



## ONLINE GAMES AS THE MEDIA BEFORE HAVING EFL TEST (TOEFL EQUIVALENCE) FOR THE TWELFTH STUDENTS OF SMA NEGERI I JOMBANG 2018/2019

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### **Abstract**

English is one of the compulsory subject for Senior High School. It is taught for two hours in a week. The students feel that the time is not enough for them because they must face national examination for it. SMA Negeri I Jombang has done additional course and joint with ITS language Center for Having EFL Test to measure the students' ability in English. Before conducting the test, the teacher prepares them by using online game to make them familiar with English. After implementing it, the TOEFL Score/ EFL Test Score makes us satisfied. It is proved by there are more than 20 students of 36 students get more than 450.

Keywords: Online Games, EFL Test /TOEFL Equivalence

### **Abstrak**

Bahasa Inggris merupakan mata wajib bagi siswa Sekolah Menengah Atas. Mata Pelajaran Bahasa Inggris diajarkan hanya dua jam pelajaran dalam satu minggu (2 x 45 menit). Para siswa merasa bahwa waktu yang hanya 90 menit itu sangat terbatas dan tidak cukup karena Bahasa Inggris diujikan dalam Ujian Nasional. SMA Negeri I Jombang telah mengantisipasi hal tersebut dengan memberikan program pematapan yang disebut dengan Pendalaman Materi Ujian Nasional (PMUN) dan juga bekerjasama dengan Pusat Bahasa ITS untuk mengadakan TOEFL Equivalence untuk mengukur kemampuan bahasa Inggris siswa kelas dua belas. Sebelum melaksanakan tes TOEFL, guru Bahasa Inggris kelas Dua Belas IPA4 mempersiapkan mereka dengan mempersiapkan Online Games agar mereka terbiasa dengan listening, speaking, reading dan writing (Bahasa Inggris). Setelah penerapan Online games sebelum tes TOEFL, ternyata penerapan ini menunjukkan hasil yang memuaskan. Hal ini dibuktikan dengan Score TOEFL mereka yaitu ada 20 dari 36 siswa mendapatkan score di atas 450.

**Kata kunci:** Online game, TOEFL Equivalence/EFL Test

## Introduction

English is an international language of spoken and written communication. It has an important role in globalization era when it is used as a language for science, technology, art, education, politics, commerce, economy, international relationship, etc. In Indonesia, English is as the compulsory subject from Junior up to Senior High School, even in University. Nowadays, it is started to be taught at the fourth grade to the elementary students.

Based On 2013 Curriculum revised for SMA in 2018, the teaching and learning process is emphasized on the achievement of the basic competences that is the students are able to apply and create the spoken and written transactional interaction texts which cover the expression of asking giving opinion, saying congratulation, description text, announcement, recount text, narrative text, songs, offering help, invitation letter, personal letter, analytical exposition text, explanation text, application letter, caption, news item text, and procedure text. (Permendikbud –tahun 2016 no 24 Lampiran 47). It is taught just two hours for each week.

According to the twelfth students of SMA Negeri I Jombang, the two hours for each week is very limited time to face National Examination and they need additional time to have teaching learning process. Beside having additional time, the students of SMA Negeri I Jombang do TOEFL equivalence /EFL test conducted by ITS Language Centre. It is one way to measure the students' ability in English and to make sure that they are ready in facing National Examination. In order the students are enjoyable in preparing National Examination and English Foreign Language Test/TOEFL Equivalence, the teachers must be creative and innovative in designing media in their teaching learning process. One of the media is online games.

Based on the background above, the writer is interested in writing an article entitles Online Games as the Media Before Having EFL Test ITS (TOEFL Equivalence) for the Twelfth Students of SMA Negeri I Jombang 2018/2019.

## Online Games

Online games are now liked by most of the people and are now growing fast in part of the internet based industries. Many people can these online games together in a network. With the expansion of the World Wide Web, these games have become one of the best ways of comforting stress after a tiring day. There are many free online games available on net that can be downloaded easily. As, these games are played together, it's a nice

way to interact with our family and friends. Online games can provide opportunities for children to exercise their creativity, set goals, practice persistence, develop responsibility, and even learn new information. Classroom educators continuously develop new techniques to teach “boring” concepts to kids. Many believe that by changing the traditional modes of teaching into more innovative and creative strategies, kids learn more and develop the capacity to understand and absorb more complex ideas. Online games are often full of fun facts that children really just learn because they are having so much fun. Introducing online games with moderation and limits can be a fun way to pass a bit of time and learn new things.

