The Correlation between Students' Interest in Game Activities and Their Vocabulary Mastery of the Fourth Semester at English Education Department of UIN Suska Riau

M. Ridho Al-Hafiz
hafizridho20@gmail.com
Universitas Islam Negeri Sultan Syarif Kasim Riau

Nurdiana
nurdiana@uin-suska.ac.id
Universitas Islam Negeri Sultan Syarif Kasim Riau

Afrizal
Afrizal.msi@uin-suska.ac.id
Universitas Islam Negeri Sultan Syarif Kasim Riau

Abstract
The purpose of this research is to examine whether there is any significant correlation between students' interest in game activities and their vocabulary mastery of the Fourth semester at English Education Department of UIN SUSKA Riau. There were 28 students as samples by using simple random sampling technique. This research approach was quantitative method and the technique used in this research was a correlational technique. In collecting the data, the researcher distributed questionnaire and test to the respondents. To determine the students' interest in game activities, the researcher used questionnaire which consist of 17 and used vocabulary mastery test which consist of 23 items to measure students' vocabulary mastery. The researcher used Pearson product moment through SPSS 22.0 to analyze the data. The result of this research showed that sig. r obtained value is 0.907 higher than alpha value (0.05). It means that null hypothesis (Ho) is accepted while alternative hypothesis (Ha) is rejected. The value of r obtained is -0.023 < r table 0.374. In conclusion, there is no correlation between students' interest in game activities and their vocabulary mastery of the Fourth semester at English Education Department of UIN SUSKA Riau.

Keywords: Students' Interest in Game Activities, Vocabulary Mastery

Introduction

Vocabulary takes a big role in language learning especially in English. Learning a language means learn its' vocabularies. According to Cameron (2001) who stated that vocabulary as one of the knowledge areas in Language plays a great role for learners in acquiring a language. In additions, David Wilkins as quoted by Al-Dersi (2013), states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means vocabulary is the main aspects in a language.

The students' interest is one of the important aspects in learning vocabulary. Schiefele et al., (1992) found that individual interest was correlated with both academic and laboratory performance. By using the students' interest in learning process, the students will give more attention in the learning. The students will also understand about their learning easily

because they will pay attention and enjoy the activity that they interested in. Interest is an activity to pay attention and enjoy on it. This statement in line with Slameto (2003, p.57), explains that interest is persisting tendency to pay attention to and enjoy some activity or content. Game is one of the activities that students may be interested in.

In the preliminary study, the researchers found that the students thought that the vocabulary learning is a boring and hard activity. It is hard for the students to remember so many words in their head. They also couldn't be focus in in vocabulary course. Moreover, the students have a problem in distinguishing the regular and irregular verb which is very helpful in learning the vocabulary. Some students also couldn't understand the multiple meaning in a word. The students were confuse about the meaning of the vocabulary sometimes the meaning of the vocabulary have different meaning in different part of speech and content. In the other hand, some of different vocabularies have same meaning. Moreover, with the advances in technology nowadays, the students easily give up to reads the English article. They tend to translate it into Bahasa by using their gadget. This kind of attitudes makes the students lost interest to improve their vocabulary. Besides the phenomena in vocabulary, the researchers also did direct observation and found that so many students were playing game during their leisure time. They are playing game by gadgets or traditionally.

Therefore, the researchers assumed that the higher the students' interest in game activity level, the better their vocabulary mastery. More specifically, the researchers would answer these three research questions "Is there any significance correlation between students' interest in game activities and their vocabulary mastery?".

Vocabulary is an important in language. Each language has the words to build it. The vocabulary is closely related with words. Nunan (1999, p.101) stated that "vocabulary is more than lists of target language words". In addition Hatch and Brown (1995, p.1) stated that vocabulary refers to a list or set of words that individual speakers of a language might be used. It means vocabulary is the smallest component on language. By getting more vocabulary, your language will become easier to communicate using the language.

