

CHAPTER II

REVIEW AND RELATE LITERATURE

A. Theoretical Description

1. Online Games

The importance of information technology in English education today cannot be overstated. The most obvious benefit of using technology for language instruction is the ease and speed of access. It benefits both teachers and students. Modern educational tools for learning English as a foreign language are available thanks to technological advancements. Many apps can be used to improve English skill for example with online games.

a. Definition of Games

According to Macmillan's dictionary (2009-2011) . Games are activities that are done for fun or that have rules that determine who wins and who loses. Meanwhile, according to Eddy Liem, Director of Indonesia Gamer, an internet game is one that is played online through the internet and can be played on a PC (personal computer) or a standard game console (PS-2, X-Box, and the like). According to Adams and Rollings (2007), an online game is one that can be accessed by a large number of players and in which the machines used by the players are linked by an internet network.¹

b. Definition of Online Games

Online Games are computer games that use a computer network. Internet networks are the most commonly used networks, and they always use current technology, such as modems and cable connections. Online games are typically provided as extra services by an online service provider company, or they can be accessed directly through the system provided by the company providing the game. A computer connected to a specific network can play an online game at the same time.²

Online games can be found everywhere. Previously, online games could only be played on a computer. However, smartphones can now access online games. A player currently plays online games with a smartphone and an adequate

¹ Macmillans Dictionary. 2009-2011

² Adams, E. Fundamentals of game design (2nd ed.). California: Pearson Education, Inc. 2010. P 42

internet connection. Typically, online games can be downloaded from the Google Play Store within the handphone. There are numerous applications available for free or paid download on the Google Play Store. A wide range of online games can be downloaded or installed from there.

c. The Types of Online Games

There are many different types of online games, ranging from basic text-based games to games that use complex graphics and create a virtual world that many players can inhabit at the same time. There are two main components in online games: the server and the client. The server provides and manages the game and connects the client, whereas the client is a game user who makes use of the server's capabilities. Because players can interact virtually and often form virtual communities, online games can be classified as social activities.

1) The types of games that are played online are:³

a) First Person Shooter (FPS)

First Person Shooter (FPS) is a game that takes the first person perspective in the game, as if we are in the game, and most of this game takes place in a war with military weapons (in Indonesia, games of this type are often referred to as game shooting). Point Blank, Cross Fire, and X-Shot are a few examples.

b) Real-Time Strategy (RTS)

Real-Time Strategy game is a game that emphasizes the greatness of strategy players; players usually play multiple characters. Atlantica Online is one example.

c) Cross-Platform Online

Cross-Platform Online is a game that can be played online using various hardware platforms. Need for Speed Undercover, for example, can be played online on the computer and the Xbox 360 (the Xbox 360 is a hardware / console game that can be played online).⁴

³ Adams, E. (2010). Fundamentals of game design (2nd ed.). California: Pearson Education, Inc.2010. P.44

⁴ Adams, E. (2010). Fundamentals of game design (2nd ed.). California: Pearson Education, Inc.2010. P.45

d) Browser Games

Browser Games are games that are played in browsers like Firefox, Opera, and Internet Explorer. A browser that supports java script, PHP, and flash, for example, City Ville, Castle Ville, and Ninja Saga, can play this game.

e) Massive Multiplayer Online (MMO)

Massive multiplayer online games became possible with the expansion of broadband Internet access in many developed countries, allowing hundreds of thousands of players to play the same game at the same time.

There are numerous types of massively multiplayer games available, including:

- MMORPG (Massively Multiplayer Online Role-Playing Game)

- Massively Multiplayer Online Real-Time Strategy (MMORTS)

- Massively Multiplayer Online First-Person Shooter (MMORPG)

- MMOG (Massively Multiplayer Online Music)

- MMOSG (Massively Multiplayer Online Sport Game)

f) MUD

MUDs are a type of multi-user real-time virtual world, usually but not always text-based, with a history dating back to Richard Bartle's creation of MUD1 in 1978. MUDs were the direct forerunners of MMORPGs.

g) Multiplayer Online Battle Arena (MOBA)

Multiplayer Online Battle Arena (MOBA) video games gained popularity as a form of electronic sports in the 2010s, encompassing games such as the Defense of the Ancients mod for Warcraft III, its Valve-developed sequel Defense of the Ancient 2 (DotA 2), League of Legends, and Heroes of the Storm.⁵

h) The types of Online Game played now

i. PUBG

⁵ Adams, E. (2010). Fundamentals of game design (2nd ed.). California: Pearson Education, Inc.2010. P.49

According to Wikipedia PUBG or Battlegrounds (previously known as Player Unknown's Battlegrounds) is a battle royale game developed and published by PUBG Studios and Crafton. The game is based on previous mods created by Brendan "Player Unknown" Greene for other games and expanded into a standalone game under Greene's creative direction. It is the first installment in the PUBG Universe franchise.

