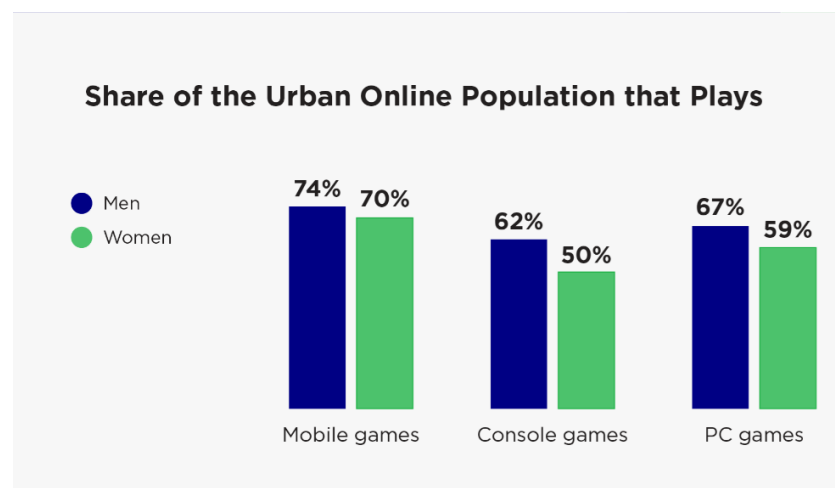


Figure 1.1. Share of the Urban Online Population that Plays Game in Indonesia

There are plenty of popular mobile game that is played by youth in Indonesia. According to AppBrain (2021), the number one game played in Indonesia is Free Fire, then Mobile Legends comes after that, then there is Roblox and finally, there is Play Together. These mobile online games mostly rely on online real-time chat or communication.

Mobile online games has gradually started to be used as tools in learning English directly or indirectly. Many games have been developed as items to theoretically improve the learning ability of players. Mobile online games enable players not only to perform a range of tasks and independently create their characters, but also to engage in teams or guilds to perform particular missions. This functionality plays an important role in player-to-player engagement. Cooperation and the sharing of knowledge by language

are necessary (Kongmee, 2017). It makes us wonder, through this promising gaming technology, if games have any impact on the achievement of students in English learning (Jabar, 2016).

In addition, mobile online game has gained interest among language acquisition researchers in recent years. Researchers say that second language (L2) learning has gained from the rich ability of interactive graphically 3D game space worlds with role-playing features to provide realistic language creation and contextualized engagement opportunities for learner interaction with multiple languages (Kongmee, 2017; Gee, 2012).

A previous study, conducted by Azman & Dollsaid (2018), the study discusses the use of mobile online games as a type of games that have the potential for learning English as a Foreign Language (EFL). It highlights data from a case study that examined the impact on contact patterns among EFL game players. In addition, the result of the study explain the learning concepts of successful games that integrate gaming dynamics that induce the language learner to be productive generators of awareness, information and language. Essentially, the early results published affirm the feasibility of video gaming as a possible teaching and learning medium in the 4.0 period that aims to involve the 21st century digital natives. The study, therefore, argues that online mobile game can promote contextualized and authentic language exchange opportunities in English between online multilingual speakers.

In accordance with that, English as a second language is the language linking us to all persons in different areas of the globe. English is a language that is indeed international. The English language is a foreign language or a common language, as per (Brown, 1989). English is very much an international language among Indonesians. We were taught English from primary school to college. English is still being learned in schools, too. The 4 skills that would need to be grasped in English are: speaking, listening, reading, and writing.

Nunan (2003) notes that writing is a way of thought about how to discover new thoughts, how to communicate them in good writing, and how-to bring ideas into sentences or paragraphs. That explains that writing will allow learners to discuss strong sentences for their thoughts. Furthermore, writing may also assist learners to think creatively. (Meyers, 2005) also states that writing is an event or method in which ideas are found and arranged, placed on paper, formed, and updated. It also entails the method of language development. In order to communicate their ideas in a paragraph or sentence, learners should think deeper and use the right words. It can be inferred from the above description that writing is a contact media by phrase and also a method of thinking new ideas to be implemented in any of the text or phrase. Writing is an interactional practice because by speaking and expressing a thought by writing text, writing can enable learners articulate their idea and communicate it centrally. We may take an

inference from those comments that everyone should have a strong ability to write for it as an important aspect of their future life.

As other language challenges, writing problems can be catastrophic for a student's career. (Heaton, 1975) said that the ability to write is complicated and that it is often difficult to teach. It is not only grammatical and rhetorical instruments that need mastery, but also logical and judgmental components. They are gradually able to convey what they know about several various topics by writing as students advance. If a student fails to learn these fundamental skills, as these demands grow, he will be unable to write at the speed and fluency required to compete. Indeed, the process of writing itself disrupts with learning for a student coping with a writing issue.

In general, the matters that render writing challenging were grouped into three types. Linguistic Complexity is the first. Linguistic components such as syntax, vocabulary, usage of terminology and writing word collection must be fully supervised. The second is Physiology Challenge, which reflects mainly on the difficulty of the writer when the reader does not have direct contact and input while they are writing. This challenge reflects more on the difficulties of creating written material or compositional content. Cognitive complexity is the seventh. Reading, including pronunciation, punctuation, capitalization and paragraph formatting, needs to be considered by systematic guidance. Therefore, due

to these complexities, writing has become one of the most difficult skill to learn in English.

Playing online game, especially which has interactions in it, is not about playing and having fun only. The students or players can try to understand the guidance given using English by playing a mobile online game. They will have a lot of English vocabulary in the game, so the English accomplishment at the school will be improved. The researchers find that there are many students in the eighth grade who are mobile online gamers especially such as Roblox, Genshin Impact and Mobile Legends, based on the preliminary analysis performed.

The possibility of playing game could be a reason of students' skill on writing descriptive text is based on a research conducted by Bobby (2009), which he said that there is a good impact on online gaming, such as: a). Rapid eye sharpness preparation, b). Brain Power Upgrade, c). Enhancement of reading ability, d). Helping kids to socialize. Therefore, the research aim is to know and measure if there is any correlation between playing mobile MMORPG (Mobile Massive Online Role Playing) games and students' skill on writing descriptive text at Eight Graders of Junior High School in MTsN 3 Malang.

Besides, this research is related to a Qur'anic verse from Ali-Imran Verse 191, below is the verse.

الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَاوَاتِ وَالْأَرْضِ رَبَّنَا
مَا خَلَقْتَ هَذَا بَاطِلًا سُخْرَانِكَ فَمِنَّا عَذَابُ النَّارِ

The meaning of the verse is; Who remember Allah while standing or sitting or [lying] on their sides and give thought to the creation of the heavens and the earth, [saying], "Our Lord, You did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire.

The main part of the verse is that 'You did not create a thing aimlessly' in which is related to English learning and Gaming. Nowadays, there are plenty of people who think stigmatically in saying, for example, English learning is useless because we are not going to use it in afterlife. However, this is a true mistake. Learning English could be useful for our afterlife if we use our English well.

The other thing is that when someone is saying gaming is useless and have no benefit. This research could be a reason why this saying is untrue. There are way more researchers that show games are beneficial when used in correct ways, for example to learn English using Story of Seasons, or to learn math by counting suns we collect in Plant vs. Zombie.

Therefore, this study is conducted to determine the correlation between the use of online games and students' skill in writing descriptive text, especially in the age range among eight graders students in MTs Negeri 3 Malang.

1.2. Research Problem

The research question that raise is:

1. Is there any correlation between playing mobile online games frequency and students' English writing skill at Eight Graders of Junior High School in MTsN 3 Malang?

1.3. Objective of the Study

The objective of the study in this research is:

1. To find out any correlation between playing mobile online game frequency and students' English writing skill at Eight Graders of Junior High School in MTsN 3 Malang.

1.4. Significance of the Study

The results of this study are expected to increase knowledge for academic and non-academic parties as well as contribute to knowledge in the field of Education, namely in the form of an explanation of the effect of online games on a person's English language skills. Besides, it is also to provide additional information for game users and other parties involved in the development of online games in order to maximize the function of online games properly and reduce the negative effects of using online games.

As times goes by, learning media also needs to be improved in order to amuse and teach students well. If the research results on a positive impact of game, this opens the barrier of game as a learning media. Mobile online games could also be used as a learning media if it founds out that it has massive impacts on students English learning.

The findings of this study will redound to the benefit of society considering that game could be one of the means to teach a specific field of study, including English language. As the era goes by, there needs to be more improvements in education field especially on the media since kids nowadays enjoy more technology-related stuff, including games. The study expects that this research would be helpful for the students, the teachers of English, as well as the other scholars. It is predicted that the outcome of the analysis would provide support for:

1. Students

In learning English, if it is known that there is a correlation between playing online games and skill on writing descriptive text, it will open up some support for them in learning English unorthodoxly, such as playing online mobile game.

2. Teachers

It suggests that teachers will understand the positives and disadvantages of the media with the different media because they can want to learn how to apply the media in the educational teaching and learning process.

1.5. Scope and Limitation of the Study

The scope of this research includes into Mobile online as an unorthodox learning media in learning English towards students. While on the other side, this study limits itself to not including to mobile online games

that do not have interactions in it, such as, Pokémon Go, Clash Royale, and many others.

1.6. Definition of Key Terms

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

1. Game

A game is an organized practice, typically carried out for fun and often used as an instructional device. A game is an activity with rules, an objective and an enjoyable aspect that keeps students involved in the process of learning.

2. Mobile Online Game

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

3. Writing Skill

Writing skill is an action or physical act method of communicating ideas by shaping letters of word in a coherent phrase. Writing is one of the hardest skills of writing among three

other skill in learning English, which are speaking, listening, and reading. Writing requires rich vocabulary, therefore, it is mostly needed to find plenty of learning media for writing.

CHAPTER II

LITERATURE REVIEW

This chapter presents the explanation of writing, process of writing, game, reason of using game, user centered game design, characteristics of RPGs that support SLA, and game in language learning.

2.1. Definition of Writing

Writing is often not performed without an excuse, according to (Wilson, 2003). The explanation can come from experience, such as getting an unreasonable ticket for parking, or from a class obligation. However, when students are asked to write, students often get feedback in the form of an assignment: share a story to make an argument, draw a picture with phrases, outline an essay, compare two things, share what learners think about someone else, describe why students comply with a statement or concept or disagree with it. Paige Wilson believes that it is necessary to learn to write well, one of the most valuable things students can do in their studies. The secret is confidence. The writing segments will potentially generate confidence among the students. The composition sections are better taken in sequence, much as the sentence construction sections. However, each one addresses an aspect of writing that can be checked by the students at any point on their own.

In the teaching and Learning of English, writing (as one of the four skills among listening, speaking, reading, and writing) has always been part of the curriculum, according to (Harmer, 2004). It can, however, be used for

a range of reasons, varying from becoming simply a 'backup' for grammar instruction to a significant syllabus branch with its own way, whereby and is used as a primary goal for learners to master the ability to write well. Writing in the context of communication is also not time-bound. Students often have more time to consider while writing than they do during oral practices. In their heads, they will go over what they understand, and even read dictionaries, grammar textbooks, or any other reference content that can assist them. Writing allows students to work on the precise use of words and it can well stimulate language learning when they overcome the challenges that writing brings on their heads, since they learn as they write. Students here do not write to become better writers, rather they write to make them understand better.

Writing is way more than just learning writing and finishing work, according to (Maley, 2005), it is about (1) Speaking on what you want to say and figuring out the vocabulary to bring the feelings in your head down in terms, (2) Voicing thoughts, (3) Describing actual, fictional, ordinary and fantasy worlds, and (4) To play with sounds, to experiment with words, and to make up rhymes.

2.2. Process of Writing

There are 5 steps of the writing process, according to (Cox, 1999). They are: prewriting, drafting, editing, printing, and revising.

1. Prewriting

In this scenario, writing will rely on its own memories, create impressions, coordinate thinking, and read or listen to stories read aloud. One of the prewriting techniques is brainstorming thoughts. In brainstorming thoughts, according to (Cox, 1999), there are three techniques: making a list, clustering, and fast writing.

2. Drafting

In the writing process, drafting is viewed as an essential technique. Instead of 11 conventions, the authors could bring their thoughts down on paper, reflect on meaning, and were able to experiment with their prose.

