

Effect of Mobile Online Games on Everyday English Vocabulary Acquisition in AL-ULUM High School Students

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ARTICLE INFO	ABSTRACT
Keywords: <i>Vocabulary Acquisition; Online Games; Influence; English</i> Article history: Received 6 January 2025 Revised 17 February 2025 Accepted 19 February 2025 Available online 31 March 2025  licensed under CC BY 4.0 DOI: https://doi.org/10.32734/yb3dbz91	The aim of this study is to find out whether there is an effect of using mobile online games on the acquisition of English vocabulary of SMA AL-ULUM students, especially those who are members of the extracurricular <i>Flag Raising Troop (Paskibra)</i>. The researchers chose this topic because the researchers were motivated after seeing many students playing online games in a free time. This study uses the theory of Psycholinguistics by Level, and the theory language acquisition of behaviorism according to Skinner. The method in this study is survey method with a quantitative approach. The researchers used a questionnaire as a research instrument. And some of these questions use a Likert scale. The results of this study indicate that online games do have an effect on the acquisition of English vocabulary in AL-ULUM high school students. This can be seen from the answers given by the respondents which have been briefly explained by the researcher. Thus, it can be proven that the hypothesis "The use of online games has an influence on the acquisition of English vocabulary of AL-ULUM high school students" is therefore supported.
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1. Introduction

Language is a communication tool for humans. Humans can express ideas, thoughts and feelings through language, both orally and in writing. Sapir (Sapir, 1921) states that "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". There are many languages present in the world. One of the languages used in the world is English.

English is an international language, which is used in many countries as their second language. According to Eberhard et al. (2019), around 1.5 billion speakers speak English either as a mother tongue or a second language by 2022. Meanwhile, Crystal (2001) states that English is a Global Language. This means that English is used by various nations to communicate with nations around the world.

English is also currently a mandatory subject in Indonesia. In Indonesia itself, English is actually still a foreign language, but its use is very easy to find and has occupied an important position in social life, especially in the field of education (Putri Ananda, 2023). Even so, there are still many students who have difficulty understanding English.

Students who do not understand vocabulary will have difficulty following English texts and conversations.

In studying English, there are four skills that must be mastered, namely listening, speaking, reading, and writing (Sulistiyaningsih & Fadhilah, 2022). The four skills are interconnected with each other. And vocabulary is an important element in learning a foreign language. This has also been stated previously by Larsen & Freeman (2000), "vocabulary is emphasized over grammar although work on all four skills (reading, writing, speaking, and listening) occurring from the start oral communication is seen as basic." In acquiring vocabulary, it can be done in many ways. Such as through social media, watching movies, reading books, listening to music and also by playing games.

Due to the increasing development of technology which has also entered the world of education, various required learning materials have also been produced. Students can access a vocabulary via the internet. One of them is by playing online games. By playing online games, vocabulary acquisition often occurs without realizing it. According to research in Malaysia, 96.2% of English teachers believe that learning through other media, such as online games, can increase motivation and learning innovation (Gamlo, 2019).

Online games are games played by many people from various parts of the world at the same time and connected via the internet network (Harun & Arsyad, 2020). Online games provide various languages from the world. Online games are very popular among the student and have several attractions that make students happier to play than learn, that is why playing online games has become a daily routine. Nugrahani et al. (2019) states that good learning media can increase students' motivation to learn and play an active role in learning.

Good learning media can be like from gadgets (smartphones/mobile phone). Due to technological developments, everyone is using smartphones. Based on Yulsyofriend et al. (2019), gadgets provide play facilities that can attract interest from various colors, sounds, and games that stimulate children's adrenaline so that they are interested in doing activities. This means that tools such as smartphones greatly effect students' interest in learning.

In the process of learning a foreign language, online games are an important tool for students to acquire vocabulary, because online games often require an understanding of various vocabulary words to be proficient in playing them. The influence of online games can be beneficial or detrimental. One of the beneficial influences for students is the acquisition of foreign language vocabulary, which can improve speaking skill, and can gain more vocabulary, this can help students' to practice speaking in a foreign language, especially English.

Online mobile games that are popular among young people at the Senior high school and college student level are Player Unknown's Battleground's (PUBG) which is a Battle Royal Game and Mobile Legend (ML) which is a MOBA type game (Lakuana et al., 2023). According to Statista (2022), the number of mobile game players in Indonesia more than 185 million in 2022. Because this game is now very popular with students, for this reason researchers want to see how online games influence high school students, especially for students at AL-ULUM high school.