The game can be played in either third-person or first-person mode. Up to one hundred players parachute onto an island and scavenge for weapons and equipment to kill other players while avoiding being killed themselves. The game's map's available safe area shrinks over time, directing surviving players into an ever-shrinking space to force encounters. The round is won by the last surviving player (or team).⁶

ii. Mobile Legend

Mobile Legends: Bang Bang, also known as ML or MLBB, is a mobile multiplayer online battle arena (MOBA) game developed and published by Moonton, a Byte Dance subsidiary. Since its release in 2016, the game has grown in popularity worldwide, most notably in Southeast Asia, and has since surpassed 1 billion downloads, with a peak monthly player base of 100 million. Mobile Legends: Bang Bang broke the \$1 billion mark in 2021, with 44 percent of its revenue coming from outside Asia, making it the top mobile game of its genre with the most global appeal. The game pits two teams of five players against each other in real time, with at least 10-second matchmaking and 10-minute matches. Players must fight over three lanes to take the enemy's tower and defend their own in this traditional

⁶ "The State of MOBA Mobile Games 2021 — An Analysis of the MOBA Sub-Genre" (PDF). Sensor Tower. 30 September 2021. Retrieved 1 November 2021. P. 22

battle arena game. Like classic MOBAs, there is no hero leveling or pay to play aspect—winners and losers are determined by skill, ability, and strategy.⁷

iii. Free Fire

The player, like in other shooting games, can move their character with a joystick and shoot and throw items with the fire button. Characters in the game can jump, crawl, and lie down. To avoid damage on the battlefield, players can use a grenade known as a "Gloo Wall" as cover. Free Fire has a character system with over 50 characters. Each character has a distinct ability that can be active or passive. Active skills can be activated manually using an in-game button, while passive skills are activated automatically. Each character can equip four skills, one of which is their own and three of which are from other characters (a single character can equip one active skill and three passive skills).⁸

MMORPGs are seen as providing opportunities for communication, problem solving, teamwork, and shared goals, with potential benefits for social relationships, communication skills, and some cognitive functions.⁹

Games in general, and online games in particular, are effective educational aids that result in increased motivation and performance among learners during the process of vocabulary learning. It's also worth noting that people learn more, if necessary, because, as the saying goes, "necessity is the mother of invention," and this was clearly observed during the treatment. Participants in "online

⁷ "The State of MOBA Mobile Games 2021 — An Analysis of the MOBA Sub-Genre" (PDF). Sensor Tower. 30 September 2021. Retrieved 1 November 2021. P. 24

⁸ Taguiam, Rhenn (16 April 2022). "Garena Free Fire: 10 Beginner Tips For The Mobile Battle Royale Game". Game Rant. Retrieved 17 October 2022. P. 11

⁹ Chen, M. G. Communication, coordination, and camaraderie in World of Warcraft. *Games and Culture*, 4(1), (2009)47

games" had to understand the context written on the screen in order to survive or win. On the one hand, the gamers became more interested in playing and desired better results, while on the other hand, they attempted to learn more new words in addition to the vocabulary prepared for the class.¹⁰

i) Advantages and disadvantages of Online Games.

The advantages of Online Games are:

i. Improves concentration.

A gamer's concentration is required when playing online games. The more difficult the game, the greater the concentration required. Increased concentration in games will lead to increased concentration in other areas.

ii. Develop thinking or reasoning power.

A gamer's concentration is required when playing online games. The more difficult the game, the greater the concentration required. Increased concentration in games will lead to increased concentration in other areas.

iii. Improve English language skills.

The majority of online games are created in English. If you make it a habit to speak English while playing online games, you will quickly improve your English skills.

iv. Entertaining, distracting, and reducing stress.

Online games, like all other types of games, are designed to entertain and serve as a refreshing medium.

v. Make new friends

Many players from various regions or countries participate in online gaming. Sometimes gamers cop get acquainted and make a deal to play back in another time.

There are also disadvantages of playing online games, including:

1) Over-addiction and forgetting in everything

¹⁰ Ashraf, H., Motlagh, F. G., & Salami, M. (2014). The impact of online games on learning English vocabulary by Iranian (low-intermediate) EFL learners. *Procedia-Social and Behavioral Sciences*, 98, (2014), 286

A gamer can become addicted to online gaming because it is necessary to play continuously in order to not fall behind. When gamers are already addicted to online games, it will consume their time.

- 2) Decreases body fitness.

When playing online games, a gamer's body does not move naturally, resulting in a lack of activity.

- 3) It is difficult to concentrate during the teaching and learning process.