3. The Publication

The students may share their final writings with their friends as authors. Here, by reading them aloud from the whole class or in small groups, students are given the opportunity to express their writings.

Centered on the aforementioned clarification, the simplicity and usefulness of the writing method explained by Carole Cox, the researcher prefers to apply this principle to the teaching and learning process of writing

descriptive text in the classroom. By incorporating this writing method with the methodology applied by the investigator, students are required to be able to develop their writing skills.

2.3. Definition of Game

A game is an experience in which players obey interpretations that vary from those of reality as they aim to accomplish a complicated objective (Molenda, 1990). A game is an action with rules, a goal and an aspect of enjoyment, according to Hadfield in (Cahyono, 2011). The element of fun from a game has the roles that interest the learning process as the classroom practices. Language games are not practices aimed solely at cracking the ice between learners or killing time. The game can be used as a practice activity to help students get used to grammatical rules and patterns and recall them. Therefore, game can be described as fun activity, individually or in team, which has rules, goals, and involves forms of skill.

In specific, game contains several aspects such as rules, competitiveness, relaxing, and learning. When the game is played in the classroom, both of these have a certain major emphasis. The rules should be clearly explained by the teacher and the students should understand them well. The rules should be accompanied by demonstrations to help the students understand the rules. In addition, rivalry is very important in the classroom as part of the game, since it will inspire 24 students to be more competitive and encourage them to engage in the sport, since they

undoubtedly want to beat the other teams. Students can simultaneously study and play; they can learn in a fun and stimulating manner.

It can be inferred from the aforementioned argument that gaming should not only be treated as an enjoyable experience in the language learning process. In the other hand, though, it can be used as part of the language syllabus, since it can be used as an efficient language instruction technique.

2.4. Reason of Using Game

There are five of the best explanations for the use of game, according to (Sugar, 2012), as well as a few ideals for teachers to start making games and events for classroom activities. Games, with a target, are enjoyable more enjoyable.

Also, Games provide a field of practice where learners engage with the subject, displaying their expertise and ability to apply the results. The instructor can change the corresponding level of lecture, reading and interview accordingly by watching this real time demonstration.

The motivation in game is huge. Games attract players and then encourage them to communicate with the subject. In a friendly contest where victories are an unforgettable moment of mutual victory and joy and where mistakes only mean that the learners are extended to their own limits, this engagement pushes players to show their comprehension of the subject.

Finally, games have a less risky learning atmosphere. Game is less threatening since the format of the games is playful, the content's inherent difficulty, even fresh or challenging material.

2.5. Online Mobile Game in Language Learning

Simulation (including game) has already been used in learning foreign language for quite a long time. Firstly, it uses old-paper-style structure and then, uses PC exercises, and finally, uses mobile platform. It is believed to profit students by advancing usage of language in profoundly explicit settings (rather than utilizing it for investigation and practice) in along with the idea of arranged discernment (Brown, 1989). Besides, having learners to take parts in a simulation game can lessen the fear of committing errors and along these lines' lower emotional barriers to acquisition of language (Jones, 1982). It is one of the greatest solutions to the fear of students in making errors during learning, especially in traditional face-to-face classroom situation.

Game specifically can give substance to language acquisition that needed to be affiliated onto real-life overview, through strong, significant settings and contexts (Purushotma, 2005). In the game that is evaluated in this research paper, online mobile game, which has complex and strong contexts that enhance the game's possibilities to be able to act as an unorthodox pedagogical media for language acquisition, just like *The Sims*, or *Roblox* (Ranalli, 2008). Furthermore, simulation game can likewise present real-life situations and give immediate feedback (Jones, 1982).

Simulation games can help connect the separation among learners and the culture of target language and along these lines give sensible sociocultural settings to language learning (Schwienhorst, 2002).

Simulation games may contribute in an exceptional manner to vocabulary obtaining as characterized by build of contribution load, as an option in contrast to the coincidental v. deliberate teaching and learning differentiation frequently examined in the L2. In the acquisition of vocabulary, a much more significant factor than aim to learn is the sum and nature of elaborative act, or psychological engagement, a student has with the vocabulary they are learning (Hulstijn, 2001). Based on this statement, Hulstijn (2001) presented the idea of association load to fit the psychological and motivational features of vocabulary learning. The three measurements of association load are the need (motivating part, worried about getting the correct thing for a assignment related to vocabulary), search (for example discovering answers about which means, structure or utilization, for example by using a dictionary), and assessment (for example when the student chooses whether or not a word fit into a specific setting).

2.6. Characteristics of Games for SLA Support

According to (Rankin, 2014), there are three key components of game that may support SLA, they are Virtual Identity, Social Interactions, and In-Game Context. Virtual Identity is a personal avatar of an individual in a game (Rankin, 2014). Personal avatar allows users to have identity in the game in order to be able to interact in the game. Social Interaction is

where users may interact with NPC, interaction with NPC will provide students with in-game dialogues that contains sentences in the game. Lastly, In-Game Context, the context of the game must be clear. There must be goals that can be achieved. The game also uses up real-life context that helps students to learn English skills.

CHAPTER III

METHODOLOGY

This chapter discusses about the research design, subject of the study, data collection technique, validity & reliability, pre-requisite test, and data analysis of the research.

3.1. Research Design

A quantitative approach and descriptive method are used in this study since the main purpose of this study is to find out whether there is any correlation between students' frequency in playing role-playing game and students' reading comprehension of narrative text.

A quantitative approach and descriptive method are used in this study since the main purpose of this study is to find out whether there is any correlation between students' frequency in playing role-playing game and students' reading comprehension of narrative text.

Correlation research design is used in this study in order to find out the tendency of relation between students' frequency in playing role-playing game and their reading comprehension in narrative text. Creswell (2012, p. 338) states that correlation is a statistical test to determine the tendency or pattern between two variables or two sets of data to vary consistently. The result of the correlation between the two variables is categorized into form of the coefficient correlation. As stated by Creswell (2012), researchers in correlation research design applies statistical test of two variables data that

comes from each of the participants' score and converts the result into the coefficient correlation. Accordingly, the result of this study merely comes from the score of two sets of data.

3.2. Subject of the Study

Subject of the study in this research is divided into two sections below; population and sample which is explained further below.

3.2.1. Population

It is possible to describe a population as all representatives of some well-defined class of individuals, activities or objects. It is the broader category that generalization is made for (Ary, 2006). The population is eighth graders of junior high school students of MTsN 3 Malang. The reason of choosing this population was that the eighth graders of the school is known to mostly be mobile gamers or people who constantly play game on smartphone.

3.2.2. Sampling and Sample

The method of collecting samples is sampling. It is concerned with the identification of a subset of people to approximate characteristics of the entire population from within a statistical population. For the prosecutor, sampling is indispensable. The time, resources, and commitment involved usually do not allow a researcher to analyze all potential members of a community. In this study, by simple random sampling type, the researcher uses probability sampling. In this sampling, equal opportunities for

sampling would be achieved for representatives of the groups under this analysis. The aim of basic random sampling is to select people who are representative of the population to be sampled. In basic random sampling, the usual method used is to assign a number to each class (or site) in the population and then use a table of random numbers, found in many statistical books, to pick the persons (or site) for the survey (Creswell, 2008). In order to stay random on the sampling, there was three classes randomly picked from all eighth graders in MTsN 3 Malang.

3.3. Data Collection

The data collection consists of the explanation of this research's instruments, data collection technique, pre requisite tests, and data analysis methodology.

3.3.1. Research Instrument

Research instrument is a tool to help the researcher in collecting data (Arikunto, 2007, p. 134). Creswell (2012, p. 151) describes an instrument as a tool for measuring, observing, or documenting quantitative data. In addition, Fraenkel et al (2012, p. 111) determine research instrument as the whole process of preparing to collect the data. There are two types of instruments; non-test instrument (Questioner, Check list, interview, scale, and survey) and test instrument (Achievement test) (Arikunto, 2007, p. 167). In order to collect the data from the participants, this study employs Likert scale

(non-test instrument) and achievement test (test instrument) as Data Collection Instrument. Rating scale is used to measure judgment of behavior and achievement test is used to measure knowledge or skill in a given subject (Fraenkel et al, 2012).

The instrument of the research was a questionnaire. The questionnaire is a commonly used and valuable method for gathering survey data, offering organized, frequently numerical data, being able to be conducted without the researcher's intervention, and often being comparatively easy to analyze (Wilson & McClean, 1994).

Besides, a test will be conducted to see how students write. The criteria of scoring in scoring students' result in writing is using the criteria by O'Malley (1996) below.

Figure 3.1. Rubric of Writing Test Assessment

No		Rubrics	Score
1	Composing	Focuses on central ideas with an organized and elaborate text	4
		Central idea, but not as evenly elaborated and some digressions	3
		Not a focused idea or more than one idea, sketchy elaboration, and many digressions	2
2	Style	Not clear idea, little or no elaboration, many digressions	1
		Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader	4
		Vocabulary less precise and information chosen less purposeful	3
		Vocabulary basic and not purposefully selected; tone flat or inconsistent	2
3	Sentence Formation	Not controlled, tone flat, sentences halted or choppy	1
		Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions	4
		Mostly standard word order, some enjambments or sentence fragments	3
		Some non standard word order, enjambment, and word omissions (e.g., verbs)	2
4	Usage	Frequent non standard word order, enjambment, and word omissions	1
		Standard inflection (e.g., plural, possessives, -ed, -ing with verbs, and -ly with adverbs), subject-verb agreement (we were Vs we was), standard word meaning	4
		Mostly standard inflections, agreement, and word meaning	3
		Some error with inflections, agreement, and word meaning	2
5	Mechanics	Shifts from one tense to another; errors in conventions (them/those, good/well, double negatives, etc.)	1
		Effective use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting)	4
		Mostly effective use of mechanics; errors do not detract from meaning	3
		Some errors with spelling and punctuation that detract from meaning	2
		Misspells even simple words; little formatting evident	1

3.3.2. Data Collection Technique

The method of data collection is a standardized and normal technique used to capture the appropriate data. In this study, the researcher uses knowledge to collect:

a. Distribution of the Questionnaire

The questionnaire was given to students in this research in order to know about the everyday gaming behavior of the respondent, linked to their English skills while gaming. The questionnaire's outcome is in the form of a score. The score varies between 0 to 9, in which 0 is the least gamer they are and 9 is mostly the gamer they are.

This can be used to align with the outcomes of the students' writing. This is the 'x' variable. To measure the 'x' variable, a Likert-scale survey will be used. The survey used Bahasa Indonesia in order to ease students to fill out the survey.

b. Writing Test

After the survey, a writing test was conducted in order to see students' ability in writing. A theme will be shared by researcher to the student. Since the test was shared through Google Form, researcher gave students time to write on a draft using their book. The moment after they were sure about the writing, they were allowed to copy their work to Google Form to be submitted.

A rubric will be used to measure and score the result of the students writing. This is the 'y' variable. The writing test will be the measurement for 'y' variable.

3.3.3. Validity and Reliability

Quantitative analysis deals with calculation at all times. The authenticity of the instruments is the main factor in gathering and calculating the data. Validity, as described in the Criteria for Educational Research Association (1999) by the American Educational Research Association, is the degree to which data and logic endorse the meanings of the test score suggested by proposed test uses. The Educational Assessment Criteria have classified validation into three types:

The validity and reliability tests carried out in this study are intended so that the data obtained by means of the questionnaire equalization is valid and reliable. The instrument is said to be valid if it is able to measure what is desired and is able to reveal the data being studied appropriately. The level of the instrument indicates the extent to which the data collected does not deviate from the description of the intended variables (Arikunto, 2006).

The investigator used concurrent validity within relationship-based proof in order to assess the validity of the instrument. It assumed that the relationship between the scores obtained at the same time on a test and the criterion value. 1 researcher is chosen to assess the query in the instrument by means of the Product Moment correlation methodology using SPSS statistic 25 before submitting to the survey. In order to decide whether the instrument is correct or

invalid, at a relevant amount of 5 percent, the outcome of the r product expressing the instrument's query should be equal to or greater than the r table. The invalid questions will be deleted.

Reliability test aims to test the extent to which measuring devices can be trusted or relied on. The reliability measurement was carried out using the Cronbach Alpha coefficient (α). Where, usually the reliability is at least 0.5.

