CHAPTER I
INTRODUCTION

This chapter explains about background of the study, research problem, objective of the study, the significance of the study, limitation of the study, and definition of key terms.

1.1 Background of the Study

English is an important language for Indonesia. At least, it has important roles in education field and business. Even though English is a foreign language in Indonesia, it plays important roles in Indonesian education.

First, English is served as a compulsory subject in Indonesia. English is taught since kindergarten until university level. At least, the students learn at school about how to speak and write in English. Besides, English is a compulsory subject which they must pass in test or examination. They must pass English in Indonesia national examination namely Ujian Nasional (UN) and also test to enter university in Indonesia, namely SBMPTN (Seleksi Bersama Masuk Perguruan Tinggi Negeri).

Second, English has important roles in job or business. Most of companies in Indonesia require English mastery for job seeker who wants to apply job. Consequence, the job seeker will attach TOEFL (Test of English as a Foreign Language) test result in their application letter. As a result, the job seeker must pass certain score in TOEFL before applying a job. In conclusion, the job seeker must acquire English well.
Indonesian as English Language Learner (ELL) should master the
terms well because it is one of the prerequisite things to master English.

There are four English skills, they are listening, speaking, reading and writing
(Destyawan, 2016). Those skills deal with vocabulary and the vocabulary deals
with meaning. Krashen, (2013, p.3) states that people will acquire a language
when they understand what people tell or understand. So, people have to
understand vocabulary which exists in a passage or utterances. Besides, there are
certain numbers of vocabulary that ELL need to know.

ELL must have adequate vocabulary supplies to acquire the four English
skills and to understand what they read and what people say. “Learners need to
know approximately 98 percent of the words in written or spoken discourse in
1) states that learners need around 8000-9000 word families, while for spoken
discourse is about 5000-7000 word families. Consequently, ELL must do
something to enrich their vocabulary to acquire English.

ELL can enrich their vocabulary fast by attaining the maximum exposure
of the target language. Destyawan (2016, p. 13) states that the more exposure the
learners get, the more vocabulary they acquire. In addition, Schmitt (2008) states
that in teaching vocabulary ELL must get vocabulary exposure through incidental
reading activity. “The most obvious way is to simply maximize the exposure itself
by establishing an extensive reading program” (Schmitt, 2008). Nevertheless, the
incidental reading activity will work maximum to recall the vocabulary than to
improve new vocabulary. Moreover ELL can get many exposures by using certain strategies in learning vocabulary, namely VLS.

Some experts have different ideas in classifying VLS. Gu and Johnson (1996) divide VLS into four strategies, namely metacognitive, cognitive, memory, and activation strategies, while Nation (2011) classifies VLS into planning, source, and processes. Schmitt (1997) has different ways in classifying VLS. First, he divides VLS into two groups. The first group deals with the meaning of new words for learners and the second group is about how learners associate the meaning of words when they encounter the words again. Then, he classifies the groups into strategies namely determination, social, memory, cognitive and metacognitive. Hence, this study focused on VLS based on Schmitt’s taxonomy to conduct this study.

The researcher has some considerations in choosing Schmitt’s taxonomy in this study. First, Schmitt divides the taxonomy into two groups clearly based on ELL words familiarity. (Riankamol, 2008, p. 12). Second, social strategy is an activity which is relevant to ask people about unfamiliar words (Schmitt, 1997). In fact, there are a group of people in a facebook group namely Forum Harvest Moon Indonesia (ID Harvest) who have activities which represent the social strategy. Their activities are asking and discussing each other in the forum about video games.

Forum Harvest Moon Indonesia (ID Harvest) is a facebook group where the members are people who play video game namely Harvest Moon (HM). HM is an RPG-Simulation video game about farming. HM can be played in PC,
android, play station or other game consoles. In HM, the player does a farmer’s activities such as planting fruits, planting vegetables, and also breeding cattle along the year. For example, the player can plant fruit or vegetables from spring till fall, while in winter the player cannot plant anything. Player should do those activities regularly to complete the game objectives and all the objectives are written in English through conversation. Related to the players’ activity which discuss the gameplay of HM in the facebook group, their activity can be categorized as VLS and HM is the example of Computer Assisted Language Learning (CALL).

The researcher found some research about VLS and learning vocabulary through video game. Most of the research were conducted at school or university and the research subjects were students. Asgari and Mustapha’s (2011) examined a research about VLS. They investigated the type of VLS which were used by ESL students in University Putra Malaysia (UPM) based on Schmitt’s taxonomy. Students in UPM often use English-language media as a strategy in learning vocabulary. English-language media refers to learning vocabulary via songs, movie, internet, computer games, tv programs, etc. Another research has been conducted by Vahdat and Behbahani (2013), Eskelinen (2012) and Bytheway (2011). They examined the role of video games in teaching and learning vocabulary.

First, Vahdat and Behbahani (2013) conducted an experimental study to explore the effect of *Runaway: A road Adventure* video games towards vocabulary as a media for Iranian EFL to learn vocabulary. The participants were
40 students at Azad University. The participants were divided into experimental group and control group, each of group consisted of 20 students. The experimental group learned new words through video games, while control group learned new words through five text-drill chapters. The chapters were created by the researcher.