A gamer who is already addicted will think more about the game than concentrate on learning, so learning will be disrupted.

- 4) Decreased motivation to learn.

A gamer will become lazy to study or do tasks school.

- 5) Damages the eyes as well as the nerves.

Excessive game play will result in a weakening of the eye's lens.

- 6) The curbing of socialization

A gamer who is too cool in the game will forget about his or her surroundings, and there will be a lack of socialization with his or her surroundings.

2. Vocabulary Learning

Limited vocabulary in a second language impedes successful communication, so vocabulary skill is often regarded as a critical aspect of foreign language learners. Given the importance of vocabulary acquisition, lexical knowledge is critical to communicative competence and second language acquisition. The complementary relationship between vocabulary knowledge and language practice: The ability to use vocabulary enables language use and vice versa. The use of language leads to an increase in vocabulary knowledge. The value of vocabulary is demonstrated on a daily basis both on and off campus. In the classroom, the most capable students have the most extensive vocabulary.¹¹

¹¹ Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.

When language learners have a meaning or concept that they want to express, they need to have a store of words from which to choose to express this meaning or concept in production. When language learners travel, they bring dictionaries rather than grammar books. Many researchers believe that vocabulary is one of the most important--if not the most important--components of learning a foreign language, and that foreign language curricula should reflect this. There was little point in being able to produce grammatical sentences if one did not have the necessary vocabulary to convey what one wanted to say.¹²

While very little can be conveyed without grammar, nothing can be conveyed without vocabulary. There are numerous reasons to focus on vocabulary. To begin, a large vocabulary is, of course, required for language mastery. Second language learners are aware of this; they carry dictionaries rather than grammar books with them and frequently report that a lack of vocabulary is a major issue". On the other hand, vocabulary has been identified as the single most significant source of difficulty for language learners. This remark could indicate that learners perceive the open-endedness of a vocabulary system as a source of difficulty.¹³

Another reason could be that, unlike syntax and phonology, vocabulary lacks rules that language learners can use to acquire and develop their knowledge. In other words, it is unclear which rules apply in vocabulary learning or which vocabulary items should be learned first. Because of the tens of thousands of different meanings, Oxford (1990) claimed that "vocabulary was by far the most significant and unmanageable component in the learning of any language, whether a foreign or one's mother tongue." Despite the difficulties that language learners face with L2 vocabulary, they must deal with it in their exams because "vocabulary has traditionally been one of the language components measured in language tests'. Furthermore, many learners regard second language acquisition (SLA) as primarily a matter of learning vocabulary, so they devote a significant amount of time to memorizing lists of words and rely on their bilingual dictionary as a basic communicative resource.¹⁴

¹² Alqahtani, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), pp. 22

¹³ Maximo, R. (2000). Effects of rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, *Language Learning*, 50(2), pp. 385

¹⁴ Schmitt, N. (1999). The relation between TOEFL vocabulary items and meaning, association, 325 collocation and word-class knowledge. *Language Testing*, 16, pp. 189

a. **Vocabulary Learning in Indonesia**

Depending on which method is popular, vocabulary has been viewed differently. The learning activities covered vocabulary. English is expected on the real practical when students enter campus life. According to the current laws of the Indonesian national education system (the 1989 Education Law No.2 and the 1999 Government Regulation on Higher Education No.60), education at the tertiary level is primarily intended for professional development.

Students in higher education are preparing to take specific and major subjects to help them in their future careers. They must, however, take the mandatory subjects known as general education courses, which include English. On some campuses, the subject is graded 1 and 2, or four credits total, or two separate subjects. English was to serve not only as an effective and efficient means of communication, but also as a medium of instruction. Furthermore, English is included in order to develop and disseminate technology and arts that would improve the quality of life enhanced by national cultures.

The English as a subject is General English, which focuses on students' competences in integrated language skills such as speaking, writing, reading, and listening. The emphasis has shifted to grammatical structure. The emphasis on how vocabulary is taught and learned is not specific, but it is part of the campus and lecturers' authority on learning activities. Beyond campus, English will be more widely required in a variety of sectors such as education, business, tourism, trade, and so on.

b. **The Description of Vocabulary**

Vocabulary has been discussed and classified into several categories. Some are classified as active or passive vocabulary. There are two kinds of vocabulary. The first type of vocabulary was that which the students had been taught and were expected to be able to use. Meanwhile, the second one referred to words that the students would recognize but probably not be able to pronounce when they encountered them. There are two types of vocabulary: receptive vocabulary and productive vocabulary.

Receptive vocabulary refers to words that students recognize and understand when they see them in context but cannot produce. The type of vocabulary that students recognize when they see or encounter it in a text but do not use in speaking

or writing. Meanwhile, productive vocabulary refers to words that students understand, can pronounce correctly, and can use constructively in speaking and writing. It includes receptive vocabulary as well as the ability to speak or write at the appropriate time.