3.4. Pre-Requisite Test

To find out whether the data to be analyzed meets the requirements or not, a prerequisite test is carried out. Prerequisite test in this study using normality test.

1. Normality Test

The data normality test is meant whether the data is normally distributed or not. The data normality test in this study used the SPSS 21 program through the Kolmogorov Smirnov test.

The Kolmogorov Smirnov test is used to compare the distribution of data (to be tested for normality) with the standard normal distribution. The application of the Kolmogorov Smirnov test is that if the value is Sig. Below 0.05 means that the data to be tested has a significant difference with standard normal data, meaning that the data is not normal. If the value is Sig. above 0.05, there is no significant difference with standard normal data, which means that the data is normal. The following is the normality test results obtained from the tested variables.

3.5. Data Analysis

This research used ETA correlation analysis. Due to the difference of the variable scale, which one was a categorical and one was a scale, had become the reason ETA correlation analysis was used. According to Sage (2014), the Eta Coefficient test is a test for correlation between a categorical and a scale variable that helps one to calculate the power of a nonlinear or curvier relationship.

The Eta Coefficient measure is identical to the One-Way ANOVA and Pearson's Correlation Coefficient, two other mathematical measures. The Eta Coefficient test statistic is computed in a similar manner to a One-Way ANOVA, with the exception that the Eta Coefficient calculation does not have error sum of squares.

The formula of ETA analysis is explained below.

$$\eta = \sqrt{1 - \frac{\sum Y_T^2 - (n_1)(\bar{Y}_1)^2 - (n_2)(\bar{Y}_2)^2}{\sum Y_T^2 - (n_1 + n_2)(\bar{Y}_T)^2}}$$

To determine the level of significance or significance, use a comparison between F count and F table.

The F table is determined based on the probability or critical research limit, which is usually 0.05. F table is also determined based on the Degree of freedom (DF). Where there are 2 kinds of DF, namely the upper DF and lower DF. Upper DF is called numerator and lower DF is called denominator.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the research finding and the discussion. The research finding has been obtained by the researcher during the research conducted in MTsN 3 Malang during March and April 2021. Therefore, the discussion would be among the data and the theory that have been elaborated in *literature review*.

4.1. Finding

There were two instruments used in this research to obtain the data. The first one is survey and the second one is writing test. The following data presentation were the results of survey from the research question about students' frequency in playing mobile online game.

4.1.1. Survey Result

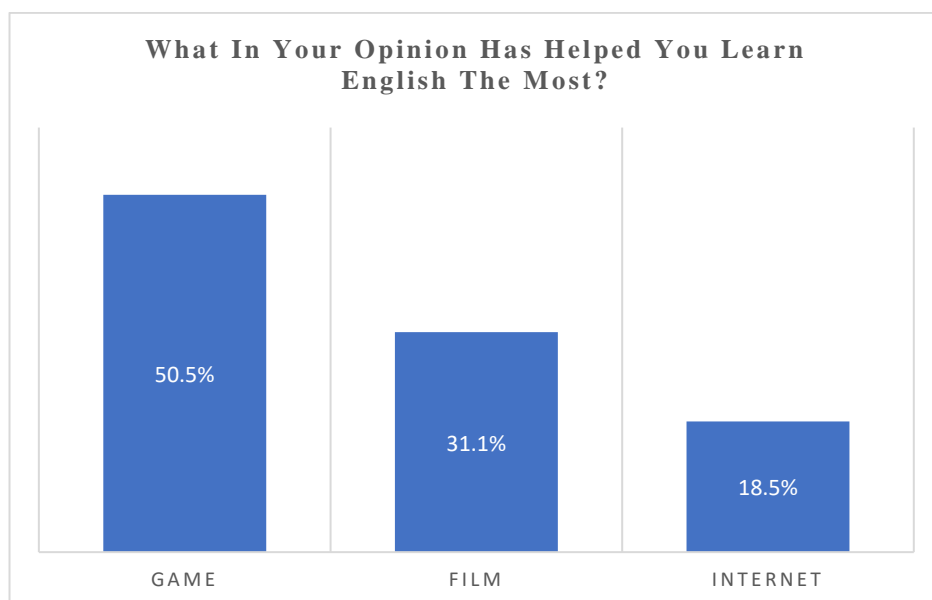
The survey was distributed to the students of VIII graders in MTsN 3 Malang. The classes were VIII-G, VIII-H, and VIII-I. Every student took the survey. The table 1 below is the number of students for each class who took the survey.

Table 4.1. N (sample) of the survey

Class	Total of Students'
VIII-G	32
VIII-H	34
VIII-I	31
Total	97

The students' opinion toward what helped them learning English the most, it can be found that game considered the most thing that helped them in learning English. In this particular question, the researcher added three options on the table for the students to choose. The first one is game, then film, and internet. All three classes' students fairly respond to this question in the similar manner. There are 49 students (50.5%) who answered game as the media that help them learn English the most. Besides, there are 30 students (31.1%) answered film helped them the best. Meanwhile, 18 other students (18.5%) answered the internet in general helped them learn English.

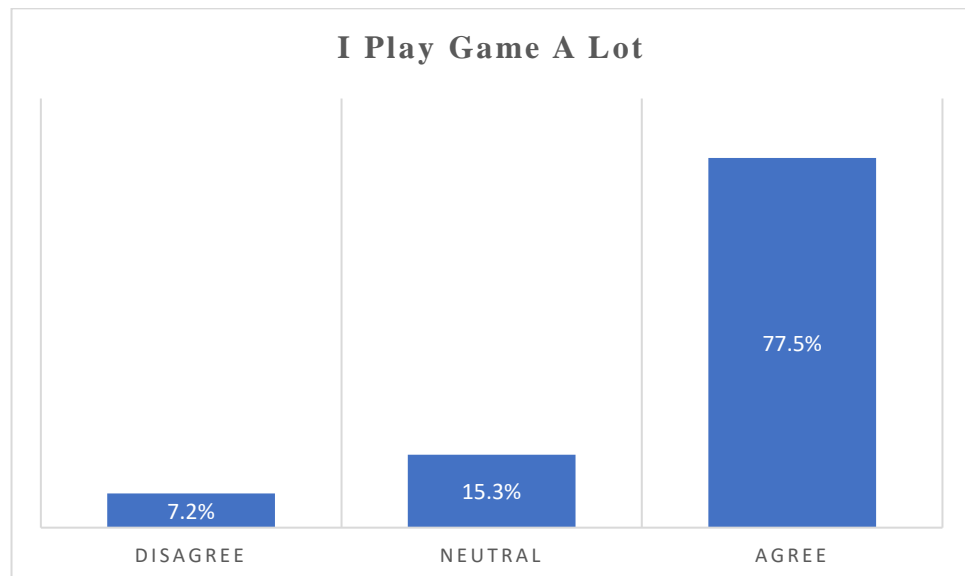
Figure 4.1. Survey Question No. 1



In addition, the statement about whether or not they play game a lot, the respondents claimed differently among others. This survey question is in Likert Scale, in which there were three options

which were 1 represents disagree; 2 represents neutral (or not really play a lot); 3 represents agree. There were 7 students (7.2%) who disagree to the statement. Then, there were 15 students (15.3%) who claimed neutral regarding their play activity in game. Lastly, most of the students, or 75 students (77.5%) who claimed that they agree regarding they play game a lot. It can be inferred that majority of the students play games a lot.

Figure 4.2. Survey Question No. 2



When questioning about the duration of students playing game, this question number is the main question of the survey purpose, which is to see and measure gaming frequency by the students. There were three options provided to the students which are (1) below one hour per day (2) one to three hours per day and (3) three to six hours per day. There were 13 students (13.2%) who claimed that they play below one hour per day. Besides, there were 60 students (61.7%) who claimed that they play game for one to

three hours a day. Meanwhile, the rest 24 students (25.1%) claimed that they play game for three to six hours a day. This means that the majority of the students play game in average frequency which is more than one hour.

Figure 4.3. Survey Question No. 3

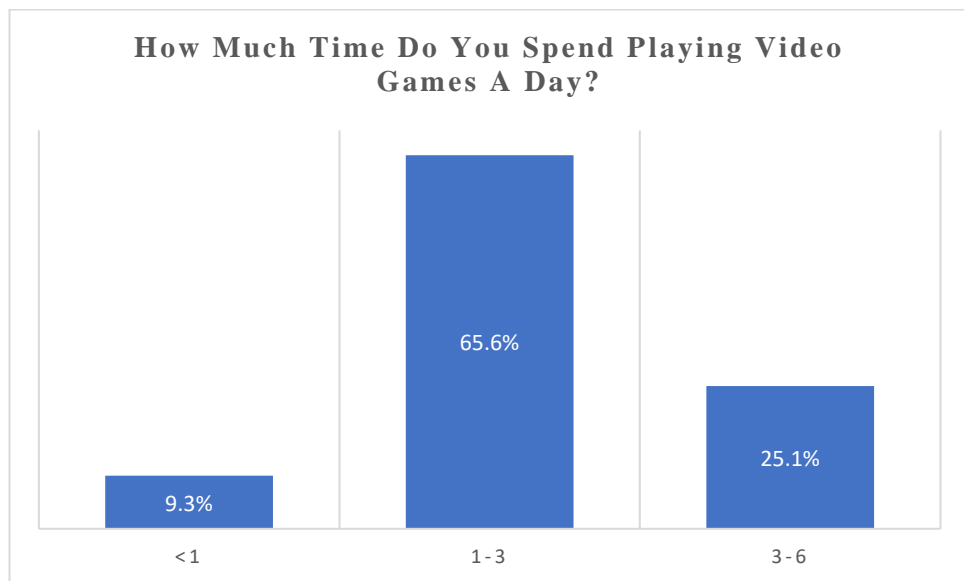
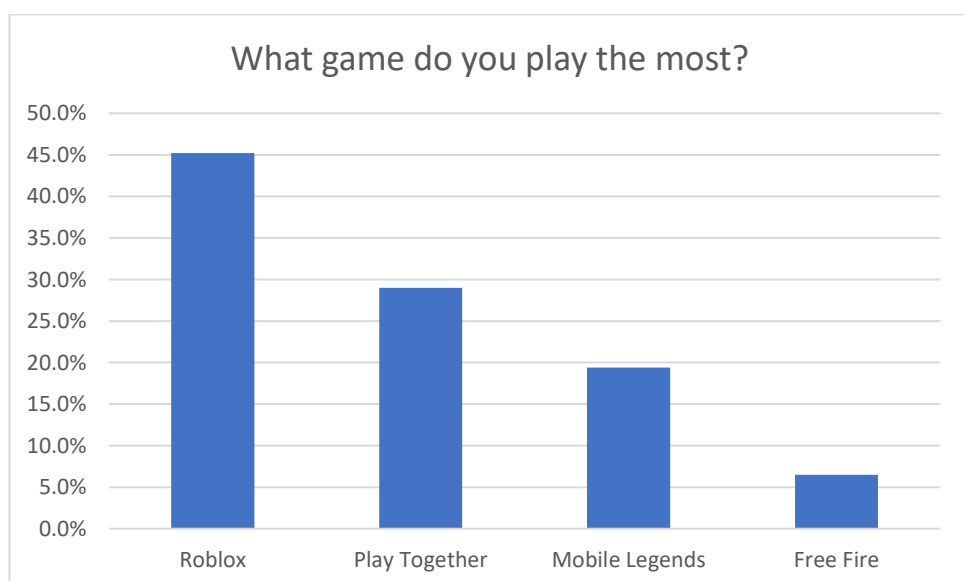
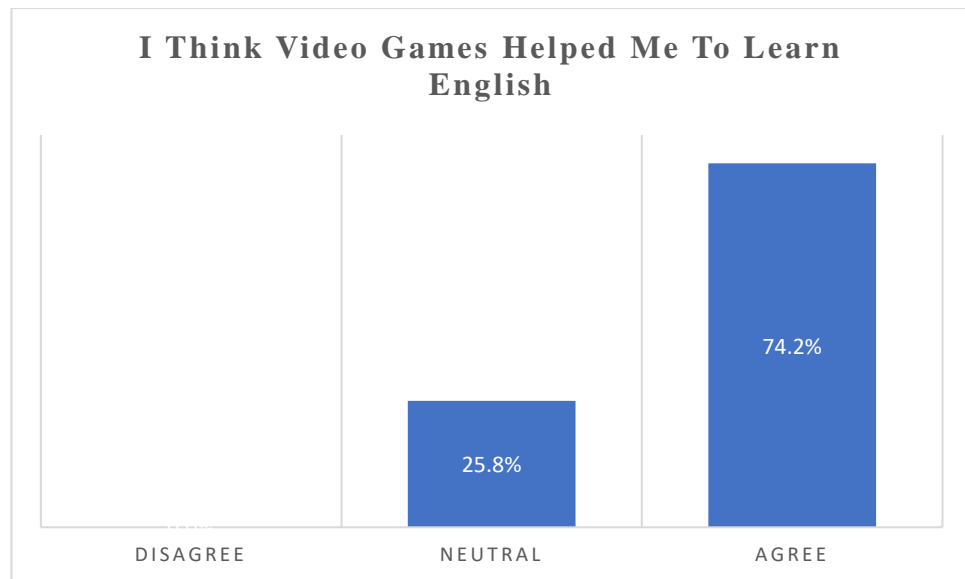


Figure 4.4. Survey Question No. 4



Also, from the chart above, it can be inferred that Roblox had become the most played game by the students of 8H, 8I, and 8G of MTsN 3 Malang under 45.2% percentage or 45 students. Besides, there are 26 students (29.0%) who are playing Play Together. As the non-MMORPG (Mobile Massive Online Role Playing) game in the list, there are 19 students (19.4%) who play Mobile Legends. Lastly, there are only 7 students (6.5%) who play Free Fire, a very popular Battle Royale game. It is implied that games that are mostly played by the students of MTsN 3 Malang are games that requires communication. Especially Roblox and Play Together, it requires players to write commands, or simply chats to other players.