To improve our language, we have to master the vocabulary. Vocabulary mastery means get the complete understanding about vocabulary. Hornby (1995, p.721) defines mastery as a complete knowledge, or complete skills. It is about how great you are in carry the vocabulary. Rivers (1994, p. 125) states that, vocabulary mastery refers to the great skill in possessing words of language. It is an individual achievement and possession. Based on Nation (2001) there are 3 aspects in vocabulary, they are:

1. Form
There are a wide variety of techniques used to learn vocabulary in English. This learning vocabulary technique focuses on using word forms as a way to broaden your English vocabulary. The great thing about word forms is that you can learn a number of words with just one basic definition. In other words, word forms relate to a specific meaning. Of course, not all of the definitions are the same. However, the definitions are often closely related. The form is included by spelling and word parts.

2. Meaning
This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or

because there is equivalent word in English. The meaning in vocabulary is involved by form and meaning, concept and referents, and associations.

3. Use

Using the context (or surroundings) of the word, is one way to get at the meaning of an unknown word. There are 4 types of context clues: grammatical functions, collocations, constraints on use (register, frequency ...)

The interest is something that drives someone to do an activity. Based on Mangal as cited on Saswandi (2014) who stated that, interest is the central force that drives the whole machinery of the teaching learning process. It means when someone get interest in something, they will do it with more focus and easy. So then, they will understand the topic easily. In this scheme, the interest is also helpful in the learning process. When the students have an interest in something that help their learning they will understand the material that given by the teacher easily. The students will enjoy the learning and pay more attention on the lesson.

Moreover, Crow and Crow in Mangal (2007) state interest may refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself. In the words, interest influences the whole of activities that someone do. In learning process, the interest will affect how the learning goes and how the learning result. The biggest interest that the students get, the biggest they will motivate in learning. It can be the cause of students' participations on the activity. The interest will appear when someone has been stimulated with something. So, the teacher should find the way to stimulate the students to get interest in learning. In this research, game is the one of the activities that can make the students interested. There are three major conceptions of interest have been suggested by Ainley et.al (2022): individual interest, situational interest, and topic interest.

There are four aspects mentioned by Skinner as cited on Mahardika (2009) as follows:
1. Pleasure

Pleasure can be defined as the condition of sensation induced by enjoyment or anticipation of what is felt or viewed as good or desirable; enjoyment, delight gratification. Pleasure is linked with the state of feeling or being happy or satisfied in doing something. Interest has reciprocal relationship, if the students are not pleased or happy in doing something they will not be interested in that activity.

2. Willingness

Interest can be expressed that students like a particular thing more than the order, or it can also be manifested in students' participation in an activity. The students having interest will participate in an activity without being asked they will do this on their own will.

3. Consciousness

Someone can be said interesting in something or in an activity if he has consciousness. An individual can be interested in something because he knows that the object has relationship with him. The consciousness is starts from the personal awareness about what he is doing, the important of what he is doing and the relationship between what he is doing and his goal.

4. Attention

Attention is focusing on a stimulus. Someone can be said having attention if he only thinks or do an activity. He cannot pay attention to activity that demands him to think or to do many things in one time.

The vocabulary is needed by the students to enhance their English skill. The students do not really understand English because they do not get the meaning of the words. But to learn the vocabulary is hard to do. The students should remember the words and practice it. Moreover, English is a foreign language in Indonesia. To use English outside the classroom is very hard because the society does not use English for communicate. The students have little opportunity to use and apply English in their daily lives. Therefore, the teacher should to maximizing the vocabulary learning in the classroom, which is still has some problems.

One of the problems faced by the students is that they easily get bored when they learn language. However, boring material requires more attention to understand. In this case, the students' interest will be very affected. In line with this statement Hurlock (1964, p.594) stated that interest is a learned motive which drives the person to preoccupy himself with an activity when he is free to choose what he will do. When the students get interest on the learning, they will understand it easily.