Khrongsakun (2020) argues that online games dramatically affect English skills by the players which in the game contains words like 'run', 'jump', 'hide', 'item', 'attack' etc. In playing online games, one player will interact with other players via voice tools like making a telephone call. Frequently interacting with other people using a foreign language can get a lot of vocabulary.

Apart from that, students involved in the research also admitted that the English used in the game really helped them in completing their school assignments (Eko, et al, 2020). Based on this statement, it can be said that online games do not have a completely negative effect as has appeared recently. With a large understanding of vocabulary, not only through online games, but students can also use these skills in everyday life.

From the statements discussed above, the researchers has determined a suitable problem for this study. There are, does the use of online games effect the acquisition of English vocabulary in AL-ULUM High School students, and how does online games effect the acquisition of English vocabulary in AL-ULUM High School students.

This study only took a small population, namely the students at AL-ULUM senior high school, which took part in the extracurricular activities of the *flag-raising troop* (*Pasukan Pengibar Bendera*). And the significances of this study are to hoped that this study will be able to add insight and knowledge for the community, especially for high school students, and parents, on the use of online games in increasing the acquisition of language vocabulary English. And can be a reference for other researchers carry out similar research as input and contribution of thought or ideas.

2. Literature Review

2.1 Psycholinguistic

Language has a big role in our daily life. Hammarstrom (Hammarstrom, 1976, p. 1) says that language is a system of communication such that the expression side is either spoken sounds or written symbols. From the quotations above, it could be stated that language is an important part in human life, because language is a tool for us to do all those things.

In this study, researchers used psycholinguistic theory by Levelt. According to Levelt (Mar'at, 2011), Psycholinguistics is a study that examines the use and acquisition of language by human. Psycholinguistics is a study of the relationship between language and human psychology. In this case, humans learn, or acquire language through behavior, psychology and also environmental influences.

Levelt in Hartati (Hartati, 2017), state that psycholinguistics is divided into three namely, 1) general psycholinguistics, 2) developmental psycholinguistics and 3) applied psycholinguistics. And this study uses developmental psycholinguistics, because developmental psycholinguistics is psychological research about children's language acquisition and adults, including language acquisition first (mother tongue) and second language.

This study examines how vocabulary acquisition as second language occurs in high school students. From the statement above, it can be seen that a person's vocabulary acquisition can be influenced by that person's psychology and behavior. For this reason, this theory is very suitable to be used in this study.

2.2 Vocabulary Acquisition

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the wealth of words of a particular language. In this regard, many definitions of vocabulary have been put forward by experts. According to Soedjito (Soedjito, 2009, p. 24), vocabulary is all the words contained in one language, the wealth of words owned by a speaker, and the words used in one field of science. Vocabulary acquisition can occur consciously or unconsciously. Nurhadi and Roekhan (in Chaer, 2003) point out his opinion that language acquisition is related to the first language, while learning concerns

the second language. However, many also those who use the term language acquisition for second languages.

Vocabulary is a very important component and can even be called the key to learning a foreign language, because the richness of a person's vocabulary also determines the quality of that person's language skills. In speaking a foreign language, vocabulary is very necessary. Vocabulary is the foundation of language skills. Therefore, in learning a language, vocabulary should be studied continuously and continuously. There are many ways to enrich vocabulary, namely by reading regularly, listening a lot to foreign languages, writing down new words, practicing writing, and using language learning applications.

This study uses the behaviorism theory of language acquisition according to Skinner (1957). Behavioral theory is also known as learning theory which emphasizes that language is acquired through habit or habituation. Researchers use this theory, because it relates to how researchers want to know vocabulary acquisition in high school students, which can be obtained through the habit of playing online games. Skinner believes that children's language acquisition is controlled by the environment. Language development they view it as progress from disclosure verbal that applies randomly to actual ability to communicate through the S-R (stimulus-response) relationship principle and the process of imitation.

2.3 Game Online

Online games are a media of entertainment for society. This media is very popular, especially among students. Online game is a game played by many people from all over the world at the same time and connected through the internet, (Harun & Arsyad, 2020). Online games are games that are played simultaneously and in real-time even though they are played in different locations. Online games are a modern technology that is easily accessible from various devices.