Vahdat and Behbahani used three instruments to explore the effect of video games in learning vocabulary. They were simulated TOEFL test, forty multiple choice questions, and a Likert-scale questionnaire. Hence, the study showed some results that learning vocabulary via video games was helpful. Video game is a good media to learn vocabulary. “…statistical results revealed that using a video game as a tool for vocabulary learning can be much more useful than using a traditional approach.” (Vahdat and Behbahani, 2013, p. 68). The participant used the learning environment in video games to help them in understanding vocabulary meaning. Then, the researcher also revealed that the video game was beneficial for learning vocabulary. The participants got many exposures of vocabulary through video game. They got more chances to discover new vocabulary.

Second, Eskelinen (2012) conducted a case study to examine students’ perspective about applying video games in teaching and learning process. Eskelinen states that computer game or video games as the part of Computer-Assisted Language Learning (CALL) can help students in learning. Video games will work as a connector between students’ learning activity at school and students’ daily life. Students’ learning activity at school represents the formal
education, while students’ daily life represents informal education. (Eskelinen, 2012 p. 27). However, Eskelinen revealed in his study that his participants showed their enthusiasm while learning using *Kingdom of Loathing* (KoL) — a multiplayer role playing video games. Then, the participants confess that their vocabulary increase after play KoL. They learned new vocabulary from text which existed in KoL. Nevertheless, the participants prefer to learn traditional method in learning vocabulary than learning vocabulary via KoL.

Third, Bytheway (2011) conducted a case study to experienced gamers of MMORPG (Massively Multiplayer Online Role-Playing Games). The participants were ESL Learners who used VLS while playing the video games. They used the Schmitt’s taxonomy of VLS for playing necessity not for learning (Bytheway, 2011 p. 38). Most of the participants read the game information and look at the dictionary to find out the word meaning. In addition, the participants also recommend to doing interaction with other gamers as a strategy to discover word meaning.

Based on the previous research results, playing video games is an activity that may help learners to get exposures in order to enrich their vocabulary. In fact, the video games’ instruction and quests are written in English. Thus, students or ELL will acquire vocabulary through video games incidentally. In conclusion, learning through video games is another way to teach and learn vocabulary. Unfortunately, although the research was about learning vocabulary through video games, the participants were students. In fact, not all students are gamers or familiar with video games. Therefore, the participants of this present study are...
gamer who are familiar with video games. In addition, there are some educational benefits of video games.

Obviously playing video games is an activity which has some educational benefits. First, video games attract participation across many demographic boundaries such as age, gender, ethnicity, and educational status. (Griffiths, 2002, p. 47) There is no limitation for people or gamers who wants to play video games. Male, female, young people, old people, students or employee they can access video game freely. However, some video games are equipped by age rating and parental advisory in order to minimize inappropriate video games' content looked by children or teenagers.

Second, video games can stimulate learning. Gamers use VLS while playing an MMORPG video game. The gamers use VLS to infer the meaning of vocabulary that exists in the video game (Bytheway, 2011, p.).

Third, video games can act as simulations. It means, gamers will do activities fictitiously. (Griffiths, 2002). For instance, gamers in HM can raise livestock such as cow, sheep, and chicken. Those animals have to stay in their coop in rainy days and feed well. If gamers leave the animal outside the coop, the animals will sick or dead. The gamers can raise the animals even though in real life the gamers never know how to raise them.

Relating to the previous studies results, the researcher found the similarities and differences between those previous studies and this present study. First, the previous study and the present study focused on VLS. Second, both of the study discuss about learning vocabulary through video games, whereas the
difference is on the participant. The present study took gamers of simulation video
game as the participants not students or gamers of MMORPG video game.
Moreover, in this study the researcher found out some matters about
Indonesian gamers. First, did Indonesian gamers as EFL also get new vocabulary
while playing video games. Second, did Indonesian gamers use VLS while
playing video games. So, the aim of this study was to investigate the VLS which
was frequently used by the gamers of *Harvest Moon* at Forum Harvest Moon
Indonesia (*ID Harvest*) when they play *Harvest Moon* based on Schmitt's
taxonomy of VLS.

1.2 Research Problem

The problem were formulated as follows:
1. What is Vocabulary Learning Strategy (VLS) most frequently used by gamers
   at Forum Harvest Moon Indonesia (*ID Harvest*)?
2. What is Vocabulary Learning Strategy (VLS) least frequently used by gamers
   at Forum Harvest Moon Indonesia (*ID Harvest*)?

1.3 Purpose of the Study

The objectives of this study were to investigate the most and the least
frequently use of Vocabulary Learning Strategy VLS by gamers at Forum Harvest
Moon Indonesia (*ID Harvest*).

1.4 Significance of the Study

The result of this study was to provide information about playing game
phenomena in Indonesia that can be used as a measurement tool to analyze
learners’ vocabulary learning strategy especially gamers. In addition, researcher expects this study can be useful for educators, English learner, and future researcher. This study can be a reference about how video games related to vocabulary learning strategies.

1.5 Scope and Limitation of the Study

This study examines the most frequently use of VLS by gamers based on Schmitt taxonomy. The participants were 83 members of (ID Harvest) at the age of 14-28 years old. Vocabulary in this study means all the English vocabulary which is exists in Harvest Moon video game.

1.6 Definition of Key Terms


2. Vocabulary: “all the words which exist in a particular language or subject” (Cambridge Advanced Learner’s Dictionary Third Edition)

3. Vocabulary Learning Strategy: VLS are defined as direct and indirect learning processes that learners deliberately use to obtain, store, retrieve, encode, rehearse and use words. (Bytheway, 2011, p. 15).

4. Simulation games: Refers to Harvest Moon video games. Simulation game is “games that have been built around a real-life or (imaginary) situation of some sort”. Ellington et al. (1982).