

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

There are many research findings which are related to this research, some of the previous research findings which are related to this research are described below:

Firstly, Mohsen Ebrahimzadeh and Sepideh Alavi. In his research entitled “The Effect Of Digital Video Games on EFL Students’ Language Learning Motivation.”¹ Based on the research findings that by using Digital Video Games, can increase students interest and motivation studying English. It was found that the pretest average of action research was 3.69 and the post test 3.82 in interest and motivation, the students got mean score 2.9377, and in post test the student have drop skill that is only got mean skill in comprehension 2.9871.

Secondly, Sahar Ameer Bakhsh in his research entitled “Using Games as a Tool in Teaching Vocabulary to Young Learners”.² When teaching young learners vocabulary using games, teachers must be patient in finding new and interesting ways so that students enjoy learning. Games can help young learners to learn their vocabulary effectively. there are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. Teacher should consider time and materials when designing or choosing the game.

Thirdly, Jeanette Marie Benoit in her research entitled “The Effect of Game-Based Learning on Vocabulary Acquisition for Middle School English

¹ Mohsen ibrahim zadeh and Sepideh alavi, *The effect of Digital Video Games on EFL Students’ Language Learning Motivation*

² Sahar Ameer Bakhsh, *Using Games as a Tool in Teaching Vocabulary to Young Learners*

Language Learners".³ Results of this study led to two conclusions. First, the findings revealed that there was no statistically significant difference between game-based learning and traditional learning methods of academic vocabulary. Secondly, there was no statistically significant difference in scores based on gender.

By finding some related research. The researcher is motivated to use Digital Video Game-based Learning to increase students' vocabulary ability. The different from previous research finding explained above, in this research will use Digital Video Game-based Learning to increase students vocabulary and will focus on using pre- experimental research. The writer hopes by using Digital Video Game-based Learning student will easier to memorizing vocabulary and also can increase students' vocabulary ability.

B. Some Pertinent Ideas

1. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is one of the most important element in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.⁴ According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.⁵

It means that vocabulary is the first things that we have to learn in English learn in English language, because with vocabulary we can learn English language skill easier and use full in four skills of English language. Next, Penny Ur defined that vocabulary is one of the important aspects in teaching a language, beside grammar and pronunciation. As a

³ Jeanette Marie Benoit, *The effect of Game-based Learning on Vocabulary Acquisition for Middle School English Language Learners*

⁴Virgina French Allen, *Techniques in Teaching Vocabulary* (Oxford University Press, 1983) p 7

⁵Jack C. Ricards, Willy A.Renandya. *Methodology in Language Teachin* (Cambridge: Cambridge University Press),p. 255.

stock of words used by a person, vocabulary can be defined, roughly, as the word we teach in foreign language.⁶ It means that vocabulary is a list of words that we learn in foreign language. According to Hatch and Brown that vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.⁷

According to Oxford advanced learner's Dictionary that vocabulary are :

- 1) All the word that a person knows or uses
- 2) All the word in language
- 3) The words that people use when they are talking about particular subject
- 4) List of words with their meanings, especially in a book for learning a foreign language.⁸

According to the new international webster's comprehensive dictionary that vocabulary are:

- 1) A list of words and phrases, especially one arranged in alphabetical order and defined or translated; a lexicon; glosarry
- 2) All the words of a language
- 3) A sum or aggregate of the words used or understood by a particular person, class, ect.
- 4) The range of expression at a person's disposal, especially in art.⁹

According to dictionary of American English that vocabulary are:

⁶Penny Ur. *A Course in Language Teaching* (United kingdom: Cambridge Teacher Training and Development, 1996),p. 60.

⁷Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and language Education* (Cambridge: Cambridge University Press, 1995), p. 1.

⁸Oxford Advanced Learner's Dictionary (New York: Oxford University press,2000), p. 1506.

⁹*The New International Webster's Comprehensive Dictionary* (Columbia: Columbia University press:2003) p, 1407.