Nextly, is one of the main questions. In Likert Scale form, this question is aimed to see whether or not the students think that video games helped them learning English. This question has three options which were 1 that represents disagree; 2 represents neutral and; 3 represents agree. There were zero (0%) students who disagree to the statement of 'I think video games helped me to learn English'. The other 25 students (25.8%) felt neutral about the sentence. Lastly, there were the majority of the students in 8 graders of MTsN Malang, 75 students (74.2%) who agree that video games helped them to learn English. This indicates that most students believe that video games do help them in learning English.

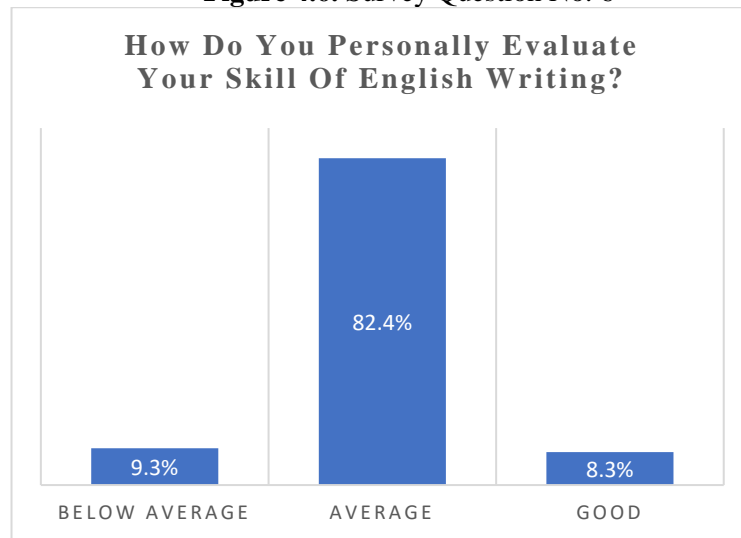
Figure 4.5. Survey Question No. 5

Upon the next question researcher wanted to know whether or not students ever use a word or a phrase they heard in a video game. Eighty-eight students (90.8%) answered Yes to this question and 9 students (9.2%) answered No to this question. A follow up question was also made after this question towards those who answered Yes which is 'What is one example of word you hear in game and you use it?'. Since there are 88 students answering to this follow up questions with different answers, here are some answers to sum up the whole answer.

Table 4.1. Example of words learnt and used by students

Welcome	Jump	Victory	Enemy Missing
Noob	Start	Defeat	Revive
Congratulations	Finish	Nice Work	
Well Played	Dude	Trouble	

Finally on the last question, the researcher wanted to know how students were evaluating their English skill. This question used Likert-scale. There were three answers option provided for the students to choose from. The number '1' is for below average, '2' is for average, '3' is for good. From this question, there are 9 students (9.3%) who answered that they are below average. Eighty students (82.4%) answered that they have average skill of writing and finally there are 8 students (8.3%) who answered that they have higher skill of writing.

Figure 4.6. Survey Question No. 6

4.1.2. Survey Univariate Analysis

The result of the survey is then added to SPSS in order to analyze it univariately. Below is the result.

Table 4.2. Survey Univariate Analysis

Statistics

SURVEY

N	Valid	97
	Missing	0
Mean		7.5938
Median		8.0000
Mode		8.00
Std. Deviation		1.44060
Range		5.00
Minimum		4.00
Maximum		9.00

According to the univariate analysis that has been done, hereby is the information that can be concluded regarding the Gamer Survey. Throughout the whole subject of the research which were 97 students, the minimum variable has the score of 4 and the maximum score has the score of 9.

The average score of the survey is 7.59 or above 7 which means most of the student in 8H, 8I, 8G, are gamers. The standard deviation score of the survey is 1.44. Since if the standard deviation score is smaller than the average score of the survey, it can be concluded that the average score can be used as the representative of the whole data sample.

4.1.3. Writing Test Univariate Analysis

The result of the writing test is then added to SPSS in order to analyze it univariately. Below is the result.

Table 4.3. Survey Univariate Analysis

Writing Test

N	Valid	97
	Missing	0
Mean		81.1979
Median		85.0000
Mode		85.00
Std. Deviation		11.78189
Range		50.00
Minimum		45.00
Maximum		95.00

According to the univariate analysis of the writing test on the research, hereby what can be concluded from it. The descriptive statistic on the test writing within 97 samples is that the variable score minimum is on 45 and the maximum score of the test is 95. The average score of the writing test under all 96 students is 81.1979 with the mode of 85. The standard deviation of the writing test is 11.78189. Therefore, it can be concluded that the mean can be the representative of the data since is it higher than the standard deviation.

4.1.4. Normality Test

Table 4.4. One-Sample Kolmogorov-Smirnov Test

		SURVEY	TEST WRITING
N		97	97
Normal Parameters ^{a,b}	Mean	7.5938	81.1979
	Std. Deviation	1.44060	11.78189
Most Extreme Differences	Absolute	.361	.252
	Positive	.164	.144
	Negative	-.361	-.252
Test Statistic		.361	.252
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The result of normality test using the Kolmogorov test is the value of t Calculated in the survey and test writing variables respectively 0.361 and 0.252 with the P Value of the Columnogrov Test both $0.000 < 0.05$, then residual does not distribute normally. So that the assumption of normality is not fulfilled. However, Central Limit Theory can be used when data is more than 30, it would be considered as normally distributed.

The central limit theorem states that data from a sufficiently large number of random variable iterations, each with well-defined expected values and variances, will be distributed close to the normal distribution. That is, if the sample obtained contains a large

number of observations, and each observation is obtained in an independent manner, and the arithmetic mean (mean) is calculated from the observed values.

4.1.5. Hypothesis Testing

Based on the analysis prerequisite tests that have been carried out as a requirement for conducting further statistical analysis, it can be obtained that the data is in the form of survey scores on the frequency of playing games and the English score for writing is homogeneous, normally distributed and has a linearity relationship. This states that the data has met the requirements for further analysis, namely testing the proposed hypothesis. The hypothesis in this study is that there is a positive and significant relationship between the frequency of playing games and the ability to write English in the 8th grade students of MTsN 3 Malang. The analysis technique used in this research is the ETA Correlation technique.

Bivariate analysis is an analysis conducted to determine the relationship between 2 variables. In this analysis, two measurements were made for each observation. In bivariate analysis, the samples used could be pairs or each independent with separate treatments. In general, in a bivariate analysis, the variables used may be related or independent. Interrelated means that the same sample is given 2 different measurements. Meanwhile, independent means is carried out within the two different sample groups.

Table 4.5. ANOVA Table

			Sum of		Mean		
			Squares	df	Square	F	Sig.
WRITING TEST * SURVEY	Between	(Combined)	9563.802	5	1912.760	47.510	.000
	Groups						
	Within	Groups	3623.438	90	40.260		
Total			13187.240	95			

Table 4.6. Measures of Association

	Eta	Eta Squared
WRITING TEST * SURVEY	.852	.725

From the two table above it is known that the sig value. Survey and Writing test is 0.000 <0.05, F counts 47.510, then Ho is accepted, which means that there is a significant correlation between the Survey and Writing test variables. The point of 0.852 shows a moderate relationship between survey and writing test. The square of eta $(0.852)^2 = 0.725$ indicates that 72.5% in estimating the level of writing test can be calculated from the survey. Therefore, Ha's hypothesis which reads, there is a positive and significant relationship between the frequency of playing games and the English writing ability of class VIII students of MTsN 3 Malang and it is accepted with a correlation coefficient of 0.852, which is very significant.

Therefore, it can be concluded that there is a very significant positive correlation between students' frequency in playing game and their English writing.

4.2. Discussion

Based on the findings, the researcher found some information about how the habit in playing online mobile game and students' writing skill on the eighth-grade students of MTsN 3 Malang. In addition, the researcher also found the correlation between them.

4.2.1. Students' Habit in Playing Games

Based on the findings of the habit in playing mobile games, there are 75 of 97 students or 77.3% students got score between 7 and 9 in the survey of gaming frequency in which the researcher grouped 7-9 as the category of frequent gamer. Furthermore, only 22 students or 22.7% students had score below 7 in which they are categorized as non-gamer students. The survey's average score is 8 or can be categorized as gamer. As the average score (8) is higher than the standard deviation, which is 1.44, it can be concluded that most of the students in the 8 grade of MTsN 3 Malang are frequent gamers.

4.2.2. Students' Writing Skill

The data that is obtained regarding students' writing were collected by distributing a narrative writing test to the students. The students were given two hours to finish the task. The first hour of the time allotment is used for the students to draft the writing and the second half of the time allotment is for them to copy and paste the final draft of their writing to the submission link in Google Form.

The result of the writing test shows a variety of result test score, in which would be used to be analyzed and correlated with the survey result. There were two students (2.1%) who gained 45 score, 5 students (5.2%) students who gained 55 score, 4 students (4.1%) who gained 60 score, 4 students (4.1%) who gained 65 score, 5 students (5.2%) students who gained 70 score, 3 students (3.1%) who gained 75 score, 14 students (14.4%) who gained 80 score, 27 students (27.8%) who gained 85 score, 24 students (24.7%) who gained 90 score, and 8 students (8.2%) who gained 95 score. The researcher used KKM or Minimum Mastery Criteria of 8 graders in MTsN 3 Malang for English subject which is 70, to classify what defines low score and high score. Therefore, the majority of the students of 8 grade in MTsN 3 Malang has high score on the writing test.

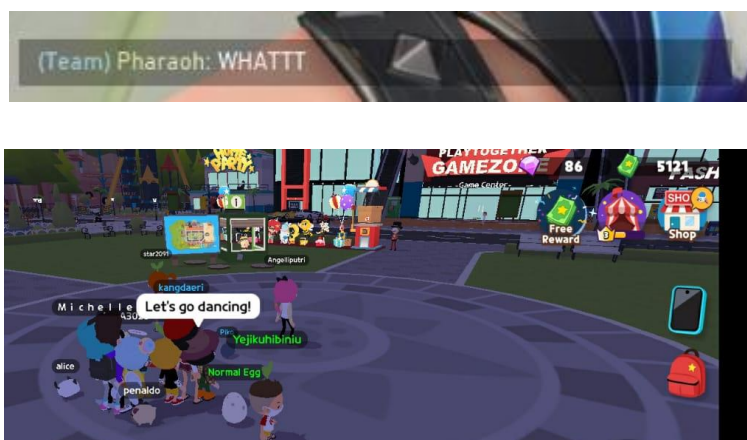
According to Hultsjin (2001), games may contribute in an exceptional manner to vocabulary obtaining as characterized by build of contribution load. Besides, vocabulary is one of the main parts of English writing. Regarding the test of writing that was conducted in this research to

find out the student's English writing skill, there was a 'vocabulary' category in the rubric. The students score on the vocabulary are mostly decent.