There are many types of activities that can be of interest to students. Game activities could be the one. Game activities can be the interesting media that can help students to improve their vocabulary mastery. According to Margono (2010) defines that media, such as games, songs, pictures, cards cassettes, tapes, radio, televisions, videos, films, overhead projector slides, and examples are now commonly used in teaching English particularly in improving vocabulary mastery of students. In additions, According to Virginia (1983, p.1) games can be found to give practice in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching learning sequences (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, agreeing, explaining). From the explanation above, the researcher conclude that interest in game activity is correlated with vocabulary mastery. The students' interest in game activity will help students to get motivated in learning especially in vocabulary learning.

Methodology
This research was conducted at the fourth semester of English Education of UIN Suska Riau. This research is a correlational research According to Ary (2008, p.27) correlation is a method to collect the data used to determine the various correlation and inversely correlation from two variables In addition Creswell (2008, p.338) states that a correlation is a method that used to determine the tendency of two variables or more. The researcher chose this method because it is the most appropriate method for this research. This was based on the consideration that the objective of this research is to know the correlation between students' interest in game activity and their vocabulary mastery, and show if they have any positive or negative relationship and examining hypothesis.

The population of this research was the whole students at the fourth semester of English Education Department of UIN SUSKA RIAU. The total of the population consist of 111 students with 4 classes. It was divided depend on the class. The A class consist of 28

students, the   B class consist of 28 students, the C class consist of 27 students, and the D class consist of 28 students. So, the researcher took 28 numbers of students as the sample of the research by using simple random sampling.

In order to get the data for this research, the researcher used the questionnaire and the test. According to Arikunto (2010, p.192) questionnaire is a set of written questions which is use to get the information from the respondent about his/her personality or something they had known. In this research, the questions in the questionnaire wrote in Bahasa Indonesia in order to make it easier for the respondents to answer the questions. The questionnaires consisted of twenty questions in the form of multiple choices. In this part, the researcher asked the students to choose one option that they agreed with. All questions represented their interest in game activities. Each question consisted of four (4) options of the answer: A, B, C and D, which indicate the degree of respondents. To make easy in determining the interval of the score, all answer of the questionnaire would be changed become Likert scale. A Likert scale assess attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, disagree, or strongly disagree.

According to Arikunto (2010, p.193) test is the number of questions or exercises or other tool to measure one's skills, intelligence, ability or talent. It means that test is one of the ways to collecting data which is conducted by questions to measure something. In this research the researcher used test to assess the students' vocabulary mastery. The test was multiple choices conducted based on the vocabulary mastery indicators.

Results and Discussions
To collect the students' interest in game activities data, the researcher used questionnaire. It can be seen in the following table.

Tabel 1 The Score of Students' Interest in Game Activities Questionnaire

No	Alternatives									
	SA		A		D		SD		Total	
Item	F	%	F	%	F	%	F	%	N	%
1	1	3,6%	5	17,9%	21	75%	1	3.60%	28	100%
2	1	3,6%	18	64,3%	7	25%	2	7.10%	28	100%
3	5	17,9%	6	21,4%	16	57,1%	1	3,6%	28	100%
4	3	10,7%	22	78,6%	3	10,7%	0	0%	28	100%
5	3	10,7%	22	78,6%	2	7,1%	1	3,6%	28	100%
6	1	3,6%	4	14,3%	20	71,4%	3	10,7%	28	100%
7	0	0%	2	7,1%	19	67,9%	7	25%	28	100%
8	0	0%	5	17,9%	19	67,9%	4	14,3%	28	100%
9	5	17,9%	4	14,3%	13	46,4%	6	21,4%	28	100%
10	2	7,1%	4	14,3%	14	50%	8	28,6%	28	100%
11	2	7,1%	16	57,1%	9	32,1%	1	3,6%	28	100%
12	2	7,1%	9	32,1%	15	53,6%	2	7,1%	28	100%
13	1	3,6%	9	32,1%	17	60,7%	1	3,6%	28	100%
14	0	0%	4	14,3%	18	64,3%	6	21,4%	28	100%

