CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains theories about the nature of vocabulary, computer assisted language learning, video game, and previous studies.

2.1 The Nature of Vocabulary

Vocabulary is a basic necessary for ELL in acquiring and learning English. Vocabulary exists in all English skills i.e listening, reading, speaking, and writing. It is relate with the definition of vocabulary by Cambridge Advanced Learner’s Dictionary Third Edition. It states that vocabulary is “all the words which exist in a particular language or subject”. Hence, ELL should enrich their vocabulary continuously in order to acquire and learning English. Krashen (2013, p.4) states that “we acquire language when we understand messages that contain aspects of language (vocabulary, grammar)...”

Acquiring and learning are the different ways that ELL will face when they are learning English. ELL will acquire English when they do activities unconsciously. For example, they are listening to a song, reading a book or watching movie. In addition, ELL who lived in America, England or other country which use English as L1 or L2 is also called as language acquisition. However, in learning language ELL will do activities deliberately in order to master English. Such as learning English at school, enroll speaking class in...
English course, etc. Krashen (2013, p. 3). Vocabulary mastery is still important to master English whether ELL acquiring or learning English. Therefore, the way how to learn or acquire vocabulary is also important for ELL. ELL can use VLS to acquire or learn vocabulary.

2.1.1 Vocabulary Learning Strategies (VLS)

VLS can be defined as certain steps that ELL do to acquire words. (Asgari and Mustapha, 2011 p. 85). In this study VLS refers to certain strategy which is applied by gamers to comprehend vocabulary meaning. Experts have different idea in classifying VLS, they classify VLS into various types. Gu and Johnson (1996 cited in Riankamol 2008 p.16) state that VLS are metacognitive, cognitive, memory and activation strategies. Nation’s taxonomy classifies VLS into three general classes. They are planning, source, and processes, while Schmitt divide VLS into two categories, namely discovery and consolidation. Schmitt’s taxonomy consists of two groups:” the ones to determine the meaning of new words when learners encounter them for the first time, and the ones to consolidate meaning when learners encounter words again. The former group contains determination and social strategies and the latter contains cognitive, metacognitive, memory and social strategies”. (Riankamol, 2008 p. 17).

First, determination strategy as a part of discovery is a strategy to identify new words. In this strategy ELL will guess the word from textual context, use dictionary, analyze the affixes, analyze the pictures, etc. “When encountering a
word for the first time, learners must use their knowledge of the language, contextual clues, or reference materials to figure out the new meaning” (Schmitt, 1997).

Second, social strategy as the part of discovery and consolidation is a strategy which focuses on the interaction between the ELL and other people. In this strategy ELL will ask to people who to discover or recall the vocabulary. (Schmitt, 1997)

Third, memory strategy as the part consolidating category is a strategy which focuses on how ELL relates the word with their background knowledge in ELL’s imagery. ELL will imagine the word’s meaning, study the spelling of a word, remembering the affixes, roots and part of speech. Schmitt (1997) states that memory “involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping”.

Fourth, cognitive strategy is a strategy that has similarities with memory strategies, but ELL will do some repetition act in learning vocabulary. The examples of repetition acts are saying and writing the word repeatedly. “Cognitive Strategies in this taxonomy are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary”. (Schmitt, 1997)

Fifth, metacognitive strategy is a strategy that “used by students to control and evaluate their own learning, by having an overview of the learning process in
general”. (Schmitt, 1997) such as use listen to the song, watch movie, read magazines, and do some English test.

Those strategies are divided into strategies which are called as Schmitt’s VLS taxonomy. The following are the VLS classification by Schmitt.

**Table 2.1 Schmitt’s VLS taxonomy**

<table>
<thead>
<tr>
<th>Strategy group</th>
<th>Strategies for the discovery of a new word’s meaning</th>
</tr>
</thead>
</table>
| **Determination (DET)** | - Analyze part of speech  
- Analyze affixes and roots  
- Check for L1 cognate  
- Analyze any available pictures or gestures  
- Guess from textual context  
- Bilingual dictionary (e.g. English-Indonesia dictionary)  
- Monolingual dictionary (e.g. English-English dictionary)  
- Word lists  
- Flash card |
| **Social (SOC discovery)** | - Ask teacher for an L1 translation  
- Ask the teacher for paraphrase or synonym of new word  
- Ask teacher for a sentence including the new word  
- Ask teacher for meaning  
- Discover new meaning through group work activity |
| **SOC (Consolidation)** | - Study and practice meaning in a group  
- Check students’ word list for accuracy  
- Interact with native speakers |
| **Memory (MEM)** | - Study word with a pictorial representation of its meaning  
- Imagine word’s meaning  
- Connect word to a personal experience  
- Associate the word with its coordinates  
- Connect the word to its synonyms and antonyms  
- Use semantic maps  
- Use “scales” for gradable adjectives |
| **Memory (MEM)** | - Peg method 1  
- Logic method 2  
- Group words together to study them  
- Group words together spatially on a page  
- Use new word in sentence  
- Group words together of a word  
- Study the spelling of a word |
## Strategy group