Here are some advantages of playing online games:

- a. Online gaming makes the kid sharper and mentally more active. The games generally have various levels or missions to be completed in limited times. This helps the kids in learning about time management.
- b. Mind and hand coordination. This is one of the main and important advantages that the kids experience while playing online games. He/she learns to coordinate his/her mind with the actions of his hands. While executing those actions, they also develop mental strength.
- c. Kids tend to become socially active, as they interact and play with complete strangers online. It helps them in their social life too. Taken: <https://www.benzinga.com/14/09/4883412/online-gaming-advantages-disadvantages-threats-and-their-solutions>

### **Types Of Online Games**

Playing online games has become a great source of fun and entertainment for all ages of people. There are many types of online games to keep you entertained for hours. Before one sets out to play online games, it would be a good idea to get familiar with different kinds of online games and figure out which games would be the best fit for your liking and purposes. The following article reviews the most popular online games briefly. Read on.

Here are some of the most common types of online games:

#### **a. Board Games**

Online board games are quite similar to the ones we play in our real life. Basically animated versions of traditional and favorite board games, you will come across many popular board games likes Life, and Monopoly etc;

#### **b. Massively multiplayer online games**

Massively Multiplayer Online Games are at present one the most popular online games. Including titles such as Matrix Online, World of Warcraft, Star

Wars Galaxies Everquest and Guild Wars, these online games are also the most profitable for the game companies. Claiming to have amazing million players online, these games boast of offering unparalleled adventure and thrill to its players.

**c. First person shooters**

These kinds of online games can be played on a computer or a game console and are very popular. Counter Strike, Halo 2, Quake 4 and Battlefield 2 are some of the clear winners and favorites. Often in a futuristic setting, these online games allow players to take the role of a soldier.

**d. Arcade Games**

Some of the popular online arcades games are Pac Man, Q-Bert, and various others free classic arcade games. These types of online games are very popular among all ages of people.

**e. Action and adventure games**

Online action games usually consist of fighting games, space adventure games and situational games, where you have to achieve some objectives, etc. Most of these kinds of online games are rich in animation with a strong storyline.

**f. Casino Games**

Another type of online games gaining high popularity are the casino games, which are played and enjoyed by millions today from all corners of the world. These online games replicate the games available in real casinos, involving real money transactions with real bonuses and prizes.

**g. Card Games**

When you play online games, you will come across several card games, which include many popular selections of poker, spades, and more.

**h. Strategy Games**

These kinds of online games involve strategies to play and win the game. The players have to work out different tactics in different online games.

**i. Sport Games**

The online sports games are especially for the sport lovers out there. Now they can enjoy these popular online games from within the comforts of their house, which have many variations and levels to keep up the excitement level high. Plus, one can compete against other player, team or the computer itself.

**j. Shooting Games**

Known for thrill and action, shooting online games offer plenty of gaming options promising a wonderful time full of excitement. Testing the precision and aim of the gamer, the shooting games have always been popular.

**k. Cross-platform online play**

These are the online video games released on a variety of game consoles. Gamers play and enjoy these online games on open source networks, such as the PlayStation 2, Dreamcast, Xbox and Nintendo GameCube.

### 1. **Simulation**

The right combination of for fun, strategy and action are the hall mark of these simulation online games. Offering you a real good time, these games will keep you coming back for more and more.

## **EFL TEST/TOEFL EQUIVALENCE**

### **A. Listening Comprehension Section**

The first section of the TOEFL test is the Listening Comprehension section. There are three parts in the Listening Comprehension section of the TOEFL test:

1. Part A consists of thirty short conversations, each followed by a question.
2. Part B consists of two long conversations, each followed by a number of questions.
3. Part C consists of three talks, each followed by a number of questions.

### **PART A**

This part is comprised from thirty questions, and we will hear a short conversation between two speakers followed by a question.

#### **General Tips for Listening Part A**

1. As we listen to each part of conversation, focus on the second line of the conversation. The answer to the question is generally found in the second line.
2. Keep in mind that the correct answer is probably a restatement of a key word or idea in the second line of the conversation. Think of possible restatement.
3. Keep in mind that the certain structures and expressions are tested regularly in Listening Part A. Listen to these structures and expressions:
  - Structures (*passives, negatives, wishes, conditions*)
  - Functional expressions (*agreement, uncertainty, suggestion, surprise*)
  - Idiomatic expressions (*two-part verbs, three-part verbs, idioms*)
4. Keep in mind that these questions generally progress from easy to difficult. This means that questions 1 to 5 will be the easiest, while questions 26 to 30 will be the hardest.
5. Read the answers and choose the best answer to each question.