Productive vocabulary can be addressed as an active process because learners can generate words to express their ideas to others.¹⁵

Vocabulary is essential for the learner to master in order to understand the language. Vocabulary mastery is required to express our ideas and comprehend what others say. Vocabulary mastery is defined as complete knowledge or complete skill. According to that definition, mastery is complete knowledge or great skill that makes someone a master of a particular subject.¹⁶

c. **Teaching Vocabulary**

Because languages are made up of words, teaching vocabulary is an essential part of learning a language. It is nearly impossible to learn a language without words; even human communication is based on words. According to recent research, teaching vocabulary may be difficult because many teachers are unsure of the best practices in vocabulary teaching and, at times, do not know where to begin to form an instructional emphasis on word learning.¹⁷

Either teachers or students agree that vocabulary acquisition is a critical component of language teaching. One of the most debated aspects of teaching English as a foreign language is vocabulary instruction. Problems will arise for teachers during the teaching and learning process. They are struggling with how to teach students in order to achieve satisfactory results.¹⁸

d. **Vocabulary Learning Strategies**

Strategies are communicative procedures used by learners to learn and use language. In the learning process,

¹⁵ Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

¹⁶ Alqahtani, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), pp. 23

¹⁷ Alqahtani, (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), pp. 24

¹⁸ Walters, J. M. (2004). Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research'. *Language Teaching*, 37(4), pp. 243

strategies also involve the mind. Learning strategies are the thoughts and actions that people use to achieve a learning goal. The efficacy of certain vocabulary learning strategies provides empirical evidence of the value of mastering new words to language learners. According to Oxford (2003), learning strategies are tools for active, self-directed involvement, which is necessary for developing communicative competence. Language learning strategies that are appropriate would result in increased self-confidence.

Learners' language learning strategies aim to make the learning process easier, faster, more fluent, more enjoyable, more self-directed, self-explanatory instruction, and more transferable to new experience situations. It appears that the language learner can set a learning goal to achieve using learning strategies.¹⁹

Language learning strategies, as defined, are any actions, tactics, plans, or thoughts that language learners have maximized to aid in the comprehension, storage, retrieval, and application of information to their vocabulary learning process. Language learning strategies merit discussion as well, as they may share some characteristics with vocabulary learning strategies. As the primary focus of this study is vocabulary learning strategies, the language learning strategies will be discussed as part of the larger picture of language learning process features.

The essential characteristics of language learning strategies. Language learning strategies contribute to the main goal of communicative competence by allowing learners to be independent, expanding the role of the teacher, problem-oriented, more specific action, more than cognitive, not always observable, and flexible. The description of language learning strategies features focuses on the mindset that avid language learners must develop in order to master a large vocabulary.²⁰

There are numerous language learning strategies that may be useful in facilitating language learning. Vocabulary has been identified as an essential component of second language learning classrooms as well as a major resource for language

¹⁹ Oxford, R. (2003) *Language learning strategies: What every teacher should know* New York: Newbury House

²⁰ Oxford, R. (2003) *Language learning strategies: What every teacher should know* New York: Newbury House

use, and learning a language is impossible without learning vocabulary. As a result, vocabulary learning is critical because vocabulary is an important unit for developing skills and knowledge. In any case, learning vocabulary items is more than just memorizing them; knowing how to use them in appropriate situations and expanding one's vocabulary knowledge are also important. This is where vocabulary learning strategies come in handy.

3. Students' Perception

A student is someone who is enrolled in a university or other institution of higher learning. Perception is the process by which information from the outside environment is chosen, received, organized, and interpreted in order to make it meaningful. This meaningful information input leads to decisions and actions. Perception can be defined as the process by which people organize and interpret their sensory impressions in order to make sense of their surroundings.

"Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting, and smelling," writes Joseph Reitz. The study of these perpetual processes reveals that they are influenced by three types of variables: the objects or events being perceived, the environment in which perception occurs, and the individual doing the perceiving.

Walgito defined perception as the final phase of observation that begins with the sensing process and ends with the process of attention being directed to the brain, which makes the person aware.²¹ Montague said the perception of the student is a sense of something.²² Education and prior experience have a significant impact on perception.

Perception taking is divided into three sub dimensions: perceptual perception taking, cognitive perception taking, and emotional perception taking. Perceptual perception is the ability of a person to accurately infer what another person does from his or her point of view.²³ Cognitive perception is defined as the ability

²¹ Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)* (Yogyakarta: Andi Offset, 1991).

²² Der Veer, "Student Perception, Mathematical Problem" 18, no. 1 (1997): 46–53.