### Strategies for consolidating a word once it has been encountered

<table>
<thead>
<tr>
<th>Memory (MEM)</th>
<th>Cognitive (COG)</th>
<th>Metacognitive (MET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Study the sound of a word</td>
<td>- Verbal repetition</td>
<td>- Use English-language media (songs, movies, newspaper, etc)</td>
</tr>
<tr>
<td>- Say new word aloud when studying</td>
<td>- Written repetition</td>
<td>- Testing oneself with word tests</td>
</tr>
<tr>
<td>- Imagine word form</td>
<td>- Word lists</td>
<td>- Use spaced word practice</td>
</tr>
<tr>
<td>- Underline initial letter of the word</td>
<td>- Flash cards</td>
<td>- Skip or pass new word</td>
</tr>
<tr>
<td>- Configuration</td>
<td>- Take notes in class</td>
<td>- Continue to study word over time</td>
</tr>
<tr>
<td>- Use keyword method</td>
<td>- Use the vocabulary section in your textbook</td>
<td>-</td>
</tr>
<tr>
<td>- Affixes and roots (remembering)</td>
<td>- Listen to tape of word lists</td>
<td>-</td>
</tr>
<tr>
<td>- Part of speech (remembering)</td>
<td>- Put English labels on physical objects</td>
<td>-</td>
</tr>
<tr>
<td>- Paraphrase the word’s meaning</td>
<td>- Keep a vocabulary notebook</td>
<td>-</td>
</tr>
<tr>
<td>- Use cognates in study</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Learn the words of an idiom together</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Use physical action when learning a word</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Use semantic feature grids</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

### 2.2 Computer Assisted Language Learning (CALL)

The definition of CALL is “any process in which a learner uses a computer and, as a result, improves his or her language” (Beatty, 2003 cited in Eskelinen 2012 p. 4). There are some types of CALL namely all software such as dictionaries, chat clients and computer games. (Eskelinen, 2012 p. 4). Based on the definition, HM video game can be called as CALL when gamers can improve their language through the video game.
CALL can help ELL in acquiring and learning language. Eskelinen (2012, p.5) states that CALL is a mobile learning software, so learner can learn not only at school but also outside the school. In addition, CALL also improves the frequency of learning by independent learners.

2.3 Video Game

Video game is the part of game, so the definition of video game will be start by game’s definition. Game is an artificial conflict which is made systematically for gamers and the conflicts have certain rules. The gamers must obey with the rules in order to achieve game objectives. In addition, something will call as a game if it has the following components, such as tools, rules, objective and player. (Aji, 2014 p. 7)

Video game is an electronic game in the form of text or picture in order to connect interactions among game software, player and the game hardware. The characteristic of video game is on the interaction between the video game and the gamer itself. The following is the flowchart of interaction between video game and gamer:

![Flowchart of interaction between video game and gamer](image)

Figure 3.1.1 The interaction between video game and gamer
Someone who plays video games is called as gamer. Based on the frequency of playing video game, gamers divided into some types. According to Aji (2014 p.2) there are three types of gamer i.e regular gamer, casual gamer, and non-gamer. In contrast, Griffith (cited in Aji 2014 p. 8) states that gamers are divided into low frequency gamer, high frequency gamer and heavy gamer.

Aji (2014, p. 8) groups types of gamer based on the highest up to the lowest frequency in playing video games. The first is regular gamer, they will play more than once in a day, every day, or at least once in a week. The second is casual gamer. Casual gamer will play only in a holiday, once or twice in a month, although they seldom play video game than regular gamer, but they may play it for hours. The last is non-gamer, this type consists of people who are never play video game or people who have been stopped play video game.

Griffith (2002) groups gamer into three types and they are grouped based on the lowest up to the highest frequency in playing video games. First, low frequency gamer, they are people who play video game less than an hour in a day. Second, high frequency gamer is people who play video games more than seven hour in a week. The last is heavy gamer, they are people who play more than two hours in a day or more than 14 hours in a week.

2.3.1 Type and Genre of Video Game

Nowadays, there are so many video games. Usually, boys will play video games about war, crime, fight, card or fantasy, whereas girls will play video
games about cooking, dressed up, puzzle, or time management. Actually Experts
split video games into some categories. Grace split video games into two
categories namely game type and game genre. Game type focuses on the
explanation of the game play, whereas game genre focuses on the game content.
Game genre deals with the story of the game itself. Game type consists of action,
adventure, puzzle, role playing, simulation, and strategy, while game genre
consists of drama, crime, fantasy, horror, mystery, science fiction, war and
espionage, and Western/Eastern/Frontier. (Grace, 2005).

On the other hand, Granic et al categorize video games into four categories
namely simple, complex, social and non-social. It is based on the level of
complexity and the extent of social interaction required. The following are the
map of video games genre completed with the example by Granic et al:
Another category about video game also states by King and Krzywinska (cited in Aji, 2014 p.11). They categorize video game based on the gameplay and the platform. The gameplay consist of fighting, simulation, Role playing game (RPG), puzzle, sports, adventure, action-shooter and Real Time Strategy (RTS).