Remember to answer each question even if we are not sure of the correct response.

6. Even if we do not understand the complete conversation, you can find the correct answer.
  - If we only understood a few words or ideas in the second line.
  - If we do not understand anything at all in the second line of the conversation, choose the answer that sounds the most different from what we heard.
  - Never choose an answer because it sounds like what we heard in the conversation.

### SKILL 1 : FOCUS ON THE SECOND LINE

In listening Part A you will hear a short conversation involving two people; this conversation is followed by a question. It is important to understand that the answer to this type of question is most often (but not always) found in the second line of the conversation.

### STRATEGIES

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1. The second line of the conversation probably contains the answer to the question.
2. Listen to the first line of the conversation. If we understand it, that's good. If we don't understand it, don't worry because it probably does not contain the answer.
3. Be ready to focus on the second line of the conversation because it probably contains the answer. Repeat the second line in our mind as we read through the answers in the text.

#### **Example**

On the recording, you hear:

- (man) : *Billy really made a big mistake this time.*  
(woman) : *Yes, he forgot to turn in his research paper.*  
(Narrator) : *What does the woman say about Billy?*

In your test book, you read :

- ) It was the first time he made a mistake.
- ) He forgot to write his paper.
- ) He turned in the paper in the wrong place.
- ) He didn't remember to submit his assignment.

### SKILL 2 : CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in Listening Part A is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

### STRATEGIES \_\_\_\_\_

- 1.As we listen to the second line of the conversation, focus on key words in that line.
- 2.If we see any synonyms for key words in a particular answer, then we have probably found the correct answer.

#### **Example**

On the recording, you hear :

- (woman) : *Why is Barbara feeling so happy?*  
(man) : *She just started working in a real estate agency.*  
(narrator) : *What does the man say about Barbara?*

In your test book, you read :

- ) She always liked her work in real estate.
- ) She began a new job.
- ) She just bought some real estate.
- ) She bought a real estate agency.

### SKILL 3 : AVOID SIMILAR SOUNDS

Often the incorrect answers in Listening Part A are answers that contain words with *similar* sounds but very different meanings from what you hear on the tape. You should definitely avoid these answers.

### STRATEGIES \_\_\_\_\_

1. Identify key words in the second line of the conversation.
2. Identify words in the answers that contain similar sounds, and do not choose the answers.

#### **Example**

On the recording, you hear :

- (man) : *Why couldn't Mark come with us?*  
(woman) : *He was searching for a new apartment.*  
(Narrator) : *What does the woman say about Mark?*

In your test book, you read :

- ) He was in the department office.
- ) He was looking for a place to live.
- ) He was working on his research project.

) He had an appointment at church.

## PART B & C

### SKILL 4 : DETERMINE THE TOPIC

As you listen to each conversation in Listening Part B, you should be thinking about the topic (subject) or main idea for each conversation. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation.

#### STRATEGIES \_\_\_\_\_

1. If we have time, preview the answer to the listening Part B questions

While we are looking at the answers, we should try to do the the following :

- ⇒ Anticipate the topics of the conversations we will hear.
- ⇒ Anticipate the questions for each of the groups of answers.

2. Listen carefully to the first line of the conversation

The first line of the conversation often contains the main idea, subject, or topic of the conversation, and we will often be asked to answer such questions.

#### **Example**

On the recording, you hear:

(man) : *You can't believe what I just got!*  
(woman) : *I bet you got that new car you've always wanted.*  
(man) : *Now, how in the world did you figure that out?*

You think:

The topic of the conversation is the new car that the man just got.

### SKILL 5 : DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE*

As you listen to each conversation in Listening Part B, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

- **Who** is talking?
- **When** does the conversation probably take place?
- **Where** does the conversation probably take place?
- **What** is the source of information for the conversation?

#### STRATEGIES \_\_\_\_\_



As we listen to the conversation, draw conclusions about the situation of the conversation: Who is talking, where the conversation takes place, or when it takes place.

We will often be asked to make such inferences about the conversation.

**Example**

On the recording, you hear:

(man) : *Why do you have so many books?*  
: *I need them for my paper on George Washington. Do you know how I can check them out?*  
: *Yes, you should go downstairs to the circulation desk and fill out a card for each book.*

Who is talking? (two students)  
Where are they? (in the library)  
What are they discussing? (American History)

**SKILL 6 :LISTEN FOR ANSWERS IN ORDER**

There are two possible methods to use while you listen to the talks in Listening Part C.