Online games, according to as the name, it can only be played if there is access internet. Online games cannot be separated from technological developments and gadget itself. Online games have influenced the way people socialize with other people. In this way, playing online games also has an influence on the acquisition of foreign language vocabulary.

Online games are related to the acquisition of vocabulary, because by playing online games, students can acquire new vocabulary. By acquiring new vocabulary, students can practice the English language skills by reading, listening and writing the vocabulary. From this, it can be concluded that playing online games not only has a negative impact, but also a positive impact. It is known that most of the online games currently available are in English. For people who don't understand English at all, they will start to get used to encountering English vocabulary when playing online games.

2.4 Relative Studies

There are several previous studies that have been widely researched, and which the researchers took as references because they are related to the current research.

The first research was conducted by (Erida Fadila et al, 2022). This research is entitled "The Influence of Online Games on Adolescent Behavior Change". The purpose of this literature review is to determine the effect of online games on changes in adolescent behavior. It is hoped that this research will be useful for society and can be a source of information, especially for parents, to guide and limit the playing time for children who play online games so that the online games do not give a negative impact.

The second research was conducted by Amara, et al. (2024). The research is entitled "Online Game Survey to Improve English Vocabulary in Elementary School Classes". Similar research focuses on the same goals, but here aims at improving vocabulary, not at vocabulary acquisition. And this research was conducted on elementary school children.

And the third research, conducted by Ratnalestari (2023), about The Effect of Online Games on English Vocabulary Acquisition. This research reveals that online games have an influence on the acquisition of English vocabulary as a second language. This research shows that playing online games also has good benefits, namely gaining vocabulary in a foreign language. This research has the same focus and objectives as future research.

Several studies above contribute to this research, because they use the same methods, and also have similar variables. Some of the research above has similarities to the current research. The difference is that this study examined high school students. Researchers see that high school students have a lot of interest in online games, and researchers want to prove whether playing online games can increase their English vocabulary or not.

2.5 Conceptual Framework

Based on the literature review stated above, as well explanation of the theory regarding each variable, then the conceptual framework can be seen in the chart on the use of online games to acquisition of students' vocabulary in English.

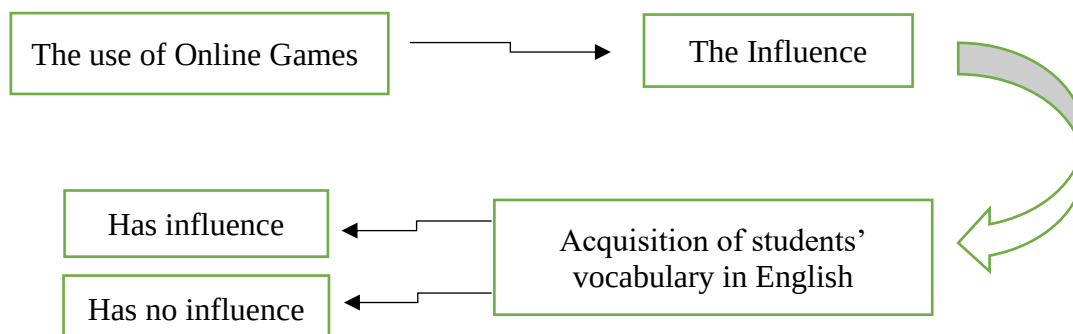


Figure 1. Conceptual Framework

2.6 Hypothesis

Hypothesis can be interpreted as a temporary answer to research problem. the hypothesis is a temporary answer from the researcher to the formulation of the research problem which has been stated in the form of a statement.

H_a: The use of online games has an effect on the acquisition of everyday English vocabulary for AL-ULUM High School students.

H_o: The use of online games has no effect on the acquisition of everyday English vocabulary for AL-ULUM High School students.

3. Method

In this study, researchers used a survey method which aims to reveal information through a quantitative approach. Quantitative research, according to Sugiyono (2016), is a research method based on the philosophy of positivism, as a scientific or scientific method because it meets scientific principles in a concrete or empirical, objective, measurable, rational and systematic manner. Researchers used the survey method because wanted to know about the opinions of a group of people, which that opinions

could be used as data in this research. The survey method is a quantitative research method used to obtain data about opinions, beliefs, characteristics and behavior.

Every research must also have research variables. A research variable is an attribute or trait or value of a person, objects or activities that have certain variations determined by researchers to study and then draw conclusions. This study examines a variable, namely the effect of online games on the acquisition of vocabulary in English for high school students.