Moreover, video game based on the platform i.e arcade game, Personal Computer (PC) game, console game, handheld game, and mobile game.

### 2.3.2 Harvest Moon Video Game

*Harvest Moon (HM)* is one of a popular video game in this world. There are some reasons that make HM become one of popular video game. First, HM
series have complex gameplay. Second, HM contain educational content. Third, HM series can be played in many platforms.

First, HM series have complex gameplay. The main content of HM is farming, so in all series gamers will act as a young farmer with all the consequences. In spite of the main character always a farmer but each series has different story and objectives.

In HM Hero of Leaf Valley, gamers will act as a young boy farmer and complete events—task in HM is called as events. The gamers will play as a main character who has inherited a farm from his grandpa. As a farmer he should take care of his farm. He should do many things every day, such as plants fruit, vegetables, flower, feeding animals, cooking, fishing, mining and work as a lumberjack. Then, the main character will talk to other characters and follow their instruction to complete the mission. When the main character talk to other characters, the dialog box will come up and the missions will be written there and all instructions in the game are written in English. Thus, in this game, gamers will act as an energetic farmer.

Second, HM series contain educational content. Each series has its own story. The creators of HM try to deliver goodwill messages to gamers. For example, in HM back to nature the main character have to manage well his grandpa’s farm. If the he cannot manage well the farm, he cannot live at the village for next year. It means that the game objective failed.
Third, HM series can be played in many platforms. Gamers can play HM series as PC game, mobile game, or console game. For example, HM back to nature can be played in PC, mobile game and console game. So, no matter what kind of platform that gamers have, they still can play HM.

2.3.3 The Educational Benefits of Video Games

Video game is not always gives bad effects to the players or gamers. Griffiths (2002 p. 47) says that there are some educational benefits of video games. First, video games attract participation across many demographic boundaries (age, gender, ethnicity, educational status).

Second, video games can stimulate learning. Some skills of the gamers will develop when they play video games, especially skills to comprehend word meaning or messages in the game. Griffiths (2002, p. 47) claims that there are four basic skills that will develop when playing video game i.e language skills, basic math skills, basic reading skills, and social skills. In this study, researcher only focuses on language skills and basic reading skills as the limitation of the study. In language skills, when gamers play a game they will learn how to following directions, giving directions, or answering questions, whereas in basic reading skills gamers will found dialog or conversation between character in the game which come up on the screen such as word “play, quit, go, stop, load, etc” (Griffiths, 2002 p.2).
2.4 Previous Studies

This study used three previous studies on video game for vocabulary learning. They are survey study, case study, and experimental study. All of researcher conducted study about vocabulary learning strategy and video games.

The first previous study is a case study by Satu Eskelinen in 2012 entitled Applying Video Games in Language Learning and Teaching. The Learner Perspective; a case study. Eskelinen did the research to Finnish students. In his researcher he found that in the beginning all learners show their enthusiasm while learning through video games but not all students enjoy learning through video game. Some prefer to learn vocabulary without video game.

The second previous study is an experimental study by Vahdat and Behbahani in 2013 entitled The effect of Video Game on Iranian EFL Learner’s Vocabulary Learning. They did an experimental research to 40 intermediate EFL learners and applied a video game namely Runaway: A road adventure in learning vocabulary activity. The result of their study showed that learning vocabulary through video game was advantageous. The participants really enjoy when they learning vocabulary via Runaway: A road adventure.

The third previous study is a qualitative case study entitled VLS in Massively Multiplayer Online Role-Playing Games by Julie Ann Bytheway in 2011. The participants are six male gamers of MMORPG video game. All of them are ESL Learner. Their first languages are German, Hokkien, Russian, Ukrainian,
Vietnamese, and Mandarin. In addition, two of them also speak in Cantonese, Malay, French, Greek and Italian. The researcher “collected data from observations, semi-structured interviews, elicited email texts and extant MMORPG texts, which produced detailed, focused data.” (Bytheway, 2011, p. 22).

Bytheway (2011) found that MMORPG video game could affect ESL learners’ VLS. There were 13 VLS that gamers used while playing the MMORPG and there were 2 VLS that were recommended by gamers to use while playing the MMORPG. Those VLS based on Schmitt’s taxonomy of VLS. The most predominant VLS used by the gamers are reading in-game information/pop-ups. The strategy belongs to metacognitive strategy, namely English-language media.

Bytheway says that “This strategy reading in-game information/pop-ups is another that fits within Schmitt’s (1997) broad metacognitive strategy use English-language media (p. 207)” (2011, p. 41). While for recommended strategy, the gamers recommended interacting with players strategy. The strategy belongs to social strategy which was similar with discover new meaning through group activity and interact with native speakers. (Bytheway, 2011, p. 38).