- ◆ *You can just listen to the talk (and ignore the answers).*
- ◆ *You can follow along with the answers while you listen.*

**STRATEGIES**

1. *As we listen to the conversation, follow along with the answers in our test book and try to determine the correct answers.*  
Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the tape.
2. *We should guess even if we are not sure. Never leave any answers blank.*
3. *Use any remaining time to look ahead at the answers to the questions that follow.*

**Example**

On the recording, you hear:  
: *The Great Chicago Fire began on October 8, 1871, and according to legend began when a cow knocked over a lantern in Mrs.*

*O'Leary's barn. No matter how it began, it was a disastrous fire. The preceding summer had been exceedingly dry in the Chicago area, and the extreme dryness accompanied by Chicago's infamous winds created an inferno that destroyed 18,000 buildings and killed more than 300 people before it was extinguished the following day.*

ding, you hear:

: 1. According to legend, where did the Great Chicago Fire begin?

Which of the following is not true about the Great Chicago Fire?

In your test book, you read (same time):

- (A) In a barn
  - (B) In Mrs. O'Leary's home
  - (C) In a cow pasture
  - (D) In a lantern factory
- 
- (A) The dry weather prior to the fire made it worse.
  - (B) It happened during the summer.
  - (C) Chicago's winds made it worse.
  - (D) It killed many people.

## B. STRUCTURE AND WRITTEN EXPRESSION

*Basic Principle: Singular subjects need singular verbs; plural subjects need plural verbs.*

Examples:

My brother is a nutritionist. My sisters are mathematicians.

The plural form of most nouns is created simply by adding the letter *s*.

more than one snake = snakes

Words that end in *-ch, x, s* or *s-like* sounds, however, will require an *-es* for the plural:

more than one witch = witches

more than one box = boxes

Note that some dictionaries list "busses" as an acceptable plural for "bus." Presumably, this is because the plural "buses" looks like it ought to rhyme with the plural of "fuse," which is "fuses." "Buses" is still listed as the preferable plural form. "Busses" is the plural, of course, for "buss," a seldom used word for "kiss."

There are several nouns that have irregular plural forms. Plurals formed in this way are sometimes called **mutated (or mutating) plurals**.

more than one child = children

more than one woman = women

And, finally, there are nouns that maintain their Latin or Greek form in the plural. (See *media* and *data* and *alumni*, below.)

more than one nucleus = nuclei

more than one syllabus = syllabi

more than one crisis = crises\*

\*Note the pronunciation of this word, *crises*: the second syllable sounds like *ease*. More than one base in the game of baseball is *bases*, but more than one *basis* for an argument, say, is also *bases*, and then we pronounce the word basease.

A handful of nouns appear to be plural in form but take a singular verb: The news is bad.

Gymnastics is fun to watch.

Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:

Fifty thousand dollars is a lot of money.

One-half of the faculty is retiring this summer.

And another handful of nouns might seem to be singular in nature but take a plural form and always use a plural verb:

My pants are torn. (Nowadays you will sometimes see this word as a singular "pant" [meaning one pair of *pants*] especially in clothing ads, but most writers would regard that as an affectation.)

When a noun names the title of something or is a word being used as a word, it is singular whether the word takes a singular form or not.

*Faces* is the name of the new restaurant downtown.



The indefinite pronouns *anyone*, *everyone*, *someone*, *no one*, *nobody* are always singular and, therefore, require singular verbs.

Everyone **has** done his or her homework.

Somebody **has left** her purse.

Some indefinite pronouns — such as *all*, *some* — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

Some of the beads **are** missing.

Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Writers generally think of *none* as meaning *not any* and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard *none* as meaning *not one*, we want a singular verb, as in "None of the food is fresh.")

None of you **claims** responsibility for this incident?

None of you **claim** responsibility for this incident?

**2**

Some indefinite pronouns are particularly troublesome **Everyone** and **everybody** (listed above, also) certainly *feel* like more than one person and, therefore, students are sometimes tempted to use a plural verb with them. They are always singular, though. **Each** is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. *Each*, too, is always singular and requires a singular verb.

Everyone **has** finished his or her homework.

You would always say, "Everybody *is* here." This means that the word is singular and nothing will change that.

Each of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is *each* and *each* is always singular — Each **is** responsible.