The population in this study were the AL-ULUM High School students, from juniors to seniors, but only those who take part in the *flag-raising troop (Pasukan Pengibar Bendera or Paskibra)* extracurricular activities. For this study, sampling was not used, because it only used a population of less than 100 people.

In data collection techniques are how researchers collect the data needed to answer the existing problem formulation. Data collection techniques are important things to do, because the main goal in research is to obtain data. In this study, the data collection technique used was a questionnaire.

The type of questionnaire used in this study is a closed questionnaire. A closed questionnaire is a questionnaire that provides valid answers that the respondent must choose without the possibility of other answers. And this study used the Likert Scale.

Based on the Likert scale, the answers to each questionnaire instrument have a scores as listed in the following table:

Table 1. Alternative Answers Using a Likert Scale		
Answer	Code	Score
Strongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	D	2
Strongly Disagree	SD	1

The questionnaire in this study used a Likert scale because it was designed to measure the effect of online games on students' acquisition of English vocabulary at AL-ULUM high school. Each statement in the questionnaire covers important aspects of English learning that can be influenced by the use of online games, such as motivation, vocabulary understanding, use of vocabulary in conversation, and enjoyment of learning.

The main instrument used in this study was a questionnaire. The questions consisted of three sections: *demographic details*, *online gaming habits*, and *questions exploring the relationship between online games and English vocabulary acquisition*.

In this study, a Content Validity test was used. Content validity is testing the feasibility of a research instrument by experts, such as lecturers. Researchers used this validity because researchers wanted to know whether the questions on the questionnaire distributed to high school students were in accordance with the existing problem variables.

4. Result and Discussion

This section shows the research results and data analysis regarding the topics that have been researched. This study aims to determine the effect of online games on the acquisition of English vocabulary by AL-ULUM High School students. Data was collected through a questionnaire consisting of 15 closed statements using a Likert scale. The

number of respondents was 51 students who were members of the extracurricular the *flag-raising troop (Paskibra)*. There were three findings in this study. Those were including of *demographic information, playing game online habits, and correlation between playing online games and English vocabulary acquisition*. Each finding will elaborate below:

4.1. Demographic Information

For the opening question, the researchers asked about “*gender*”, to find out whether more male or female play online games. Based on the data from the first section of the questionnaire, it was found that there were only 27.5% female and 72.5% male among a total of 51 participants. These results are in line with researchers' expectations, where the majority of online game participants are men. The data can be seen in the following figure.

Jenis Kelamin:
51 jawaban

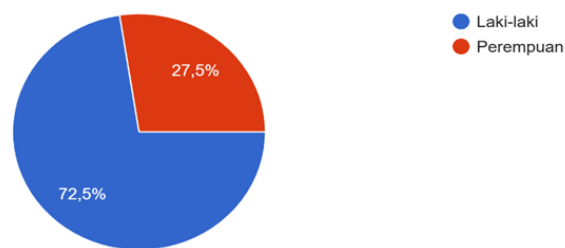


Diagram 1. Gender

Then, there are the results of an analysis of the characteristics of respondents based on “*age*”, which shows that the percentage of students aged 15-16 years is 9.8%, students aged 17-18 years are 51%, and students aged 19 years are 39.2%. This shows that students aged 17-18 years are more dominant than others who play online games. This age is the XI grade student.

Usia:
51 jawaban

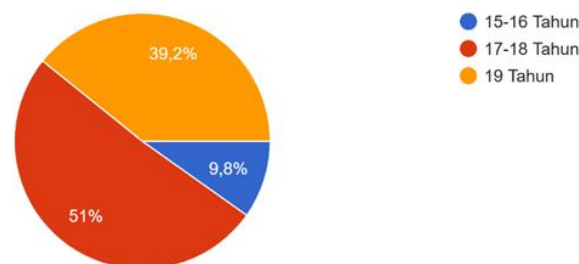


Diagram 2. Age Distribution

4.2. Playing Game Online Habit

The second part of this questionnaire contains questions related to the respondent's habits in playing online games. The first question in the second part, the researcher asked “*whether respondents often played online games or not*”. And 82.4% of respondents answered often, while the other 17.6% answered not often. This shows that of the 51 respondents, many of them often play online games. This question is useful for answering the formulation of the research problem being discussed.