No	Alternatives								Total	
	SA		A		D		SD			
Item	F	%	F	%	F	%	F	%	N	%
15	1	3,6%	10	35,7%	12	42,9%	5	17,9%	28	100%
16	7	25%	16	57,1%	4	14,3%	1	3,6%	28	100%
17	1	3,6%	3	10,7%	17	60,7%	7	25%	28	100%
	35		**159**		**226**		**56**			

Table above showed the recapitulations' score of students' interest in game activities. The result can be seen as follows:

Table 2. The Recapitulation Score of Students' Interest in Game Activities

No	Alternative	Score	Total
1	Strongly Disagree	1	1 x 56 = 56
2	Disagree	2	2 x 226 = 452
3	Agree	3	3 x 159 = 477
4	Strongly Agree	4	4 x 35 = 140
			1.125

The ideal total score of the whole item is 4 x 17 x 28 = 1.904 (if all of the respondents answer "strongly agree" for all items). However, the total score acquired from the questionnaire was 1.125. To find out how is students' interest in game activities (Riduwan 2011, p.40) pointed out the formula to analyze the percentage of the data as follows:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{1.125}{1.904} \times 100\%$$
$$P = 59\%$$

Based on the classification table provided on the chapter III, it can be concluded that the students' interest in game activities at the fourth semester of English education department of UIN SUSKA Riau was fair because the percentage obtained from the formula was 59% which was in the fair level. Thus, the first research problem which was formulated answered.

Results of the Vocabulary Test.
In getting data of students' vocabulary mastery, the researcher did a test to the students. The score can be seen in the following table.

Table 3.The Recapitulation of Students' Vocabulary Mastery Score

No	Students No.	Score	Grade/Category
1	Student 1	65	Sufficient
2	Student 2	91	Very good
3	Student 3	65	Sufficient
4	Student 4	91	Very good
5	Student 5	74	Good
6	Student 6	87	Very good

No	Students No.	Score	Grade/Category
7	Student 7	52	Less
8	Student 8	87	Very good
9	Student 9	87	Very good
10	Student 10	65	Sufficient
11	Student 11	96	Very good
12	Student 12	70	Good
13	Student 13	78	Good
14	Student 14	61	Sufficient
15	Student 15	52	Less
16	Student 16	74	Good
17	Student 17	96	Very good
18	Student 18	91	Very good
19	Student 19	43	Less
20	Student 20	91	Very good
21	Student 21	87	Very good
22	Student 22	70	Good
23	Student 23	83	Very good
24	Student 24	100	Very good
25	Student 25	61	Sufficient
26	Student 26	87	Very good
27	Student 27	61	Sufficient
28	Student 28	83	Very good
	Total	**2148**	
	Mean	**77**	

From the score of the students' vocabulary mastery above, the researcher obtained a further analysist description of the score by using SPSS 22.0. It can be seen from the following table.

Table 4. Descriptive Analysis of Students' Vocabulary Mastery

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	28	43	100	76.71	15.309
Valid N (listwise)	28				

The table shows that the mean of the vocabulary mastery score at the fourth semester of English education department of UIN SUSKA Riau was 76.71 with the minimum score 43 and the maximum score was 100. Based on the table 3.11, it can be concluded that the students' vocabulary mastery at the fourth Semester of English Education Department of UIN SUSKA Riau was good.

The Correlation between Students' Interest in Game Activities and Their Vocabulary Mastery

In order to determine any significant correlation between students' interest in game activities and their vocabulary mastery at the Fourth semester at English Education

Department of UIN SUSKA Riau, Pearson correlation was conducted in this research. It can be seen from the table below:

Table 5. The correlation between students' interest in game activities and their vocabulary.

		VAR0000 1	VAR0000 2
SIGA	Pearson Correlation	1	-.023
	Sig. (2-tailed)		.907
	N	28	28
Vocabulary Mastery	Pearson Correlation	-.023	1
	Sig. (2-tailed)	.907	
	N	28	28

After analyzing the data by using Pearson correlation, the researcher got the significance value of correlation coefficient (r) is .907 which is higher than 0.05. In this case, Ho is accepted. Based on the explanation in the chapter III, Ha is accepted if ro > rtable and Ho is accepted if ro < rtable. So, it can be concluded that there is no significance correlation between the students' interest in game activities and their vocabulary mastery at the Fourth semester of English Education Department of UIN SUSKA Riau. Ho is accepted and Ha is rejected.