Also, according to (Sugar, 2012), game can be used as a media of learning language, direct or indirectly. In this case, language is learned indirectly through online mobile game. According to him, games give input to students. Games send them instant input on the accuracy of their feedback, their victories and their faults. This will become an invaluable learning experience with the appropriate corrective input. Besides, games attract players and then encourage them to communicate with the subject.

Communication is one of the main important part of indirectly learning language. Games that do not have any communicative mean in the gameplay may also indirectly make students learn English, but, games with communicative mean that is analyzed in this research, e.g., Roblox, and Play Together, have a bigger possibility to make students learn language.

Figure 4.7. In-game chatbox



Communication in games is mostly using text chat that is used to give or receive command, callouts, or advices. This enhance students' writing skill because it enriches students' vocabulary while they are also having fun in the game. This type of chat text writing could make students exercise on their writing.

Another positive point of the games above is that there are default chat communication texts. Default chats are the texts that can be tapped directly to show a feeling or a thought of the player, without having to manually type it. This helps the players to give command in a faster duration. For example, in the figure below there are several default chats that can be tapped to express the thought of the players.

Figure 4.8. Default chats to express players thoughts





However, taking an example from one of the games that is being played by the students as well, Play Together, we can see that actually not all players are using English as their main command in the game. If they are playing with a relative, or someone in their surroundings, they might use their native language. In this case, students would not understand what their friends are talking about in the game. As not everyone is English native speaker and using English as their command language is one of the downsides of learning English via game.

Figure 4.9. Non English users in the in-game chatbox



CHAPTER V

CONCLUSION AND SUGGESTION

6.1. Conclusion

Based on the results of the research, researcher concludes that gaming frequency have positive impact towards students English writing skill. It was proven by the correlation test done using ETA correlation, which resulted on the correlation score of 0.852 which indicated moderate relationship between gaming frequency and English writing skill. This is inline with the expert statement by Bobby (2009), which he said that there is a good impact on online gaming, such as: a). Rapid eye sharpness preparation, b). Brain Power Upgrade, c). Enhancement of reading and writing ability, d). Helping kids to socialize. Enhancing students' reading and writing ability is the main focus on the theory above. It can be concluded the more students play related MMORPG (Mobile Massive Online Role Playing) game such as Play Together, Roblox, etc., the higher the possibility of them being a high score achiever in English writing.

MMORPG (Mobile Massive Online Role Playing) games could act as a media where students may learn English writing through in-game chatroom where players connect with each other. There are games which provides many default chat comms in order for players to chat and express their thoughts in a faster way.

Besides, video games not only could be a solution towards students' boredom in class. As we know that there are plenty of cases where students

are bored with textbooks, or the powerpoints teachers usually use in class, face to face or online. By playing games that can be designed by teachers such as Play Together, Roblox, it could bring a new and fresh atmosphere to the classroom which could have the possibility of making students become more interested in learning English writing.

6.2. Suggestions

Based on the findings above and the conclusion of the research, the researcher suggests the following parties to explore MMORPG (Mobile Massive Online Role Playing) games and English skills towards further research.

6.2.1. Teachers

According to the research result above, there is a positive correlation between students' frequency in playing game, especially MMORPG and students' English writing skill. Game could open up a whole new type of method and techniques in teaching and learning English skills, not only limited to writing skill. The researcher hopes and believes that game can be developed in such way in order to give full advantage as a teaching and learning media that can be implemented in classroom, whether it is face-to-face or online.

6.2.2. Students

Students play a huge part of learning English using game because they are the one who directly play the game. Researcher encourages students to explore games that can help them to learn English, not only random games. However, researcher also believes that students also need to learn from textbooks and teachers in order to gain more knowledge of English instead of investing too much hours in gaming, which we all know that spending too much time in gaming is also awful for students.

6.2.3. Other Researchers

Since the study is limited to only MMORPG (Mobile Massive Online Role Playing) games and only writing skill. The researcher encourages other academicians to explore more about game in education. There are many types of game which can be explored more in order to seek for their potential in English learning, such as, Life Simulation Game (Bitlife, Story of Seasons, The Sims). Besides of the game type, other English skills can also be another subject to develop during playing games, such as listening, speaking, and reading.

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APPENDIXES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Nomor : 805/Un.03.1/TL.00.1/01/2021 12 Maret 2021
 Sifat : Penting
 Lampiran : -
 Hal : **Izin Penelitian**

Kepada
 Yth. Kepala Madrasah Tsanawiyah Negeri 3 Malang
 di
 Jalan Mandiri No. 9 Lawang, Jawa Timur

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Muhammad Dede Herda Saputra
 NIM : 17180021
 Jurusan : Tadris Bahasa Inggris - S1
 Semester - Tahun : Genap - 2020/2021
 Akademik
 Judul Skripsi : **Correlation Between Playing Mobile Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang**
 Lama Penelitian : **Maret 2021** sampai dengan **April 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
 NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix 2 Questionnaire Guidelines

RESEARCH INSTRUMENT QUESTIONNAIRE

Source: Rudis D., Poštić S., 2018. Influence of Video Games on The Acquisition of The English Language

Hello. My name is Muhammad Dede Herda Saputra. I am currently studying for a Bachelor Degree in English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. This questionnaire is designed by Rudis & Postic (2018), in order to find gaming frequency and activity of students. We'd like to find out how you feel about Gaming, regarding several details about what game you are playing and the frequency. The information of the survey will be used to measure the correlation between gaming and writing. We will collect your name and class, but that data will only be used for this research. This questionnaire will only take 10 minutes or less to fill, take your time. There is no correct or wrong answer.

Name	:	
Sex	:	

Please tick one of the answers below according to yourself regarding gaming experience.

1. What in your opinion has helped you learn English the most?

Game	Film	Internet

2. Have you ever played video games on mobile?

Yes	No

3. If you responded to the last question positively, do you think video games helped you learn English? If so, please elaborate on how they helped you learn English.

Yes	No

4. How much time do you spend playing video games on mobile per day?

0 hour	<1 hour	1-3 hours	3-6 hours	6> hours

--	--	--	--	--

5. What types of games and genres of games do you play?

Roblox	Play Together	Mobile Legends	Free Fire

Please select to say how much you agree or disagree with these statements provided.

1. I play game a lot.

Disagree	Neutral	Agree

2. I think video games helped me to learn English.

Disagree	Neutral	Agree

3. I personally evaluate my English skill as advanced.

Disagree	Neutral	Agree

*Appendix III English Writing Test***RESEARCH INSTRUMENT
ENGLISH WRITING TEST**

Source: Brown, H. Douglas. Language Assessment: Principles and Classroom Practices. 3rd ed., Pearson Education, 2018.

Hello, this is the follow up test of the survey everyone has taken last week. You will face a stress-free English writing test. Please read the instruction. This test is going to measure your writing skill. There is no wrong or correct answer. In this writing test, please write a passage according to these qualifications.

Choose one game you have played before. Write about the story of the game that you have played. You can be as creative as you can. You can make new storyline, different storyline, etc. Be creative. Write two or three paragraphs. I will guide you in the WhatsApp group as we are doing this test. Firstly, you will be required to write the draft in your books. Then, after you are sure enough for the writing, you can type the writing you have done in your books onto the Google Form submission tab I shared to you.

Name	:	
Sex	:	

(YOUR TITLE HERE)

Appendix IV Survey Result

GAMING FREQUENCY SURVEY RESULT

Questions			8G	8G (%)	8H	8H (%)	8I	8I (%)
Q1	What in your opinion has helped you learn English the most?	Game	15	46.9%	18	52.9%	16	51.6%
		Film	10	31.3%	9	26.5%	11	35.5%
		Internet	7	21.9%	7	20.6%	4	12.9%
Q2	Have you ever played mobile game?	Yes	32	100.0%	34	100.0%	31	100.0%
		No	0	0.0%	0	0.0%	0	0.0%
Q3	If you responded to the last question positively, do you think mobile video games helped you learn English?	Yes	32	100.0%	34	100.0%	31	100.0%
		No	0	0.0%	0	0.0%	0	0.0%
Q4	I play game a lot.	1 (disagree)	2	6.3%	3	8.8%	2	6.5%
		2 (neutral)	5	15.6%	7	20.6%	3	9.7%
		3 (agree)	25	78.1%	24	70.6%	26	83.9%
Q5	How much time do you spend playing video games a day?	Below 1	2	6.3%	7	20.6%	4	12.9%
		1 to 3	16	50.0%	24	70.6%	20	64.5%
		3 to 6	14	43.8%	3	8.8%	7	22.6%
Q6	What types of games and genres of games do you play?	Roblox	14	43.8%	17	50.0%	14	45.2%
		Play Together	8	25.0%	9	26.5%	9	29.0%

		Mobile Legends	7	21.9%	6	17.6%	6	19.4%
		Free Fire	3	9.4%	2	5.9%	2	6.5%
Q7	I think video games helped me to learn English.	1 (disagree)	0	0.0%	0	0.0%	0	0.0%
		2 (neutral)	10	31.3%	8	23.5%	7	22.6%
		3 (agree)	22	68.8%	26	76.5%	24	77.4%
Q8	How do you personally evaluate your skill of English writing?	1 (disagree)	3	9.4%	3	8.8%	3	9.7%
		2 (neutral)	25	78.1%	29	85.3%	26	83.9%
		3 (agree)	4	12.5%	2	5.9%	2	6.5%

Scoring of the Survey

Student Code	Q2	Q3	Q5	SCORE	CATEGORY	Student Code	Q2	Q3	Q5	SCORE	CATEGORY
1	3	3	3	9	Gamer	47	3	2	3	8	Gamer
2	3	3	3	9	Gamer	48	3	2	3	8	Gamer
3	3	3	3	9	Gamer	49	3	2	3	8	Gamer
4	3	3	3	9	Gamer	50	3	2	3	8	Gamer
5	3	3	3	9	Gamer	51	3	2	3	8	Gamer
6	3	3	3	9	Gamer	52	3	2	3	8	Gamer
7	3	3	3	9	Gamer	53	3	2	3	8	Gamer
8	3	3	3	9	Gamer	54	3	2	3	8	Gamer
9	3	3	3	9	Gamer	55	3	2	3	8	Gamer
10	3	3	3	9	Gamer	56	3	2	3	8	Gamer
11	3	3	3	9	Gamer	57	3	2	3	8	Gamer
12	3	3	3	9	Gamer	58	3	2	3	8	Gamer
13	3	3	3	9	Gamer	59	3	2	3	8	Gamer
14	3	3	3	9	Gamer	60	3	2	3	8	Gamer
15	3	3	3	9	Gamer	61	3	2	3	8	Gamer
16	3	3	3	9	Gamer	62	3	2	3	8	Gamer
17	3	3	3	9	Gamer	63	3	2	3	8	Gamer
18	3	3	3	9	Gamer	64	3	2	3	8	Gamer
19	3	3	3	9	Gamer	65	3	2	3	8	Gamer
20	3	3	3	9	Gamer	66	3	2	3	8	Gamer
21	3	3	3	9	Gamer	67	3	2	3	8	Gamer
22	3	3	3	9	Gamer	68	3	2	3	8	Gamer
23	3	3	3	9	Gamer	69	3	2	3	8	Gamer
24	3	3	3	9	Gamer	70	3	2	3	8	Gamer
25	3	2	3	8	Gamer	71	3	2	3	8	Gamer
26	3	2	3	8	Gamer	72	3	2	3	8	Gamer
27	3	2	3	8	Gamer	73	3	2	2	7	Gamer