Apakah Anda sering bermain game online?
51 jawaban

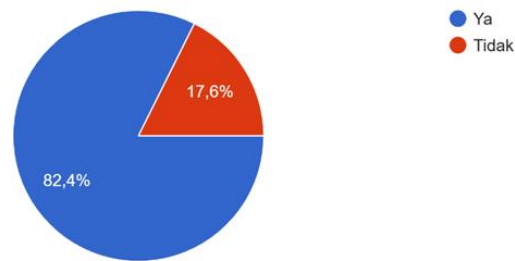


Diagram 3. Frequency of playing online games

In the next question, the researchers asked *“how often, or how much, the respondents played online games”*. And the results from the data below show that 52.9% of respondents play online games "every day". Then, there were 23.5% of respondents who played online games "several times a week". And 21.6% of respondents "rarely" play online games. The last, there are 2% of respondents who only play "a few times a week". This shows that the respondents are very enthusiastic about playing online games, because some of them even play online games every day.

Jika ya, seberapa sering Anda bermain game online?
51 jawaban

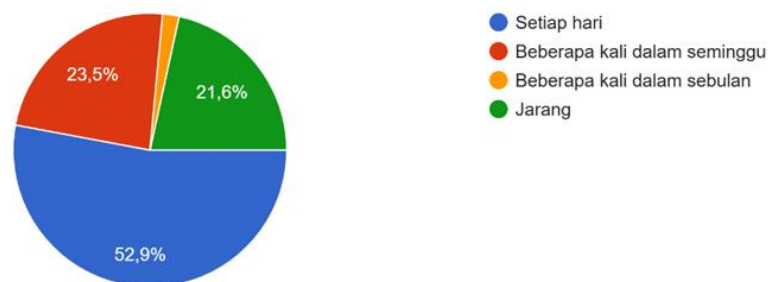


Diagram 4. How many times played online games

The second part of the questionnaire data also shows that *“the average time spent by respondents playing online games in one session”*, is mostly 1-2 hours, namely 58.8% of the total 51 respondents. Of the others, 19.6% spent less than 1 hour, and 15.7% spent 2-4 hours playing games. Meanwhile, 5.9% of other respondents spent more than 4 hours in one session. This shows that many of them play online games for more than 1 hour. This can prove that high school children have a habit of playing online games. Brief data can be seen in the following diagram:

Berapa lama rata-rata Anda bermain game online dalam satu sesi?
51 jawaban

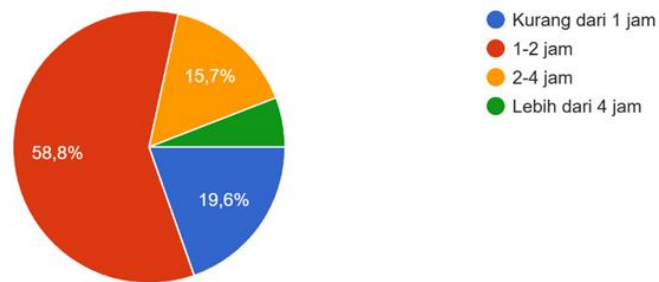


Diagram 5. Time Spending

4.3. Correlation Between Playing Online Games and English Vocabulary Acquisition

In the third section, the researcher provides several questions using a Likert scale. All of these questions are useful as references for researchers in answering the formulation of the problem to be studied.

The first question in this third section, namely, the researcher asked respondents "whether respondents felt more motivated to learn English after playing online games". And in the diagram below, the results show that 51% of respondents answered agree, 37.3% answered neutral, 7.8% answered strongly agree, and another 3.9% answered disagree. And no one answered strongly disagree. From this data it can be shown that more than half of the population feels motivated to learn English after playing online games. This diagram can also support statements from Nugrahani (2017), that good learning media can increase students' motivation to learn and play an active role in learning.