- 1) Stock of words used by a person, class of people, profession, etc
- 2) A collection or list of words, usually in alphabetical order and defined.¹⁰

Based on several definition above that have been mentioned, the researcher will conclude that vocabulary is all of words in language that people using to express opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the words you use. The more words you knows, the more you will be able to understand what you hear and read and the better you will be able to say what you want when speaking or writing. Vocabulary is a set of words that not only we find by producing with own self but also by hearing and reading and vocabulary is one of the sub skills that we have to mastering because it's one of part of language which has very important position in language learning acquisition.

b. Kinds of Vocabulary

Schail formulated the vocabulary into three kinds of vocabulary as in following:

- 1) Active Vocabulary the words we costume to use in speaking and a probably account for 5,000 to 10,000 words.
- 2) Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.
- 3) Passive vocabulary, the words we recognize and never use them in either speak or writing and just know that we have them before.

c. Types of Vocabulary

According to Gardener, vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how

¹⁰Oxford Essential Dictionary (New York: Oxford University Press, 2003), p. 673.

people use and store words and how they learn words and phrases.¹¹ There are 4 types of vocabulary; listening, speaking, reading, and writing and every type has different function. In this part the researcher will explain it.

- 1) Reading Vocabulary: a literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
- 2) Listening Vocabulary: a person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gesture, the topic of discussion and the social context of the conversation.
- 3) Speaking vocabulary: a person's speaking vocabulary is all the words he or she uses in speech.
- 4) Writing vocabulary: words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use limited set of words when communicating.

d. Methods of Teaching Vocabulary

According to Petty, Harold and Stoll that a critical survey of vocabulary instructions classified vocabulary teaching procedures as either direct or context. Direct study methods involve:

- 1) Study of word lists usually list assigned to be looked up in a dictionary and used in sentences.
- 2) Study of word parts English roots, prefixes, and suffixes, particularly those of Latin or Greek origin, are studied and applied.
- 3) Addition direct methods include teaching the use of dictionary; vocabulary notebook; study of word original; synonyms; and homonyms; workbook; programmed materials and audio visual.¹²

¹¹Josep Mukoroli, "Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom" SIT Graduate Institute/SIT Study Abroad (January 2011),p.61.

e. Important of Vocabulary

Vocabulary is used in human daily life to communicate each others. People express their ideas, love desire, ambition, gratitude, joys, sorrow, frustration, etc. By using vocabulary to communicate, people need to understand what the others mean.

In the context of learning and teaching English, the vital vocabulary is inevitable. This has been claimed by many linguists. According to Michael Lessad-Clouston, vocabulary is central of English language teaching because without enough vocabulary. Students are not able to understand others or express their own ideas.¹³

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little grammar, but you can say almost anything with words.¹⁴

Based on the explanation above, it does not necessarily means lowering the important of grammar. That merely shows that learning vocabulary plays an equally vital role as a grammar. If the students are mastering the vocabulary, they will be easy to study all parts of English. The researcher decide to give vocabulary noun and verb consist of 50 numbers. It aim to give basic vocabulary and they can memorize it.

2. Digital Video Game-based Learning

a. Definition of Digital Video Game-based Learning

Digital game-based learning (DGBL) is an instructional method that incorporates educational content or learning principles into video games with the goal of engaging learners. Applications of digital game-based learning draw upon the constructivist theory of education. Digital game-based learning refers to using actual digital video games as learning tools. The basic idea behind digital game-

¹²Albert J. Harris and Edward S.Sipay. *How to Increase Reading ability*.(New York, 1975), p. 456.

¹³Michael Lessad-Clouston, *Teaching Vocabulary*, p. 2

¹⁴Scott Thornbury, *How to Teach Vocabulary (Longman: Malaysia, 2002)*, p. 13.

based learning in the classroom is that, as opposed to isolated tasks such as memorization, quizzing and drilling, digital games help students learn subject matter in context, as part of an interactive system.

Game-based learning should not be confused with gamification. Gamification takes an element of education and replaces it with a game-based element. For instance, a teacher may replace grades with levels or experience points.

From the explanation above the researcher can conclude that digital game based-learning is one of tool that contain many picture, sounds, and lesson for learners. It is very usefull for them to learning English well and also can memorize word by word that shas shown in video.

b. The Types of Games

According to Jisc, several types of games may be used in digital game based learning :

1) Educational Games

Video and computer games that use an engaging and immersive learning experience to deliver specified learning goals, outcomes and experiences. An educational game is a game designed to teach humans about a specific subject and to teach them a skill. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing-enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. Collaborative digital games allow students to work with others and develop deep thinking and problem-solving skill rather than just memorization of a topic.