28	3	2	3	8	Gamer	74	3	2	2	7	Gamer
29	3	2	3	8	Gamer	75	3	2	2	7	Gamer
30	3	2	3	8	Gamer	76	2	2	2	6	Non-Gamer
31	3	2	3	8	Gamer	77	2	2	2	6	Non-Gamer
32	3	2	3	8	Gamer	78	2	2	2	6	Non-Gamer
33	3	2	3	8	Gamer	79	2	2	2	6	Non-Gamer
34	3	2	3	8	Gamer	80	2	2	2	6	Non-Gamer
35	3	2	3	8	Gamer	81	2	2	2	6	Non-Gamer
36	3	2	3	8	Gamer	82	2	2	2	6	Non-Gamer
37	3	2	3	8	Gamer	83	2	2	2	6	Non-Gamer
38	3	2	3	8	Gamer	84	2	2	2	6	Non-Gamer
39	3	2	3	8	Gamer	85	2	1	2	5	Non-Gamer
40	3	2	3	8	Gamer	86	2	1	2	5	Non-Gamer
41	3	2	3	8	Gamer	87	2	1	2	5	Non-Gamer
42	3	2	3	8	Gamer	88	2	1	2	5	Non-Gamer
43	3	2	3	8	Gamer	89	2	1	2	5	Non-Gamer
44	3	2	3	8	Gamer	90	2	1	2	5	Non-Gamer
45	3	2	3	8	Gamer	91	1	1	2	4	Non-Gamer
46	3	2	3	8	Gamer	92	1	1	2	4	Non-Gamer
						93	1	1	2	4	Non-Gamer
						94	1	1	2	4	Non-Gamer
						95	1	1	2	4	Non-Gamer
						96	1	1	2	4	Non-Gamer
						97	1	1	2	4	Non-Gamer

Appendix V Writing Test Result

Writing Test Result Samples

Name	:	Mohammad Hudzaifah Rosyadi
Sex	:	Male

yes beforehand assalamu'alaikum wr.wb. so this time I will explain the game, how to play, and my experience playing the free fire game. yes we start with bissmillah first "Bismillahirrahmanirrahim" okay already free fire is a shooting game where there are various modes in the game such as ranked mode, clash squad ranked, classic bermuda mode, purgatory (formerly people call purgatory mad dog, the name was changed due to the latest update) Bermuda and Bermuda remastered, zombie mode, Titan attack, and so on ... the game's abbreviation is ff but Javanese people now call it "ep ep" because the words are trending ... ep ep now on average there are no longer players who have fun, but playing it is very serious as if you think that games are important in life, so lazy to do what to do / mager .. owh how to play the game is certainly very easy, first of all at the time Just recently playing this game, the player is told to play once in Bermuda Classic mode to find out what the contents of the game are ... after the player finishes It is directed from Garena to tell it what it does for what it is for. and if the player wants to be better at playing, he has to manage everything used in the game starting from sensitivity, custom HUD, looking around, around, even graphics (depending on cellphone performance), screen slickness, which auto looting should be off and on, blood effect, auto aim, do you want to default or not auto aim (but on average epep auto aim players so that the enemy dies quickly with headshot) etc. there are many more, if you want to try or test the settings, you can train, rank, and classic so you know whether this is suitable or not comfortable or not ... I have a lot of experience playing Epep, starting from the start until now ... I learned from playing mistakes by looking at the pro pro player epep on yt, so I can know my mistake when the enemy crashes, how do I aim for an easy head shot, how can I play it santuy and not undredeg, now from that I learned a lot about my mistakes and now I'm starting to try da n trying to be like them, and thank God now I'm pretty much like them ,, I often participate in small small tournaments so that my skills are better and can compete with them, not only showing off my skin, but the skills that must be developed by the skin are only encouragement so that The skills are more supportive, the better ... now I am getting bored of playing because there are more work assignments and I realize that I am a teenager so I have reduced my game hours, I now play games when I feel good, for example, I really want to be rich, so I just play to improve my mood again, I am now different from the previous one, because of that I have to be good at dividing time, can distinguish which one is important or not. So that later I can be the person my parents hope for ,, the epep game, I really like the game to the point that it is difficult for me to remove the epep game from the homepage because the game is my favorite from 6th grade that) So the game is useful to be my encouragement before doing something, the point is just to log in, see the event or what's new in it, I claim that the time for the game doesn't arrive, yes because I want to make parents happy from now on whatever it is. way even though I sacrifice whatever I want to do (behavior like this can also be a cause of school achievement and Koran and his knowledge becomes more stable ap) respect for parents only .. so a message or a moral message from me ~ {use your time for things that make you lucky, if there is something more fortunate than that lucky thing, go after the luckier so that the thing you choose is more fortunate it can be useful for you) Note; but yes, don't be serious, you

really have to have a little bit of comfort so that you can enjoy later in chasing that lucky thing ... that's all for me if there is a lack of conversation about actions that don't wear the hearts of the readers, I apologize for a large amount 🙏 hopefully enjoy reading my story 🙏 wassalamu 'alaikum wr. wb.

Name	:	Wirdatul Qolbiyyah
Sex	:	Female

I once played a game called Mobile Legends. Mobile Legends is an android game where we need strategy and good cooperation with other players to win, This game belongs to the MOBA game category. The gameplay in this game is quite simple because we only need to destroy the enemy tower called the turret. In this game we will play and work together with five people. The currency in this game is gold and diamonds, we can get gold by playing, but if we want to get diamonds we have to buy it with real money or it is also called a top up. In the game we can choose a variety of characters to play each character also has a different unique skin, we can buy characters with gold but not skin, because skins can only be purchased using diamonds. Sometimes if we are lucky, we can also get skins and diamonds from the event. The characters in this game have different roles, stats and skills. These roles are divided into five roles there are assassin, mage, tank, support and fighter. Each role has its own strengths and weaknesses, if we want to win in this game we need good teamwork, each person is required to use a different role so that we can cover each other's shortcomings. as well as the characters they also have their own character counter. The game has many mode choices such as classic, brawl, rank and others. This game also has a rank system, where we can raise our ranks by playing the rank mode. In the rank mode we have a time limit before the season ends, every rank will definitely go down when it's the end of the season, don't worry because even though our rank drops at the end of the season we still get prizes, the higher our rank, the better the prize. Various kinds of prizes are skin, gold and ticket. There is also a weekly tournament where we can also get skins there if we win. This game is very exciting to play if we play with friends. that's a brief description of this game the rest you can install this game. Mobile Legends can be installed in the Playstore or Appstore. We can play games in our spare time but we also have to know the time when playing games. That is all and thank you!

Name	:	Hilya Bahjatil Adibah
Sex	:	Female

i play game:play together because this game is so good for graphics and easy to play i will explain how to play mobile legends, first we must know this game make a team for fight with another team.And we must invite our friend to play together,after that make a lobby to make strategy or setting your emblem or waiting your team to ready.After that we will choose hero in this game there are more than 100 characters in this game After that in battlefield we just doing our duty like we becomes offlaner we must hold the line from enemy or we becomes tanker to protect our core or become support to keep mid lane from enemy or core to lead your team to victory. And we must know this game is have many item and if we kill minion,jungle,hero, we will have gold to buy item in shop.mision of this game is destroy enemy base and defend our base from enemy item fuctions its many effect like slow enemy in mage category,make tank is very soft,make your lifestyle very good,make turret or base enemy very soft,and make you more strong in lategame.This game easy to comeback because the minion always appear every 1 minute. And how to win in this game? first we must watch the minimap.and siding map to know the enemy do we can hear it. and we must know the powerfull power is the buff so if we a core we take it if we a offlaner,sidelaner,tank we can take enemy buff and make enemy core very poor. how about the technique to win? we can split push like steal the enemy turret or straight push like defend your minion to touch turret or enemy base,and we can use meta hero like new hero but with smartly.And last if we lose turret or kill we can clear the minion,hold minion until marksman item or lategame hero powerfull never surrender

Writing Test Score Result

Student Code	Content	Style	Sentence Formation	Usage	Mechanics	Total	Score	Student Code	Content	Style	Sentence Formation	Usage	Mechanics	Total	Score
1	4	3	3	3	4	17	85	47	3	4	3	3	3	16	80
2	4	4	4	3	3	18	90	48	3	4	3	3	4	17	85
3	4	3	4	3	3	17	85	49	3	3	4	3	3	16	80
4	3	4	3	3	3	16	80	50	4	4	3	4	3	18	90
5	4	3	3	3	3	16	80	51	3	3	3	4	4	17	85
6	4	3	3	3	3	16	80	52	4	4	3	4	3	18	90
7	3	4	4	3	3	17	85	53	4	2	3	4	3	16	80
8	4	4	3	3	3	17	85	54	4	3	4	4	4	19	95
9	4	3	4	3	4	18	90	55	3	4	4	3	3	17	85
10	4	3	4	3	3	17	85	56	3	3	3	4	3	16	80
11	4	3	4	4	3	18	90	57	4	3	4	3	4	18	90
12	4	3	4	4	3	18	90	58	4	4	4	3	4	19	95
13	4	3	4	4	4	19	95	59	3	3	3	3	4	16	80
14	4	3	3	3	4	17	85	60	4	4	3	4	3	18	90
15	3	3	3	4	4	17	85	61	3	4	3	4	4	18	90
16	3	4	3	4	4	18	90	62	4	3	4	3	3	17	85
17	4	3	4	3	4	18	90	63	3	3	4	3	4	17	85
18	3	4	4	3	3	17	85	64	4	3	4	4	3	18	90
19	4	3	4	4	4	19	95	65	3	3	3	4	3	16	80
20	3	3	4	3	4	17	85	66	3	4	4	4	3	18	90
21	4	4	4	3	3	18	90	67	4	4	3	3	3	17	85
22	3	4	3	3	4	17	85	68	3	3	4	3	4	17	85
23	4	4	4	3	3	18	90	69	3	4	4	3	4	18	90
24	4	3	3	3	4	17	85	70	4	3	3	3	4	17	85
25	3	3	3	4	4	17	85	71	3	3	3	3	3	15	75
26	3	3	4	3	4	17	85	72	3	3	3	3	3	15	75

27	4	3	3	3	3	16	80	73	4	3	4	4	3	18	90
28	3	4	4	4	3	18	90	74	3	3	3	4	3	16	80
29	4	3	4	4	4	19	95	75	3	4	4	4	4	19	95
30	4	3	4	3	4	18	90	1	3	2	3	2	1	11	55
31	3	4	4	2	4	17	85	2	2	1	3	3	3	12	60
32	4	4	4	3	3	18	90	3	3	3	2	1	3	12	60
33	4	4	4	3	4	19	95	4	2	3	1	2	3	11	55
34	4	3	3	3	4	17	85	5	2	3	3	3	3	14	70
35	4	3	4	4	4	19	95	6	3	1	3	3	3	13	65
36	2	4	4	3	4	17	85	7	2	3	2	2	2	11	55
37	3	4	3	4	3	17	85	8	3	3	3	2	3	14	70
38	3	4	4	4	3	18	90	9	2	3	2	3	3	13	65
39	3	3	3	3	3	15	75	10	3	2	3	3	3	14	70
40	3	4	4	3	4	18	90	11	3	3	2	3	3	14	70
41	4	3	4	4	3	18	90	12	3	3	3	1	2	12	60
42	4	4	3	3	3	17	85	13	2	3	3	3	3	14	70
43	3	4	3	3	4	17	85	14	3	1	3	1	1	9	45
44	2	3	4	3	4	16	80	15	3	3	2	1	2	11	55
45	3	3	4	4	3	17	85	16	3	1	3	1	4	12	60
46	4	3	4	4	3	18	90	17	1	2	2	4	4	13	65
								18	2	1	4	1	3	11	55
								19	2	4	1	1	1	9	45
								20	3	4	2	4	3	16	80
								21	2	2	4	4	4	16	80
								22	2	4	1	3	3	13	65

Appendix VI Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Malang, Jawa Timur
http://fitk.uin-malang.ac.id email: fitk@uinmalang.ac.id

Nomor : 986/Un. 03.1/TL.001/01/2021 22 Maret 2021
Lampiran : -
Perihal : Validasi Instrumen

Kepada
Yth. Bapak/Ibu Dr. Langgeng Budiarto, M.Pd
di tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Muhammad Dede Herda Saputra
NIM : 17180021
Program Studi : Tadris Bahasa Inggris - S1
Judul Skripsi : Validasi Instrumen Game Questionnaire
Dosen Pembimbing : Dr. Langgeng Budiarto, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix VII Instrument Validation Sheet

Instrument Validation Sheet

Validation Sheet Blueprint of Interview and Questionnaire Guide for Research entitled Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in MTsN 3 Malang

Validator	:	Dr. H. Langgeng Budianto, M.Pd
NIP	:	197110142003121001
Expertise	:	English Academic Writing
Instance	:	Tadris Bahasa Inggris
Validation Date	:	10/03/2021

A. INTRODUCTION

This validation sheet is used to obtain an assessment from the validator (Mr./Ms.) on the research instrument that is used in this research. Every feedback is essential for improving the quality of the instruments used in this research. Researcher owes a lot for the willingness of validator in filling out this validation sheet.