²³ Lawrence A. Kurdek and Maris M. Rodgon, "Perceptual, Cognitive, and Affective Perspective Taking in Kindergarten through Sixth-Grade Children," *Developmental Psychology* 11, no. 5 (1975): 643–50, <https://doi.org/10.1037/0012-1649.11.5.643>.

to accurately predict how another person will feel in a given situation. Emotional perception is defined as the ability to predict how a person feels when he or she is in a specific emotional state.²⁴ The researcher concludes from these terms that interpretation is the method of interpreting, recognizing, or becoming conscious of something through the use of the senses.

The perception mechanism is divided into three stages: selection, organization, and comprehension. Selection is the first step in the interpretation process, in which we convert the world's stimulus into concrete knowledge; after that, we must organize it in some way by identifying some meaningful patterns.²⁵ The final step is interpretation, which is the process of giving meaning to the stimulus of choice.²⁶ Because of cultural influences, different people may perceive the same stimuli differently. Perception, as defined above, includes at least four dimensions, including object, view, action, and expectations, such that a student's perception of learning English is a student's perception of that dimension, as depicted in the figure below.

To put it simply, perception is the act of seeing what is there to be seen. However, what is seen is influenced by the perceiver, the object, and its surroundings. So, students' perception is a mental picture in which they believe in some way.

There are three stages to the perception process: selection, organization, and interpretation. The first stage of perception is selection, in which we convert environmental stimuli into meaningful experience. We are constantly bombarded with so much information in our daily lives that we may encounter these stimuli in a blink of an eye: the words we are hearing, the witness of an accident, the ticking of a clock, to name a few. Because our world encompasses everything, there are countless stimuli arriving at our sensory organs at the same time, waiting to be processed. We cannot, however, perceive all of the information available to us because doing so would result in information overload and

²⁴ D. J. Laible and R. A. Thompson, "Attachment and Emotional Understanding in Preschool Children.," *Developmental Psychology* 34, no. 5 (1998): 1038–45, <https://doi.org/10.1037/0012-1649.34.5.1038>.

²⁵ O U Qiong, "A Brief Introduction to Perception" 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055.22.Qiong>.

²⁶ Qiong

disorder. As a result, we selectively perceive only a portion of the information from our surroundings.²⁷

After gathering information from the outside world, we must organize it by identifying meaningful patterns. This stage of organization is accomplished by categorizing things or people, which is why some researchers refer to it as categorization. The social and physical events or objects we encounter at this stage of perception will have shape, color, texture, size, and so on. For example, when asked what a human being is, some people may describe it in terms of skin color, while others may describe it in terms of race or nationality. Close our eyes and imagine our university library as an organized environment with internal and external structure.²⁸

The third stage of perception is interpretation, which refers to the process of assigning meaning to the stimuli that have been chosen. After categorizing the selected stimuli into structured and stable patterns, we attempt to make sense of these patterns by assigning meanings to them. However, different people may interpret the same stimulus differently. A police officer's arrival at the crime scene, for example, can be interpreted differently—the victim may find it soothing and relieving, but the criminal will undoubtedly be terrified.

According to the above perception process analysis, perception of our physical and social worlds is an internal operation in which we select stimuli and process them through our nervous systems and brains until we create structure, stability, and meanings for them. To understand how we develop structure, stability, and meanings for the selected stimuli, i.e. how perception occurs, we must consider two fundamental dimensions of perception: physical and psychological. These two dimensions, when combined, are responsible for our perceptual outcomes.²⁹

The advancement of technology becomes critical in order to achieve the goal of more effective and efficient education. On the other hand, there is a high demand for lecturers and teachers to improve their technological skills and learn how to use media in

²⁷ O U Qiong, "A Brief Introduction to Perception" 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

²⁸ O U Qiong, "A Brief Introduction to Perception" 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

²⁹ O U Qiong, "A Brief Introduction to Perception" 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>

the classroom. Today, the role of the teacher/lecturer with technology skills in the teaching and learning process is critical. Because, as previously stated, technology is a great option in education, with a variety of media that can be used depending on the situation. As a result, lecturers/teachers must be able to use media in the learning process. Thus, the media can make the learning process more effective and efficient, as well as provide a different type of relationship between teachers and students. Furthermore, the media can help to alleviate classroom boredom. So learning media is one of the methods for overcoming all kinds of problems in teaching. Not only does learning media overcome problems, but it also provides students with various information that they can understand.³⁰

Researchers focused on student perceptions of the effects of online games on improving their English vocabulary in this study. Because, as we all know, as technology advances, we can access anything and learn about Online Games from anywhere. The purpose of this study was to discover how students perceive the games they play for English learning, specifically to improve English vocabulary.