2) Online Games

Games that range from simple text-based games to games that span complex, virtual worlds used by large numbers of players simultaneously.

3) Serious Games

Games that train or educate users; generally, serious games have a primary purpose other than entertainment.

4) Simulations

Games that model real-world situations.

c. History of digital game-based learning

Marc Prensky explains that the emergence of digital game-based learning came in the “last decades of the 20th century,” when there was a global technology boom. The recent generations of students in grades K-12 have lived their entire lives with access to technology — not only computers, but also digital music and video players, cellphones, video games, and a host of other gizmos that require technology.

d. Components of digital game-based learning

Digital game-based learning involves activities that can range from completing very simple tasks to the development of intricate problem-solving skills. According to Patricia Deubel, games can be categorized as “action, adventure, fighting, puzzle, role-playing, sports, and strategy.”⁴ Deubel suggests that the following information should be taken into account when teachers are selecting games for students:

- 1) Students’ age, characteristics, gender, competitiveness, and previous gaming experience
- 2) The game’s target level
- 3) Special needs. Would students with disabilities be left out?
- 4) Gender and racial diversity. In its choice of characters, language, or situation, does the game offend or slight any particular group of students?
- 5) Number of players. How many students can play at one time? Will too many be left sitting on their hands?

- 6) The role of the teacher
- 7) Passive observer or active participant?

Additionally, teachers should consider whether the game will cause too much competitiveness, if it will be ongoing, and the effectiveness of the difficulty level. Deubel suggests that there are a few necessary components required for effective digital game-based learning. First of all, the games must keep learning and engagement at a high level. Rules and goals are also important components of a strong game-based learning program. Teachers must make the outcomes of the games clear and provide immediate feedback. Deubel also recommends that students have an interactive role not only with the game, but with other students as well.

e. Using Digital Video Game-based Learning in Teaching Vocabulary

In teaching vocabulary with using digital video game-based learning the teacher uses following procedures:

- 1) Decide why and how you decide plan use the game

As with most educational practices, the why and the how should come before the what. Don't begin the process by looking for a game to play, begin by asking yourself why you're using the game in the first place. What do you hope to accomplish? How will the game help you achieve your goals? *Narrow your search by first deciding how you want to use the game.*¹⁵

- 2) Introduction :

Many teachers use an easy, quick game to introduce a new topic at the beginning of a lesson. These kinds of games make great digital bellringers for your class, piquing the students' curiosity before the lesson begins. Search for one-time games, like daily challenges or quizzes, that change content each time you login (or that allow you to customize

¹⁵ Prensky, M. (2001). "Digital Natives, digital immigrants." *On the Horizon*. 9 1. (5), p

content) rather than progressive games where students build achievements over multiple playing sessions.

3) Remediation:

Do you have a student or a group of students who are struggling with a core concept? You may consider using some targeted game time to strengthen the students' skills. In this case, you should choose a game that allows for individual play and that supports adaptive learning by automatically adjusting its difficulty as the student masters the material. Choose digital games that are easy to access at home as well, so students can get extended practice.

4) Enhancement :

If you feel your entire class is comfortable with the concept you're teaching, bring in a game that presents the material through different, interactive media. For example, you may choose a game that poses questions and challenges through music, video, images, or even riddles. Bringing in games that enhance the learning experience not only makes the content more interesting, it also teaches students that there are multiple ways to learn, approach problems, and find solutions. If you're looking for a game to enhance your lesson plan, search for something with multiple levels, specific challenges, or different pathways through the game. Online scavenger hunts, multimedia quizzes, online simulations, and ongoing challenges are all great ways to engage your students and enhance your lessons.