B. GUIDANCE

Please give a score on each item of the statement using the sign (N) in the column with the scale as follows: 1= Very Poor; 2 = Poor; 3 = Average

C. ASSESSMENT RUBRIC

No	Indicator	Score					Feedback
		1	2	3	4	5	
1	Research instruments are well constructed						
2	Research instruments are based on previous theory/ research instruments						
3	Research instruments are relevant to obtaining research objective						
4	Research instruments use good and correct language and punctuation						

5	Research instruments require less effort to understand							
6	Research instruments are communicative							
7	Research instruments do not cause bias							
8	Research instruments can help the researcher seek students' frequency in gaming							
9	Research instruments can help the researcher seek students' ability in writing skill							

D. CONCLUSION

Based on the assessment, it can be concluded that this instrument is:

Please strikethrough (abcd) on the answers that do not match the conclusion.

1. *This instrument can be used without revision*
2. *This instrument can be used under several revision*
3. *This instrument cannot be used*

Malang, March 10th, 2021
Validator



~~Dr. Langgeng Budianto, M.Pd~~
NIP. 197110142003121001

Appendix VIII Tabulation and Crosstabulation Result

RESULT OF TABULATION AND CROSSTABULATION OF SURVEY AND ENGLISH WRITING TEST

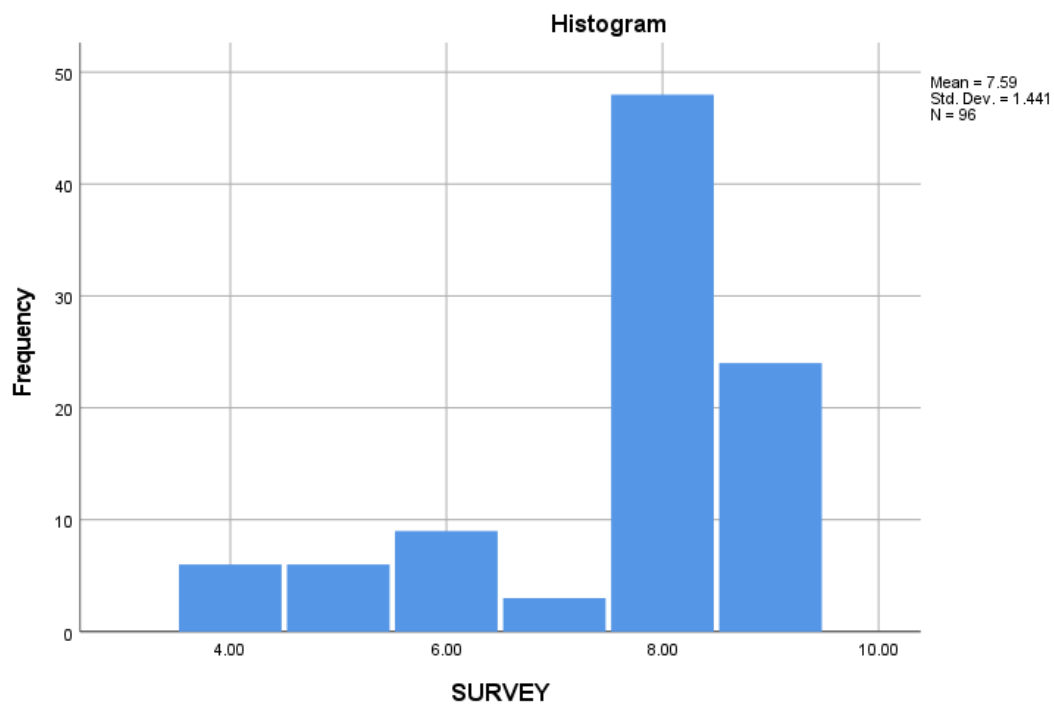
Statistics

SURVEY

N	Valid	96
	Missing	0
Mean		7.5938
Median		8.0000
Mode		8.00
Std. Deviation		1.44060
Range		5.00
Minimum		4.00
Maximum		9.00

SURVEY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	6	6.3	6.3	6.3
	5.00	6	6.3	6.3	12.5
	6.00	9	9.4	9.4	21.9
	7.00	3	3.1	3.1	25.0
	8.00	48	50.0	50.0	75.0
	9.00	24	25.0	25.0	100.0
	Total		96	100.0	100.0



Frequencies

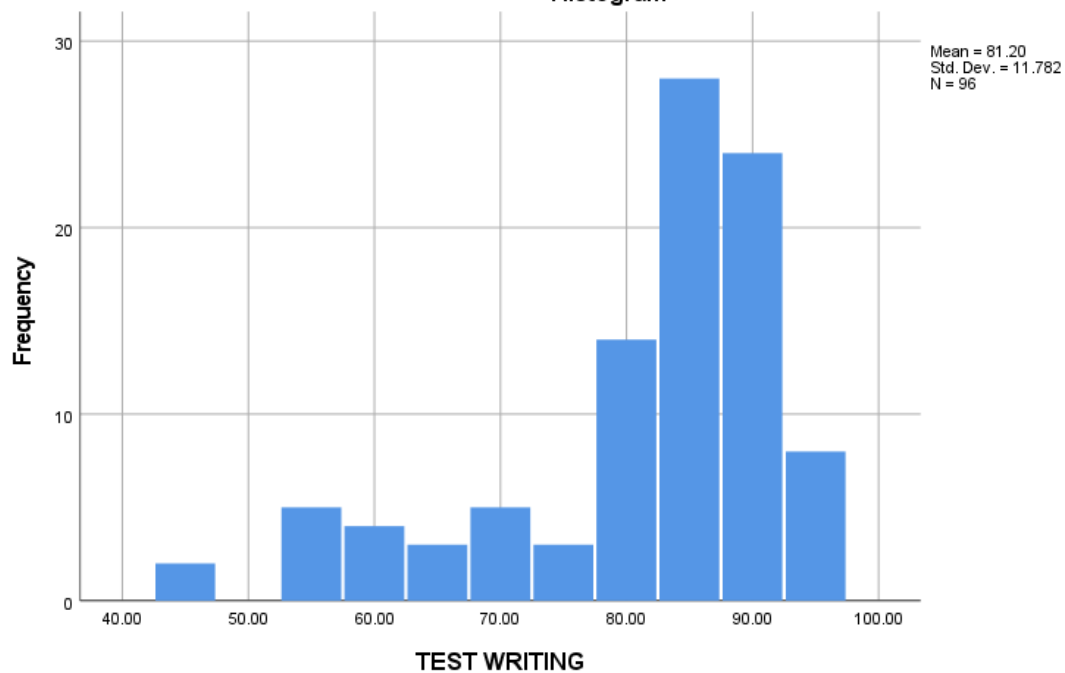
Statistics

WRITING TEST

N	Valid	96
	Missing	0
Mean		81.1979
Median		85.0000
Mode		85.00
Std. Deviation		11.78189
Range		50.00
Minimum		45.00
Maximum		95.00

WRITING TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	2	2.1	2.1	2.1
	55.00	5	5.2	5.2	7.3
	60.00	4	4.2	4.2	11.5
	65.00	3	3.1	3.1	14.6
	70.00	5	5.2	5.2	19.8
	75.00	3	3.1	3.1	22.9
	80.00	14	14.6	14.6	37.5
	85.00	28	29.2	29.2	66.7
	90.00	24	25.0	25.0	91.7
	95.00	8	8.3	8.3	100.0
	Total	96	100.0	100.0	

Histogram

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
WRITING TEST * SURVEY	96	100.0%	0	0.0%	96	100.0%

Report

WRITING TEST

SURVEY	Mean	N	Std. Deviation
4.00	64.1667	6	13.93437
5.00	61.6667	6	10.32796
6.00	61.6667	9	6.12372
7.00	88.3333	3	7.63763
8.00	86.1458	48	5.28341
9.00	86.8750	24	4.12113
Total	81.1979	96	11.78189

ANOVA Table

			Sum of Squares	df
WRITING TEST * SURVEY	Between Groups	(Combined)	9563.802	5
		Linearity	7632.722	1
		Deviation from Linearity	1931.080	4
	Within Groups	3623.438	90	
	Total	13187.240	95	

ANOVA Table

		Mean Square	F
WRITING TEST * SURVEY	Between Groups (Combined)	1912.760	47.510
	Linearity	7632.722	189.584
	Deviation from Linearity	482.770	11.991
	Within Groups	40.260	
	Total		

ANOVA Table

			Sig.
WRITING TEST * SURVEY	Between Groups (Combined)		.000
	Linearity		.000
	Deviation from Linearity		.000
	Within Groups		
	Total		

Measures of Association

	R	R Squared	Eta	Eta Squared
WRITING TEST * SURVEY	.761	.579	.852	.725

MEANS TABLES=Y BY X

/CELLS=MEAN COUNT STDDEV

/STATISTICS ANOVA.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
WRITING TEST * SURVEY	96	100.0%	0	0.0%	96	100.0%

Report

WRITING TEST

SURVEY	Mean	N	Std. Deviation
4.00	64.1667	6	13.93437
5.00	61.6667	6	10.32796
6.00	61.6667	9	6.12372
7.00	88.3333	3	7.63763
8.00	86.1458	48	5.28341
9.00	86.8750	24	4.12113
Total	81.1979	96	11.78189

ANOVA Table

			Sum of Squares	df	Mean Square
WRITING TEST * SURVEY	Between	(Combined)	9563.802	5	1912.760
	Within	Groups	3623.438	90	40.260

Total	13187.240	95
-------	-----------	----

ANOVA Table

		F	Sig.
WRITING TEST * SURVEY	Between Groups (Combined)	47.510	.000
	Within Groups		
	Total		

Measures of Association

	Eta	Eta Squared
WRITING TEST * SURVEY	.852	.725

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		SURVEY	WRITING TEST
N		96	96
Normal Parameters ^{a,b}	Mean	7.5938	81.1979
	Std. Deviation	1.44060	11.78189
Most Extreme Differences	Absolute	.361	.252
	Positive	.164	.144
	Negative	-.361	-.252
Test Statistic		.361	.252
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

- b. Calculated from data.
- c. Lilliefors Significance Correction.