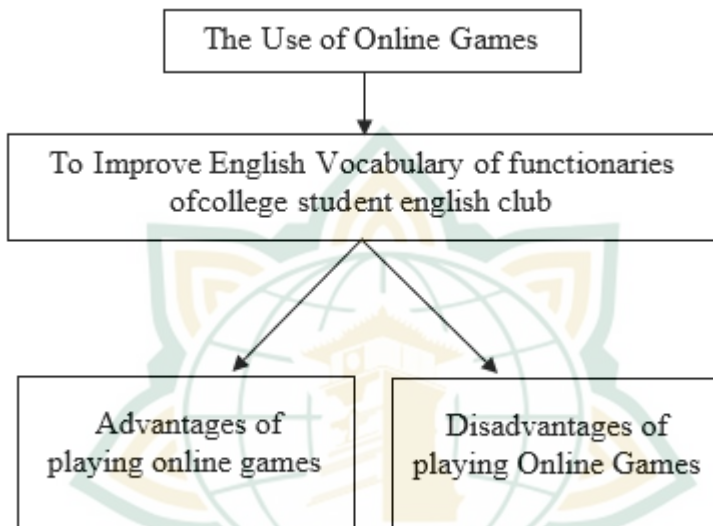
B. Theoretical Framework

Technology advancement is crucial for achieving education's more effective and efficient goals. On the other hand, there is a high demand for lecturers and professors to advance their technological knowledge and master the use of media in the classroom. The function of a teacher or lecturer who is proficient in technology in the teaching and learning process is crucial today. Because using technology to teach things is a fantastic alternative in education, there are many different types of media that can be used, depending on the circumstance. As a result, lecturers and teachers must be able to incorporate media into the teaching and learning process.

Games are amusement-oriented activities with rules that determine who wins and who loses. Eddy Liem, the director of Indonesia Gamer, says that an internet game is one that is played online using the internet and can be played on a PC (personal computer) or a typical gaming console (such as the PS2, X-Box, and similar devices). defines an online game as one that is playable by numerous players and accessible through a network of computers connected to the internet.

³⁰ Talizaro Tafonao, Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa, Jurnal Komunikasi Pendidikan, Vol.2 No.2, Juli 2018: 105-106

Players' experiences with online games can be both positive and terrible. The expansion of vocabulary is one advantage of this online game for learning English. Indirectly, the online participants of this game will know the game's vocabulary and will broaden their vocabulary because many of these games are played in English.



C. Review of Previous Study.

In this research proposal, the writer will present a number of previous studies related to this research, including:

1. Research conducted by Nisrinafatin in 2020 entitled *The Effect of Online Games on Student Learning Motivation*. This study was done to find out how online games affect students' motivation to learn. ALAN data The author employed the literature research methodology in his study. To put it another way, data gathering techniques are used to perform studies of books, literature, and notes that are relevant to the issue being solved. This study investigates how online games affect students' motivation to learn. Data are reduced, shown, and conclusions are described to calculate the data analysis employed in the study. According to the analysis's findings, playing online games by pupils has both beneficial and bad effects.

The benefits of playing online games include improved English language abilities, improved concentration, increased thinking and reasoning, less stress, and the ability to make new friends. The drawbacks of playing online games include their addictive nature, lower physical fitness, trouble focusing during lectures and other learning activities, diminished learning motivation, damage to the eyes and nerves, and decreased socializing. Online games will affect students' studying motivation, and if their motivation is disturbed, it will also decrease their learning accomplishment. As a result, online games have more negative effects on students than good effects.³¹

This study is connected to the author's study of the impact of online games. While the author's research focuses on the application of online games to the lives of functionaries of functionaries and alumni of the college student English club, Nisrinafatin focuses on the positive and negative influence of online games on student learning motivation. The fact that Nisrinafatin does not mention the pros and negatives brought on by online games further sets her research apart from that of the author. He solely covered the advantages and disadvantages of playing online games. The author of this study contrasts the advantages and drawbacks of playing online games. Another distinction is that the author employed the field research approach and conducted interviews while Nisrinafatin used library research, namely by reducing and displaying to obtain data.

³¹ Nisrinafatin. *The Effect of Online Games on Student Learning Motivation*. *Jurnal Edukasi Nonformal*. Vol.27, No.15. Published on 22/04/2022

2. Research conducted by Christopher G. Thompson, Sam von Gillernb in 2020 entitled Video-game based instruction for vocabulary acquisition with English language learners: A Bayesian meta-analysis. This meta-analysis reviewed the literature on the efficacy of game-based learning in English as a second language vocabulary acquisition.