Saya merasa lebih termotivasi untuk belajar bahasa Inggris setelah bermain game online.
51 jawaban

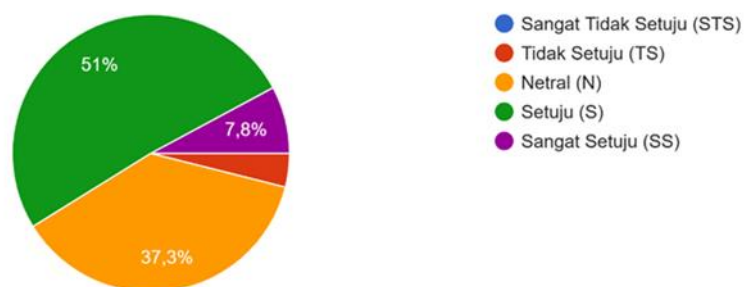


Diagram 6. Motivation in Learning English

In the next question, the researcher asked "whether online games help respondents understand English vocabulary better". And 62.7% of respondents answered agree, 31.4% answered neutral, and another 5.9% answered strongly agree. This means that playing online games really has an influence in helping 51 respondents to understand English vocabulary.

Game online membantu saya memahami kosakata bahasa Inggris dengan lebih baik.
51 jawaban

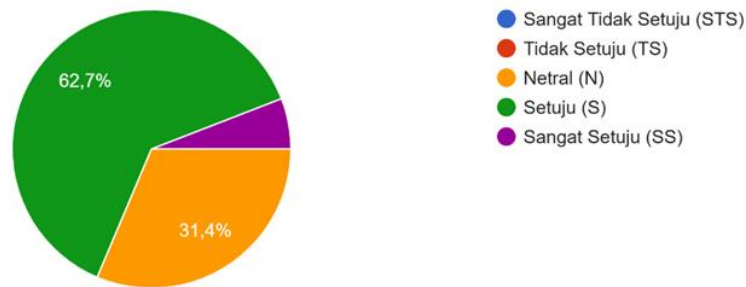


Diagram 7. Online Game as a Medium to Learn Vocabulary

The next question, the researchers asked "whether respondents often use new vocabulary learned from online games in daily conversations." And 49% of respondents answered neutral, 37.3% answered agree, 11.8% answered strongly agree, and another 1.9% answered disagree. This means that there are still some respondents who have not applied the vocabulary they have acquired or learned from playing online games. However, most respondents have applied this vocabulary in everyday conversations.

Saya sering menggunakan kosakata baru yang saya pelajari dari game online dalam percakapan sehari-hari.
51 jawaban

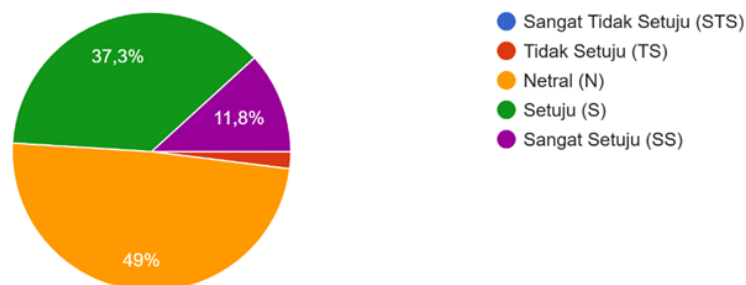


Diagram 8. Use of Vocabulary in Daily Conversation

Then, the researchers asked "whether online games make learning English more fun for the respondents". This question is useful to support the statement from Yulsyofriend et al. (2019), that Gadgets provide play facilities that can attract interest from various colors, sounds, and games that stimulate children's adrenaline so that they are interested in doing activities. This diagram shows that learning activities will be more fun or interesting by play games or use gadgets. In this question, 60.8% of respondents answered agree, 29.4% answered neutral, 7.8% answered strongly agree, and another 2% answered disagree.

Saya merasa bahwa game online membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan.

51 jawaban

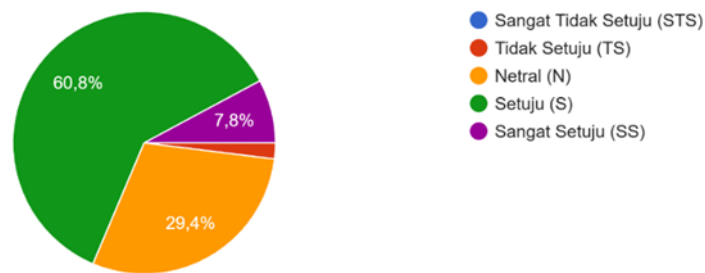


Diagram 9. Learning Using Online Games Feels Fun

For the next question, researchers want to know more about the correlation between playing online games and English vocabulary. Researchers asked "whether respondents found it easier to remember English vocabulary after playing online games." And 60.8% answered agree, 29.4% answered neutral, 7.8% answered strongly agree, and 2% answered disagree. This shows that more than half of respondents agreed that it was easy to remember English vocabulary after playing online games.