**3**

Phrases such as *together with*, *as well as*, and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word (*mayor* in this case), but it does not compound the subjects (as the word *and* would do).

The mayor as well as his brothers **is** going to prison.

The mayor and his brothers **are** going to jail.

**4**

The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

Neither of the two traffic lights **is** working.

Which shirt do you want for Christmas?

Either **is** fine with me.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of*. This is particularly true of interrogative constructions: "Have either

of you two clowns read the assignment?" "Are either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."\*

**5** The conjunction *or* does not conjoin (as *and* does): when *nor* or *or* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

Either my father or my brothers **are** going to sell the house.

Neither my brothers nor my father **is** going to sell the house.

Because a sentence like "Neither my brothers nor my father is going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

**6** The words *there* and *here* are never subjects.  
There **are** two reasons [plural subject] for this.  
There **is** no reason for this.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

**7** Verbs in the present tense for third-person, singular subjects (*he*, *she*, *it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.  
He loves and she loves and they love\_ and . . .

**8** Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

**9** Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the [Plural Forms of Nouns](#) and the section on [Collective Nouns](#) for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

My glasses **were** on the bed.  
My pants **were** torn.  
A pair of plaid trousers **is** in the closet.

**10** Some words end in -s and appear to be plural but are really singular and require singular verbs.

- The news from the front **is** bad.
- Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.

My assets **were** wiped out in the depression.  
Our thanks **go** to the workers who supported the union.  
The names of sports teams that do not end in "s" will take a plural verb: the Miami Heat have been looking ... , The Connecticut Sun are hoping that new talent ... .

**11** Fractional expressions such as *half of*, *a part of*, *a percentage of*, *a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all*, *any*, *more*, *most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "more than one" (oddly enough) takes a singular verb: "More than one student has tried this."

Some of the voters **are** still angry.  
A large percentage of the older population **is** voting against her.

**12** If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

- The department members but not the chair **have decided** not to teach on Valentine's Day.  
It is not the faculty members but the president who **decides** this issue.  
It was the speaker, not his ideas, that **has provoked** the students to riot.

### C. READING COMPREHENSION

1. Previewing
2. Reading for Main Ideas
3. Using Contexts for Vocabulary
4. Scanning for Details

5. Making Inferences
6. Identifying Exceptions
7. Locating References
8. Referring to Passage

### 1. Previewing

Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic in your mind. To preview, read the first sentence of each paragraph and the last sentence of the passage. You should do this as quickly as possible. Remember, you are not reading for specific information, but for an impression of the **topic**.

### 2. Reading for Main Ideas

By Previewing, you can form a general idea of what a reading passage is about; that is, you identify the **topic**. By reading for main ideas, you identify the point of view of the author—that is, what the writer's **thesis** is. Specially, what does the author propose to write about the topic? If you could reduce the reading to one sentence, what would it be?

Questions about the main idea can be worded in many ways. For example, the following questions are all asking for the same information: (1) What is the main idea? (2) What is the subject? (3) What is the topic? (4) What would be a good title?

### 3. Using Contexts for Vocabulary

Before you can use a context, you must understand what a context is. In English, a context is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage. Context helps you make a general **prediction** about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence.

Making predictions from contexts is very important when you are reading a foreign language. In this way, you can read and understand the meaning of a passage without stopping to look up every new word in a dictionary. On an examination like the TOEFL, dictionaries are not permitted in the room.

### 4. Scanning for Details

After Reading a passage on the TOEFL, you will be expected to answer six to ten questions. Most of them are multiple-choice. First, read a question and find the important content words. Content words are usually nouns, verbs, or adjectives. They are called content words because they contain the content of meaning of a sentence.

Next, let your eyes travel quickly over the passage for the same content words or synonyms of the words. This is called **scanning**. By scanning, you can find a place in the reading passage where the answer to a question is found. Finally, read those specific sentence carefully and choose the answer that corresponds to the meaning of the sentence you have read.

#### **5. Identifying Exceptions**

After reading a passage on the TOEFL, you will be asked to select from four possible answers the one that is NOT mentioned in the reading. Use your scanning skills to locate related words and phrases in the passage and the answer choices.

#### **6. Locating References**

After reading a passage on the TOEFL, you will be asked to find the antecedent of a pronoun. An antecedent is a word or phrase to which a pronoun refers. Usually, you will be given a pronoun such as "it", "its", "them", or "their", and you will be asked to locate the reference word or phrase in the passage.