Discussions

There are some possible explanation that can be given to describe Ho was accepted in this research. Based on the table 4.22, described that the mean score of the students' interest in game activity and the vocabulary mastery is difference. The mean score of the students' interest in game activity is 59, while the mean score of the vocabulary mastery is 77. So, the range of the score is 18.

The students' interest in game activity is one of the individual interests. Based on Hofer (2010) is defined individual interest as a relatively enduring, long-term relationship of a person with a certain domain, such as music. In the other hand, the vocabulary is one of the prior knowledge. According to Dochy and Alexander (1995) provided a more elaborate definition, describing prior knowledge as the whole of a person's knowledge, including explicit and tacit knowledge, metacognitive and conceptual knowledge. In addition, Interest has a strong influence on individuals' cognitive and affective functioning (Ainley, 1998; Renninger, 2000; Renninger &Wozniak, 1985; Schiefele, 1996; Schiefele, Krapp, & Winteler, 1992).It is not intended to imply that there is a dichotomous relationship between these variables, nor is it meant to predict the shape of that relationship in the population.

It seems sensible that high interest ought in most cases to be accompanied by substantial knowledge. Preference for a particular topic or activity predictably leads to greater engagement with it and to the accumulation of more knowledge about that subject. Conversely, the low interest low knowledge category is also easy to understand, since when people have limited contact with a subject they are unlikely to acquire very much knowledge about that domain.

The high interest low knowledge category is more difficult to understand, at least in adults. Conceivably, some adults may be attracted to a topic or activity by such attributes as novelty, the unexpected and different life situations, among other characteristics which have been shown to evoke situational interest (Hidi & Anderson, 1992; Kintsch, 1980), and have limited knowledge of it for a short time. Situational interest may be aroused by such attributes in the absence of much knowledge about the subject. But, if these adults develop long term preferences for that activity and desire to seek it out (i.e., if situational interest develops into individual or topic interest) they are unlikely to remain ignorant about it for very long Hidi (1990), Hidi and Anderson (1992), and Alexander et al., (1993) also suggest that situational interest accompanies initial learning in a domain, and may give rise to the development of topic interest. From these perspectives then, for adults the high interest low knowledge quadrant can be expected to be highly transitory. The development of topic interest will ultimately lead these people to become knowledgeable about the activity, or if they lose interest they are likely to remain ignorant about the area. Based on the statements above, it can be concluded that the students' vocabulary mastery cannot be influenced only by students' personal interest but also can be influenced by the development of topic interest and situational interest.

Referring to the conclusion, the development interest and the situational interest are also will be the references and the discussion for the future research.

Conclusion

This research purpose was to find out whether there is significance correlation between the students' interest in game activities and their vocabulary mastery at the Fourth semester of English Education Department of UIN Suska Riau or not. Based on the data on the previous chapter, there are some conclusions of this research. First, the students' interest in game activity is categorized fair with the mean score 59%.Second, the students' vocabulary mastery at the Fourth semester of English Education Department of UIN Suska Riau is categorized good with the mean score 76.71. The last, there is no significance correlation between the students' interest in game activities and their vocabulary mastery at the fourth semester of English Education Department of UIN Suska Riau.

References

Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. Journal of Educational Psychology, 94(3), 545–561.Ur, Penny. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.Arnoff, M., & Fudeman, K. (2005). *What is Morphology?* (3- 21). Malden: Blackwell.

Alexander, P. A., & Dochy, F. J. (1995). *Conceptions of knowledge and beliefs: A comparison across varying cultural and educational communities*. American Educational Research Journal, 32(2), 413-442.