Saya lebih mudah mengingat kosakata bahasa Inggris setelah bermain game online.

51 jawaban

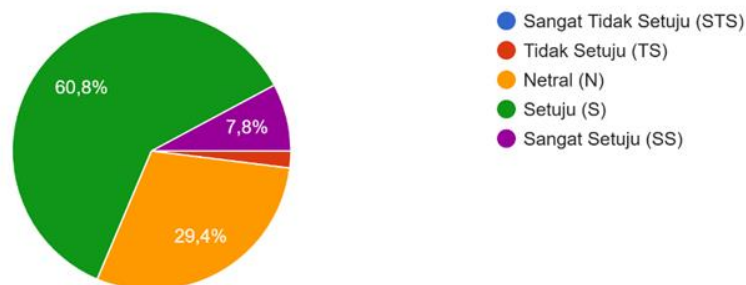


Diagram 10. Remember Vocabulary After Playing Online Games

In this question, the researcher wanted to know more about "whether online games provide challenges that make respondents more interested in learning English". There were 58.8% who chose agree, then 27.5% chose neutral, 11.8% chose strongly agree, and only 1.9% chose not to agree. Based on this data, many people chose to agree. This means that it can be said that some respondents play online games to learn English. This shows that there is an influence of online games on the acquisition of English vocabulary.

Game online memberikan tantangan yang membuat saya lebih tertarik untuk belajar bahasa Inggris.
51 jawaban

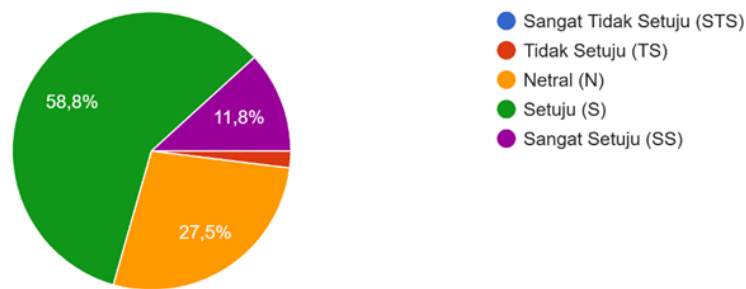


Diagram 11. Challenges for Learning English

The next question is, "does interaction in playing online games help improve English speaking skills". The results of this data show that playing online games not only helps acquire vocabulary, but also helps improve the respondents' English speaking skills. This can also support the statement, that acquiring a large vocabulary can improve speaking ability. The data below shows 54.9% agree, 31.4% are neutral, 11.8% strongly agree, and 1.9% strongly disagree.

Saya merasa bahwa interaksi dalam game online membantu saya meningkatkan keterampilan berbicara dalam bahasa Inggris.
51 jawaban

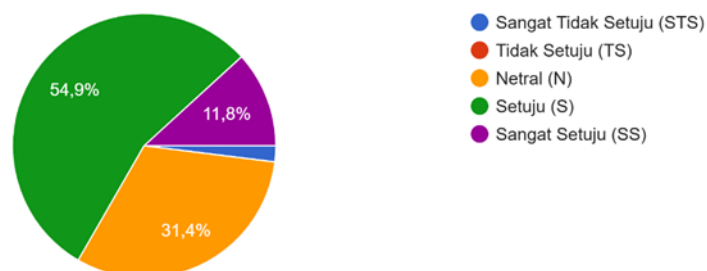


Diagram 12. Online Games Improve Speaking Skills

This time, and for the next two questions, the researcher focused on asking respondents' subjective questions. "Do respondents practice English vocabulary more often after playing online games". And of course, there are varied answers from respondents. 54.9% of respondents chose agree, 35.3% chose neutral, 6% chose strongly agree, 1.9% chose disagree, and also, another 1.9% chose strongly disagree.