5) Review :

Make game-based learning a whole class activity or a group activity by using games to review and reinforce learning. There are 4 steps we should notice before make material from video:

- a. Choose a game that's not too complicated-or create one
- b. Play the game yourself
- c. Control and Customization:
- d. Content

f. Advantages of Digital Video Game-based Learning

According to Patricia Deubel, digital game-based learning has the potential to engage and motivate students and offer custom learning experiences while promoting longterm memory and providing practical experience, Deubel suggests that in order for teachers to effectively use game-based learning in the classroom, they must first find non-violent games that facilitate planning and problem-solving and relate to the curriculum. Deubel recommends role-playing, simulation, and adventure games because they often appeal to the development of more than just one skill. ¹⁶Deubel also notes the function of game-based learning in the development of vocabulary skills and the enhancement of mental quickness.

From the explanation above the researcher can conclude that the digital video can help students set and work towards achievement of goals, provide helpful feedback, and maintain records for measurement purposes. It can encourage students to learning English more meaningful and fun .

g. Disadvantages of Digital Video Game-based Learning

Although digital game-based learning appears to have some benefits and can be engaging to students, those opposed to this type of supplementary curriculum suggest that the games may be more distracting than a typical learning tool and that the goals of the games do not necessarily always align with the learning goals of the classroom. When using this form of instructional tool.

Deubel suggests teachers must also take into account how the game's features might affect students cognitively and physiologically Teachers must determine whether the content of the game is appropriate for specific age groups and whether the games are suitable for the standards-based accountability movement.

From the explanation above the reasearcher conclude that the limitations of using digital-based games is the fact that video games are constantly being upgraded. As a result, it's difficult for educational researchers to evaluate the educational impact of some games. Teachers must also take into account the amount of technology available to them in the school setting. If there is not

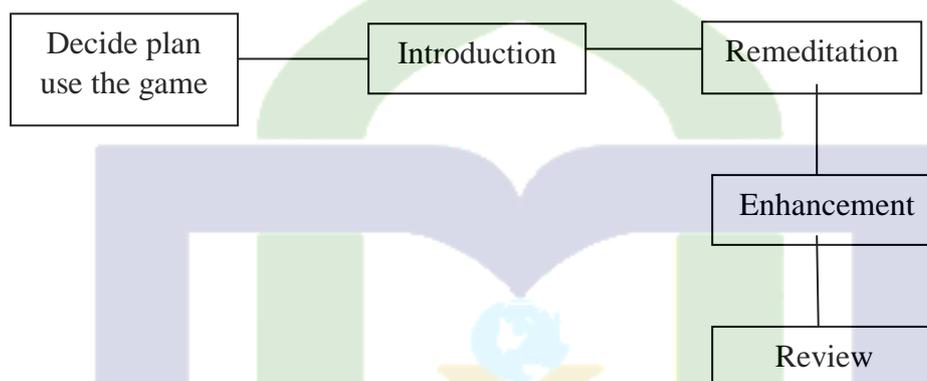
¹⁶ <http://www.learnnc.org/lp/pages/4970?style=print>

enough technology to support a digital game based learning program, some students may not have equal access to this type of instructional tool.

C. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

How to make video digital game-based learning for vocabulary



In teaching vocabulary with using digital video game-based learning the teacher uses following procedures :

- 1) Decide how you achieve the goals by using video
- 2) In introduction use easy game like one-time games, like daily challenge or quizzes
- 3) For remediation using some targeted to strengthen the students' skills
- 4) If you feel your entire class is comfortable with the concept you're teaching, bring in a game that presents the material through different, interactive media. For example, choose a game that poses questions and challenges through music, videos, images, or even riddles.
- 5) After finishing 4 steps, the teacher should notice the activity in classroom to review and reinforce learning.

D. Hypotesis

The researcher formulates the hypothesis as follows:

- 1) H_0 (Null hypothesis) : Digital video game can not encourage students' vocabulary ability.
- 2) H_1 (Alternative hypothesis) : Digital video game can encourage students' vocabulary ability.

E. Operational definition of variable

There are two variables, it will be explained below:

- 1) First variable is Vocabulary. In this research, the researcher focus on speaking and reading to improving students' skill in vocabulary. How researcher taking the lesson by using media in video in order to keep and improve students' ability in vocabulary.
- 2) Second variable is Digital video game-based learning. By using this media the researcher focus on giving educational and online games for learning vocabulary in the classroom. How fun and enjoy the students learning vocabulary by using sounds and picture.