First, find the pronoun in the following passage. Then read the sentence using the four answer choices in the place of the pronoun. The meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent.

#### **7. Referring to the Passage**

After reading the passage on the TOEFL, you will be asked to find certain information in the passage, and identify it by line number or paragraph. First, read the question. Then refer to the line numbers and paragraph numbers in the answer choices to scan for the information in the question.

### **Discussion**

The students of twelfth grade are prepared for having National Examination. They do listening, writing and reading comprehension. English Foreign Language Test (EFL Test/ TOEFL equivalence) is one of our school program to measure the students' ability in English. They can do well the test if they are familiar with the items and have many vocabularies. To make the



students' interested in English and have good score in EFL Test score, the teacher gave time for playing online games in the classroom. Actually they have done before the teacher gave the instruction. Here are some students' opinion about playing online games:

I played a game called "Player's Unknown Battleground" mam. So it's a online game that I play. And the players are from many countries. So i speak with them through the microphone that is plugged to my computer and connected to each players. and it's really help me to improve my English skills such as listening and speaking(M.Cakra)

+62 881-3137-570: I'm playing a game called "dota 2" . When I play it I feel learning to understand the use of the word scientific, and is rarely used in English and when I used earphone I tried to talk with English and listening to how other people speak English from other countries

+62 896-5891-2389: I'm playing the game which it is called "Player Unknown's Battle Ground Mobile" or shortly known as PUBGM. This game has a feature that makes us can and very possibly to communicate with the people from our country and from outside the country. So, when I communicated with those foreigner I should use and listen their languages. Which is English that they used the most to communicate. So, in other words this game can train my listening and my speaking in English.

+62 896-7731-7678: I've played games that have features to communicate with tourists but I don't use them, I only play games that use English language instructions so I learned English from the game, for example Leaf 4 Dead.

Lucky Ipa4: I'm playing CSGO ma'am which this game need accuration and skill in using the SWAT weapon and some nades too .This game need communication skills to know or maybe giving information your teammates where the enemies are located or maybe where the bomb has dropped by the enemy ... so the English communication are indeed needed on this game .

[17:52, 1/14/2019] +62 812-1645-1869: I've been playing CS (all kinds of counter-strike) for 10 years, since I was 8 years old. My escape has always been in gaming. I got into counter strike because my friend playing it. So, I always wanted to try and my mom was not really happy about it. Long short story, I attended a tournament in one of big cities here. Indeed I didn't win it, but I got a lot of things. Namely the teamwork is one of them. Here we are required not to be selfish and prioritize glory for team. On other hand, if I play online, I get many friends from Asia, sometimes Russia also exists. That's my goal to play games not only to eliminate boredom but also for the future too.

+62 858-5197-6998: I played a game Player's Unknown Battleground or we usually called PUBG mam. So it's a online game that I play. I play this game when I have time to play, and when I feel boring. I play this game only for my fun. I play PUBG with all my friends. When I play with person from other countries I only silence and listen their speak because if I speaking they are direct toxic and said "I don't understand you language". Because I speak with Javanese. So I play game only for my fun.

+62 812-3335-2194: I played Clash of clan since 4 years ago usually I play with my friends to play clan war and get more bonus from this game I am able to learn few vocabulary on Clash of clan but on global chat I use Indonesian because this Indonesia server so the people are talking use Indonesian. I play this game just for fun

+62 857-3007-0246: I have played Toram Online since I got a new cellphone. This is an online game that I play. I play this game every day when I am free. But on Saturday I make a party with my guild members to defeat the boss. My guild members are from other countries, so when we make a party together, I sometimes speak a little bit of English to them. My English is bad, but fortunately they understand me because of my bad English. So I play this game just to be happy and make friends.

+62 812-1776-5599: I play a lot of games. None of the games are my favorite. Because I can't play with only one game, I always play different game. For the quality of my English, it's mediocre. Because when play a game what I only think is just a strategy, many kill, and win. I don't care about my team, because I like playing all by myself and I don't really care about the language, and that's my fault.

## Conclusion

Playing online game is not only for having relax but also for increasing our ability in English; listening, reading, grammar and vocabularies. If the students have many vocabularies, they can do the test well. After implementing the teaching learning process by online games, the students' score for TOEFL Equivalence/ EFL Test makes us satisfied. The EFL Test was conducted by ITS Language Center. The class XII IPA4 consists of 36 students. There are 20 students who get more than 450.

Based on the data, it can be concluded that online game can increase the students' ability in English.

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