Al-Dersi, Z. E. M. (2013). The use of short-stories for developing vocabulary of EFL learners. International Journal of English Language & Translation Studies, 1(1), 72-86. Kuo, L. J., & Anderson, R. C. (2006). Morphological awareness and learning to read: A cross-language perspective. *Educational psychologist*, *41*(3),161- 180.

Arikunto, Suharsini. (2010). *Prosedur Penelitian- Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta

Ary, D et al. (2008). *Introduction to Research in Education*. Belmont: Wadsworth Cengssge Learning

Cameron, L. (2010).Children learning a foreign language. Teaching Language to Young Learners, 1–20. Cambridge: Cambridge University Press.Haspelmath, M. (2013). Understanding Morphology. In *Understanding Morphology*. London: Hodder Education

Cresswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. New Jersey: Pearson Educational International.

Hatch, E. M., & Brown, C. (1995). Vocabulary, semantics, and language education. Cambridge: Cambridge language teaching libraryMcBride-Chang, C., Wagner, R. K., Muse, A., Chow, B. W. Y., & Shu, H. (2005). The role of morphological awareness in children's vocabulary acquisition in English. *Applied Psycholinguistics*, *26*(3), 415–435. https://doi.org/10.1017/S014271640505023X

Hofer, M. (2010). Adolescents' development of individual interests: A product of multiple goal regulation? *Educational Psychologist*, 45(3), 149-166.

Hurlock, Elizabeth B. (1964). *Child Development*. London: McGraw-Hill

Jackson, Howard. (2002). *Grammar and Vocabulary- A Resource Book for Students*. New York: Routledge Taylor and Francis Group

Mahardhika, A. (2009). A Correlational Study between the Students' interest in Game Activities, Vocabulary Mastery, and Their Reading Comprehensionon Seventh Grade Students of SMPN 8 Surakarta in Academic Year 2007/2008. Surakarta: Unpublished

Mangal, S K. (2007*). Essentials Of Educational Phsychology*. New Delhi: Prentice Hall

Margono. (2010). *The effectiveness of teaching English verbs by using cartoon film*. Semarang: English department of Tarbiyah faculty

Nation, I.S.P. (2001). Learning Vocabulary in another Language. Cambridge: Cambridge University PressShang, H. (2010). Reading strategy use, self-efficacy and EFL reading comprehension. *Asian EFL Journal*, 12.2, 18-42

Nugroho, K. Y. (2013). The Applicability of Small Group Discussion in English Reading Class. In *UNNES International Conference on ELTLT (English Language Teaching, Literature, and Translation)* (pp. 253-264).

Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle & Heinleand At-Risk Fourth-Grade Writers. *Journal of Educational Psychology*, *95*(4), 730–742. https://doi.org/10.1037/0022-0663.95.4.730

Riduwan. (2010). Metode & Teknik Menyusun Proposal Penelitian. Bandung: Alfabeta.Fauzi, A. R. (2015). *Morphological Awareness: Students' Ability in Word….* *1*(2), 111–120

Rivers, W. P. (2001). Autonomy at all costs: An ethnography of metacognitive self-assessment and self-management among experienced language learners. *The modern language journal*, 85(2), 279-290.

Saswandi, T. (2014). *Teaching style and students' interest in learning English*. Jurnal Penelitian Universitas Jambi: Seri Humaniora, 17(1), 43487.

Schiefele, U. (2009). *Situational and individual interest*. New York: Routledge.

Schiefele, U., Krapp, A., & Winteler, A. (1992). *Interest as a predictor of academic achievement: A meta-analysis of research*. In K. A. Renninger, S. Hidi & A. Krapp (Eds*.), The Role of Interest in Learning and Development* (pp. 183–211). New Jersey: Erlbaum

Skinner, B. F. (1984). The evolution of behavior. Journal of the experimental analysis of behavior, 41(2), 217.Cohen, L. (2007). *Research Methods in Education*. New York: Routledge.

Slameto. (2003). *Belajar Dan Faktor- Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta

Virginia, Allen F. (1983). *Technique in Teaching Vocabulary*. Oxford: Oxford American English