Saya lebih sering berlatih kosakata bahasa Inggris setelah bermain game online.
51 jawaban

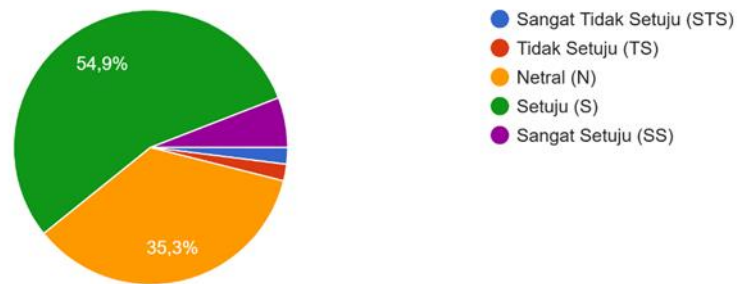


Diagram 13. Practice Vocabulary After Playing Online Games

Another question that refers to respondents' subjective, namely "do online games help respondents to collaborate with friends in learning English". This question refers to when respondents learn English, whether acquiring vocabulary from playing online games can help respondents collaborate with other friends or not. On this question, 47.1% of respondents chose neutral, 41.2% chose agree. 9.8% chose to strongly agree, and 1.9% chose to disagree.

Game online membantu saya berkolaborasi dengan teman-teman dalam belajar bahasa Inggris.
51 jawaban

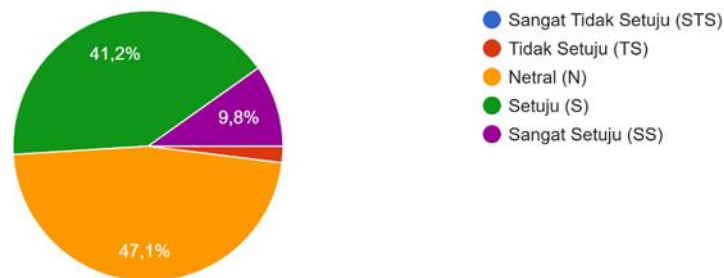


Diagram 14. Online Games Help in Learning English

And for the last question. Researchers asked about respondents' beliefs about online games in increasing vocabulary. The question was in the form of "do respondents believe that online games have a positive influence on English vocabulary skills". And the results showed that 64.7% of respondents chose agree, 23.5% chose neutral, and another 11.8% chose strongly agree. This means that the respondents strongly believe that playing online games can have a positive role in the ability to acquire English vocabulary.

Saya percaya bahwa game online memiliki pengaruh positif terhadap kemampuan kosakata bahasa Inggris saya.

51 jawaban

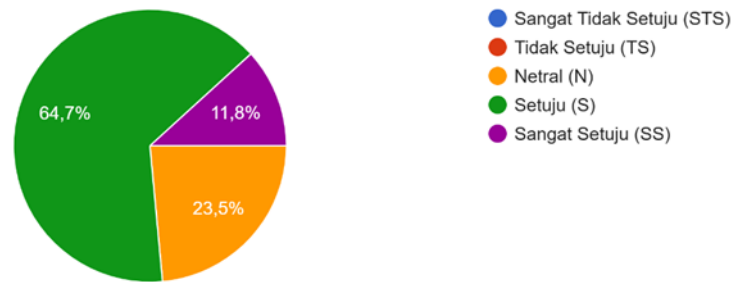


Diagram 15. Online Game as a Medium to Learn Vocabulary

In the data presented above, it can be seen that almost all respondents think that playing online games can acquire and improve English vocabulary. Most respondents agreed that online games are a suitable media choice for improving vocabulary, which shows that online games help respondents in learning new English words. Respondents demonstrated a sense of initiative and a genuine desire to improve vocabulary. For this reason, it can be said that the use of online games really has an effect on the acquisition of English vocabulary in AL-ULUM High School students.

5. Conclusion

Language is a tool for communicating thoughts, feelings and desires of every human being. Language cannot be separated from the presence of vocabulary. Because, to be able to speak, humans need a lot of vocabulary knowledge. Vocabulary is refers to every word from each language. Vocabulary can be obtained in various ways, one of which is by using online games. Online games are a playing medium that requires the use of gadgets and the internet. Online games are very popular among students. Many online games provide various languages, especially English. So that, by playing online games, it can improve the English vocabulary itself. Because with playing online games people can interact with other friends.

In brief, this research highlights the potential of online games as a medium acquisition of English vocabulary, and providing insight into English to AL-ULUM Senior High school students. And the results of this research show that the majority of respondents agree that online games have a positive influence, namely as a tool for acquiring English vocabulary. With that result, it can be proven that the hypothesis "*H_a: The use of online games has influenced the acquisition of English vocabulary for AL-ULUM High School students*" is correct and accepted.

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