Crosstabulations

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
SURVEY * WRITING TEST	97	100.0%	0	0.0%	97	100.0%

SURVEY * WRITING TEST Crosstabulation

Count

		WRITING TEST						Total
		45.00	55.00	60.00	65.00	70.00	75.00	
SURVEY	4.00	1	1	1	1	0	0	2
	5.00	1	1	1	0	3	0	0
	6.00	0	3	2	2	2	0	0
	7.00	0	0	0	0	0	0	1
	8.00	0	0	0	0	0	3	8
	9.00	0	0	0	0	0	0	3
Total		2	5	4	3	5	3	14

SURVEY * WRITING TEST Crosstabulation

Count

		WRITING TEST			
		85.00	90.00	95.00	
SURVEY	4.00	0	0	0	6
	5.00	0	0	0	6
	6.00	0	0	0	9
	7.00	0	1	1	3
	8.00	17	15	5	48
	9.00	11	8	2	24
Total		28	24	8	96

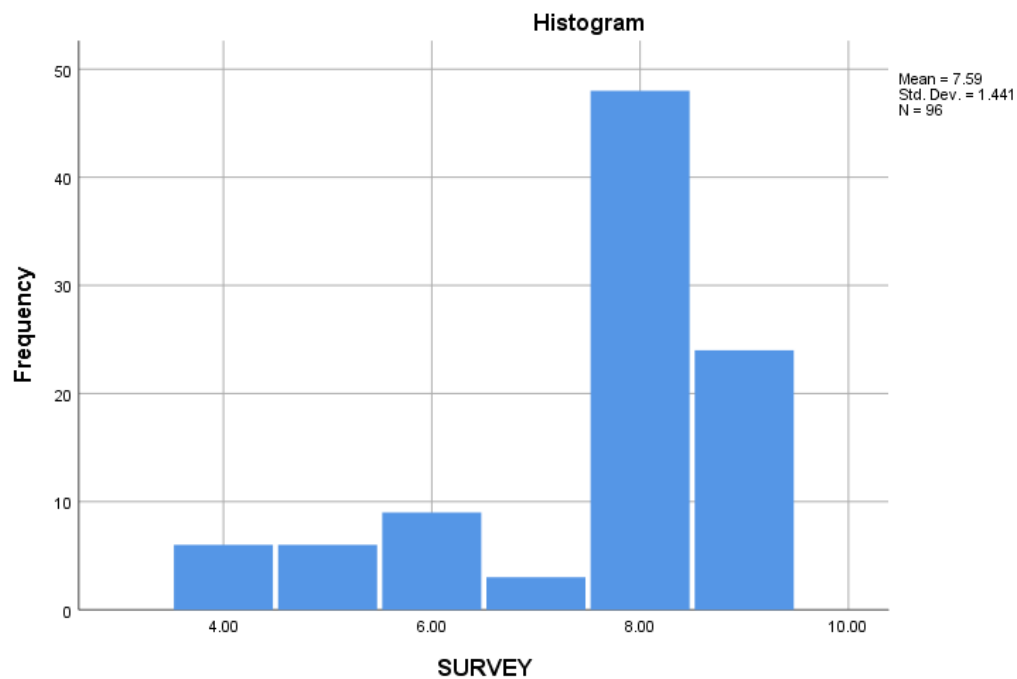
Appendix IX Univariate and Bivariate Test Result

UNIVARIATE AND BIVARIATE TEST RESULT

Univariate (Descriptive) Test of Survey Gamers

Statistics

SURVEY		
N	Valid	96
	Missing	0
Mean		7.5938
Median		8.0000
Mode		8.00
Std. Deviation		1.44060
Range		5.00
Minimum		4.00
Maximum		9.00

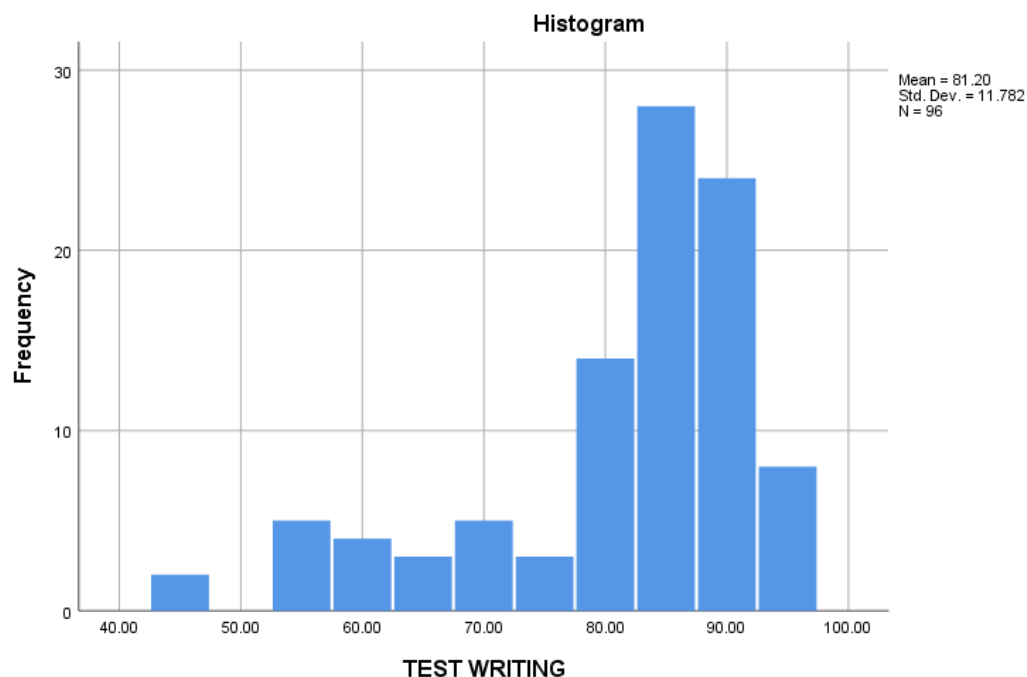


Based on the results of our univariate analysis, the following information can be obtained, namely it can be concluded that the descriptive statistics in the SURVEY GAMERS

with a sample of 96 samples, this variable has the smallest (minimum) value of 4 and the largest (maximum) score of 9. The average score of 96 respondents showed a result of $7.59 > 7$ which means that most of the respondents are gamers. with the value of the mode or score that most often appears is 8 (gamers) and the standard deviation of the score is 1.44. if the standard deviation value is smaller than the mean value, this indicates that the mean value can be used as a representation of the entire data.

Univariate (Descriptive) Test of Writing Test Statistics

WRITING TEST		
N	Valid	96
	Missing	0
Mean		81.1979
Median		85.0000
Mode		85.00
Std. Deviation		11.78189
Range		50.00
Minimum		45.00
Maximum		95.00



Based on the results of our univariate analysis, the following information can be obtained, namely it can be concluded that the descriptive statistics on the results of the writing test with a total sample of 96 samples, this variable has the smallest (minimum) value of 45 and the largest (maximum) value of 95. Average The average value of the writing test owned by 96 respondents showed a result of 81.1979 with the mode value or test result that most frequently appeared was 85 and the standard deviation of the writing test result was 11.78189. if the standard deviation value is smaller than the mean value, this indicates that the mean value can be used as a representation of the entire data.

Crosstabulations of Survey and Writing Test

SURVEY * WRITING TEST Crosstabulation

Count

		WRITING TEST										Total
		45.00	55.00	60.00	65.00	70.00	75.00	80.00	85.00	90.00	95.00	
SURVEY	4.00	1	1	1	1	0	0	2	0	0	0	6
	5.00	1	1	1	0	3	0	0	0	0	0	6
	6.00	0	3	2	2	2	0	0	0	0	0	9
	7.00	0	0	0	0	0	0	1	0	1	1	3
	8.00	0	0	0	0	0	3	8	17	15	5	48
	9.00	0	0	0	0	0	0	3	11	8	2	24
Total		2	5	4	3	5	3	14	28	24	8	96

Normality Test

One-Sample Kolmogorov-Smirnov Test

		SURVEY	WRITING TEST
N		96	96
Normal Parameters ^{a,b}	Mean	7.5938	81.1979
	Std. Deviation	1.44060	11.78189
Most Extreme Differences	Absolute	.361	.252
	Positive	.164	.144
	Negative	-.361	-.252
Test Statistic		.361	.252
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The results of the normality test using the Kolomogorov test are the calculated t values for the survey and writing test variables are 0.361 and 0.252, respectively, with the P Value of the Kolomogorov test both $0.000 < 0.05$, so the RESIDUAL IS NOT NORMALLY DISTRIBUTED So the assumption of normality is not met. However, you can use the Central Limit Theorem where data more than 30 is considered to be normally distributed.

The central limit theorem reads: The central limit theorem states that data from a sufficiently large number of iterations of random variables, each with well-defined expected values and variances, will be distributed near a normal distribution. That is, if the obtained sample contains a large number of observations, and each observation is obtained in a way that is independent of each other (independent), and the arithmetic mean (mean) is calculated from the observed values. If this procedure is repeated many times, the central limit theorem states that these data values will be distributed according to a "bell curve" (or normal distribution).

Appendix X Correlation Test Result

CORRELATION TEST OF GAMING SURVEY AND ENGLISH WRITING TEST RESULT

Bivariate analysis is an analysis conducted to determine the relationship between 2 variables. In this analysis, two measurements were made for each observation. In bivariate analysis, the samples used can be paired or each independent with its own treatment. In general, in bivariate analysis, the variables used can be related or independent. Interrelated means that the same sample is given 2 different measurements. Meanwhile, independent means that the measurements are carried out on two different sample groups.

ETA Correlation of Survey and Writing Test

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
WRITING TEST * SURVEY	96	100.0%	0	0.0%	96	100.0%

Report

WRITING TEST

SURVEY	Mean	N	Std. Deviation
4.00	64.1667	6	13.93437
5.00	61.6667	6	10.32796
6.00	61.6667	9	6.12372
7.00	88.3333	3	7.63763
8.00	86.1458	48	5.28341
9.00	86.8750	24	4.12113
Total	81.1979	96	11.78189

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
WRITING TEST * SURVEY	Between Groups (Combined)	9563.802	5	1912.760	47.510	.000
	Within Groups	3623.438	90	40.260		

Total	13187.240	95			
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Measures of Association

	Eta	Eta Squared
WRITING TEST * SURVEY	.852	.725

From the table, it is known the value of sig. Survey and Writing test are $0.000 < 0.05$, F count 47.510, then H_0 is accepted which means there is a significant correlation between the Survey and Writing test variables. 0.852 shows a moderate relationship between the Survey and Writing test. The square of eta $(0.852)^2=0.725$ indicates that 72.5% in estimating the level of writing test can be calculated from the survey.

Appendix XI Letter of Research Completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
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 Jalan Mandiri 9 Lawang Kabupaten Malang
 Telp. (0341) 425401 Fax. (0341) 422910
 E-mail : mtsn3malangkabmalang@gmail.com Website : www.mtsn3malang.sch.id

SURAT KETERANGAN

Nomor : B-278/Mts.13.35.03/PP.00.5/04/2021

Yang bertanda tangan dibawah ini :

Nama : Dra. Warsi, M.Pd
 NIP : 196807011993032003
 Jabatan : Kepala MTsN 3 Malang

Mencrangkan dengan sebenarnya bahwa Mahasiswa di bawah ini

Nama : Muhammad Dede Herda Saputra
 NIM : 17180021
 Fakultas/Program Studi : FITK/ Tadris Bahasa Inggris
 Nama Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim

Telah melaksanakan penelitian dengan judul **"CORRELATION BETWEEN PLAYING MOBILE GAMES AND STUDENTS' WRITING SKILL AT EIGHT GRADERS OF JUNIOR HIGH SCHOOL IN MTsN 3 MALANG"** pada bulan Maret sampai dengan April 2021.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



10 April 2021

Appendix XII Thesis Consultation Logbook



KEMENTERIAN AGAMA
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BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : M. Dede Herda Saputra
NIM : 17180021
Judul : Correlation Between Playing Mobile Online Games and Students' Writing Skill at Eight Graders of Junior High School in Mtsn 3 Malang

Dosen Pembimbing : Dr. H. Langeng Budianto, M.Pd

NIP. 19810202003122001

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	23/02/2021	BAB I: Background of The Study	
2	10/03/2021	BAB I: The Rest of The Chapter	
3	23/03/2021	BAB II: Literature Review; Theories Details	
4	29/03/2021	BAB III: Methodology	
5	07/04/2021	BAB III: Research Instrument	
6	14/04/2021	BAB III: SPSS	
7	20/05/2021	BAB IV: Research Findings (Raw)	
8	29/05/2021	BAB IV: Research Findings Interpretation	
9	02/06/2021	BAB IV: Research Findings & Discussion	



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10	05/06/2021	BAB V: Discussion	
11	08/0/2021	Appendix	

Menyetujui,
Dosen Pembimbing

Dr. H. Langeng Budianto, M.Pd
NIP. 19810202003122001

Malang, 21 Desember 2020
Mengetahui,
Ketua Jurusan TBI

Dr. H. Langeng Budianto, M.Pd
NIP. 19810202003122001

*Appendix XIII Curriculum Vitae***CURRICULUM VITAE**

Nama : Muhammad Dede Herda Saputra
Tempat, Tanggal Lahir : Samarinda, 20 September 2000
Jenis Kelamin : Laki-laki
Agama : Islam
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris
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Nama Wali : Ida Nursanti



Riwayat Pendidikan		
1	2004 – 2005	TK Cendrawasih Samarinda
2	2005 – 2011	SDN 028 Samarinda
3	2011 – 2014	MTsN Model Samarinda
4	2014 – 2017	MAN 2 Samarinda
5	2017 – Sekarang	UIN Maulana Malik Ibrahim Malang

Malang, 7 Juni 2021

Mahasiswa,

Muhammad Dede Herda Saputra

NIM. 17180021