This meta-analysis looked at the research on the effectiveness of game-based learning for picking up vocabulary in English as a second language. Nineteen studies that satisfied the criteria for inclusion were found after a thorough search of the literature. We evaluated 1) overall mean effects and between-studies variability, 2) subgroup analyses (grade level, sex, hardware, game type, intervention length, Foreign Services Institute level, allocation, and publication type), and 3) risk of publication bias using Bayesian methods and 20 standardized-mean-difference effect sizes. The total effect was moderately strong, favoring the learning groups using video games.

We discovered evidence of effect-size heterogeneity with substantial Q and I^2 values, as well as a large between-studies standard deviation. Results from subgroup studies that attempted to partially explain effect-size variability were inconsistent. Additionally, every test for publication bias revealed a low probability of publication bias. We discovered that incorporating entertainment video games into instructional situations can significantly impact the promotion of English vocabulary acquisition and result in considerable student learning gains.³²

This study and the author's previous research are intertwined in order to investigate the impact of media on the acquisition of English vocabulary. The main distinction between the two studies is that the author of this study focuses on the benefits that students receive from playing games to enhance their vocabulary while the author of the other study uses video games as a medium to build English vocabulary. The author conducted field research, used interviews, observation, and documentation.

3. Research conducted by Asih Prihandini, Dadang Sudana, Eri Kurniawan in 2021 entitled Online Game to Improve English Vocabulary Awareness in Daily Speech. This research is a case study on a seven-year-old boy who lives in Bandung, Indonesia

³² Christopher G. Thompsona , Sam von Gillern. Video-game based instruction for vocabulary acquisition with English language learners: A Bayesian meta-analysis. Educational Research Review Vol.30.2020.100332

where there are some different languages such as Sundanese, Javanese, and Indonesian are used dominantly.

The employment of English language in some of the characters in online games has had a significant impact on a child's vocabulary awareness. According to the study's findings, playing online games could help a non-native English speaking youngster who grows up in a multilingual setting become more aware of English language. Through his "reading" ability, the youngster was able to pronounce words clearly and comprehend some specific terms. The youngster is supported in having "the ability to read" by the presentation of some scripts or fascinating symbols found in online games that appeal to him on a deep level. Finally, he starts using the vocabulary from the internet games in his everyday speech.

His attempts to communicate ideas or concepts involve the use of language. Playing video games online could help spread that knowledge.³³

This study and the research the authors conducted on the impact of online games on the acquisition of English vocabulary have some overlap. The author performed research on members and alumni of the college student English club, whose primary language is Javanese, as opposed to researchers who studied seven-year-old boys in Bandung whose primary languages were Javanese and Sundanese. The study only covered how internet games affect English vocabulary. The author of this study, however, focused more intently on the applicability, influence, benefits, and drawbacks of playing online games in raising the vocabulary of members and alumni of the college English club.

4. Research conducted by Santinah, Saluki in 2022 entitled *The Effect of Online Games on Learning Motivation and Learning Achievement*. The purpose of this study is to ascertain how online games affect student achievement and motivation to learn. The purpose of this study is to ascertain how online games affect student achievement and motivation to learn. According to the study's findings, playing online games can be utilized to motivate kids to learn up to a point, but once they become addicted, it becomes problematic for their ability to learn.

³³ Asih P, Dadang S, Eri K. Online Games to Improve English Vocabulary Awareness in Daily Speech. *Advances in Social Science, Education and Humanities Research*, volume 595 Proceedings of the Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2021)

This study and the author's study are related because they both cover the impacts of playing online games.

The author's research focuses on students' impressions of online games to increase English vocabulary, in contrast to Sutinah and Saluky's research, which focuses on the impact of online games on learning motivation and learning achievement. Additionally, there are variations in how research samples are collected. While the authors collected data samples from members of the college student English club at IK Institution, Sutinah and Saluky studied students from SMPN 1 Batang in Central Java. While the author's research made references to both ancient and modern games, Sutinah and Saluky's study solely covered popular online games nowadays.

The research conducted by Syafiqah Hasram, Fatin Kamilia Mohd Arif, M. Khalid M. Nasir, Maslawati Mohamad, Md. Yusoff Daud, Mohd Jasmy Abd Rahman, Wan Muna Ruzanna Wan Mohammad in 2020 entitled *Online Games for Primary School Vocabulary Teaching and Learning: A Literature Review*. In order to become proficient and master the language, vocabulary knowledge is essential when learning a second language. It is a vital skill that English second language (ESL) learners must acquire since they need a large vocabulary repertoire to understand both written and verbal communication.

This assessment of the literature also shows that Malaysian undergraduate students' vocabulary knowledge is insufficient, which has led to a sharp fall in their spoken and written English performance. Due to the common notion that educational online games may enhance the learning process, their use in vocabulary instruction is becoming more and more popular.

Based on numerous prior research, this study presents a review of the literature on the components, appeal, and difficulties of online games for ESL learners. Online games have been shown to be effective learning tools for vocabulary because they increase student learning satisfaction and encourage independent learning. Additionally, numerous studies have shown that playing online games helps players develop 21st century skills. However, before making a sensible choice to incorporate online games as classroom activities, educators must be aware of the hurdles in their haste to use these games.³⁴

³⁴ Syafiqah Hasram, dkk. *Online Games for Primary School Vocabulary Teaching and Learning: A Literature Review*. *Creative Education*, 2020, 11, 2327-2336 <https://www.scirp.org/journal/ce> ISSN Online: 2151-4771 ISSN Print: 2151-4755

This study and the author's research, which examines the effects of online games on English language learning specifically to increase English vocabulary, share certain commonalities. The author also covered this topic in his research, where the researchers also talked about the advantages and benefits of playing online games.

The distinction is that the subjects of this study are Malaysian students who primarily speak Malay in daily life, whereas the subjects of the author's study were functionaries and alumni of the college's English club who primarily speak Javanese. Additionally, researchers utilize literature reviews, or the utilization of already published texts, to gather data, while authors use interviews to do so.

5. The research conducted by Hafidz Tresna Yudha, Alvi Raihan Utami in 2022 entitled *The Effect of Online Game Dota 2 In Students' Vocabulary*. Online gaming is very popular in our digital age, especially among young people. One of the most played online games is DoTA 2 (Defense of the Ancients), which is enjoyed by millions of players worldwide. As a MOBA (Multiple Online Battle Arena) game, DoTA 2 emphasizes the importance of tactics and strategy. Players must communicate with their partners frequently while playing in order to develop effective tactics and strategies.

In every game, players are paired with foreigners, so English is the primary language of communication. DoTA 2 players pick up a variety of language abilities and/or components as a result of their frequent interactions in English. As a result, the goal of this study is to describe and understand players' actual experiences with learning English vocabulary and how those experiences affected their emotions. According to the study's findings, DoTA 2 participants interacted with each other frequently and fluently in a second language.

Without feeling anxious, they could share their thoughts and feelings. They simply communicated and articulated their ideas in a confident manner utilizing English. However, as a result of their interactions, they unintentionally picked up English. Therefore, in order for pupils to learn English effectively, English teachers should take into account the students' emotions while they are being taught.³⁵

³⁵ Hafidz Tresna Yudha1 , Alvi Raihan Utami2. *The Effect Of Online Game Dota 2 In Students' Vocabulary*. Pustakailmu.id Volume 2 (1), 2022

This study and the author's research, which both address the benefits of playing online games to increase vocabulary, share certain commonalities. The main distinction is that in this study, researchers exclusively focused on DoTA games, which are classic computer games that are still played today. The author's research also cites a variety of online game genres from antiquity to the present. Additionally, while the author of the research highlights the positives and downsides of playing online games, researchers solely cover the impact of doing so on English vocabulary. This study used phenomenological hermeneutics as its methodology. The author employed field research to gather data for his study, which included interviewing participants and documenting the process.

Similarities and Differences of This Research with Previous Research

No.	Researcher/ ResearchTitle	Similarities	Differencess
1.	Nisrinafatin/ The Effect of Online Games on Student Learning Motivation. (2020)	Discussing the influence of online games.	Dependent variable and research location.
2.	Christoper G. Thompson, et.al/ Video-game based instruction for vocabulary acquisition with English language learners: A Bayesian meta-analysis. (2020)	Discussing the influence of online games. Discussing the influence of online games.	Dependent variable and research location.
3.	Asih Prihandini, Dadang Sudana, Eri Kurniawan in 2021 / Online Game to Improve English Vocabulary Awareness in Daily Speech.	Discussing the influence of online games. Discussing the influence of online games.	Dependent variable and research location
4.	Santinah, Saluki in 2022 / The Effect of Online Games on	Discussing the influence of online games.	Dependent variable and research location

	Learning Motivation and Learning Achievement.	Discussing the influence of online games.	
5.	Syafiqah Hasram, Fatin Kamilia Mohd Arif, M. Khalid M. Nasir, Maslawati Mohamad, Md. Yusoff Daud, Mohd Jasmy Abd Rahman, Wan Muna Ruzanna Wan Mohammad in 2020/ Online Games for Primary School Vocabulary Teaching and Learning: A Literature Review	Discussing the influence of online games. Discussing the influence of online games.	Dependent variable and research location
6.	Hafidz Tresna Yudha, Alvi Raihan Utami in 2022 / The Effect of Online Game Dota 2 In Students' Vocabulary	Discussing the influence of online games. Discussing the influence of online games.	Dependent variable and research location