CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Vocabulary Mastery

The foundation of language proficiency and mastering vocabulary is essential for clear communication, understanding, and academic success. It includes the capacity to correctly utilize words in various circumstances and knowledge of particular terms. Mastering vocabulary will be very helpful to improve the students' ability in English user both at school and society (Sardi, 2022). In language learning, vocabulary is a basic unit to comprehend before going to other units or skills (Havwini et al., 2024), which means a large vocabulary is directly related to reading comprehension, writing abilities, and general academic success. For someone who has not enough vocabulary will miss concepts or ideas that are going to be expressed within speaking can be easily known (Sardi, 2022).

2.1.1. Vocabulary Mastery Strategies

Many vocabulary learning strategies have been examined to improve vocabulary mastering, such as Cognitive strategies (COG), which focus on repetition and practical language learning styles; Determination strategies (DET), which entail inferring the meaning from the structure, inferring from context, or consulting a reference source; Memory Strategies (MEM) which employing visuals of the word's meaning instead of definitions or tying it to specific bilingual vocabulary that the student has been familiar with; Metacognitive strategies (MET) are used by students who understand the learning process to monitor and create a learning environment; and Social strategies (SOC) is to improve language proficiency by engaging in conversation with others (Nurhayati & Lolong, 2024).

Players often encounter new words or phrases within sentences or scenarios that provide clues as to their meanings. In games, using visual elements such as images, animations, and character actions can provide context that helps players understand new vocabulary.

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Furthermore, players may encounter the same language and structures on multiple occasions in different contexts, which can help to consolidate their understanding. For example, a word may be used in various quests or dialogues, allowing players to observe its application in different scenarios. Noprianto (2019) found that determination and social strategies were the two most frequently used strategies with a medium level of frequency.

Using online games creates a fun and relaxing learning environment, which helps engage students more effectively. Participants from Hadi (2022) reported feeling excited and motivated while playing, which contributed to their willingness to learn new vocabulary, suggesting that games can lower the affective filter and create a more conducive learning environment. Additionally, most people acquire vocabulary accidentally through indirect exposure to words at school and home, either through listening or reading specific content (Fariz & Suryaman, 2021).

2.1.2. Vocabulary Knowledge Assessment

There are two common types of tests to conduct a vocabulary knowledge assessment. Multiple-choice tests (e.g., Vocabulary Size Test - VST) where participants select the correct definition of a word from several options and Word familiarity ratings (e.g., Word Familiarity Test - WordFAM) where participants rate how familiar they are with certain words (Drown et al., 2023). To effectively read and listen to English, research indicates that a vocabulary of approximately 8,000 to 9,000 word families is needed for written texts, while a vocabulary of about 6,000 to 7,000 word families is sufficient for spoken texts (I. Nation, 2006).

2.1.2.1. Vocabulary Size Test (VST)

P. Nation (2007) explains that the VST (Vocabulary Size Test) was developed to provide a reliable, accurate, and comprehensive measure of a learner's vocabulary size from

the 1st 1000 to the 14th 1000 words families of English. They also add that the reason non-native speakers measure their vocabulary is to see how close the learner is to having enough vocabulary to perform specific tasks such as reading a novel, reading newspapers, watching movies, and listening to friendly conversations. The other reasons are to be able to chart the growth of learners' vocabularies and to be able to compare non-native speakers with native speakers.

Table 2.1. Vocabulary sizes needed to get 98% coverage (including proper nouns) of various kinds of texts in their research

Texts	98% Coverage	Proper Nouns
Novels	9,000 Word Families	1-2%
Newspapers	8,000 Word Families	5-6%
Children's Movies	6,000 Word Families	1.5%
Spoken English	7,000 Word Families	1.3%

2.2. Online Games

Online gaming has become a major cultural and educational trend affecting learning environments and providing entertainment. These online learning environments provide users with immersive and interactive experiences that are frequently more engaging than traditional teaching methods. The educational potential of online games has drawn more attention in the research mentioned before, especially in improving cognitive abilities and language acquisition. There are many online games on different platforms, not only mobile phones and this can result in various vocabulary gains from each online game they play (Anam & Arochman, 2024).

Games that are set in a specific language provide players with constant exposure to vocabulary, phrases, and grammatical structures can enhance language acquisition as players encounter words and sentences in context, which aids in understanding and retention (Bahçekapılı et al., 2022). Games often feature idiomatic expressions, slang, and colloquialisms that are specific to a particular culture or region which is by encountering these expressions in context, learners can better understand how language is used in real-life situations, which aids in grasping subtleties and nuances that might not be covered in traditional language learning settings (Díaz Larenas et al., 2023). Vásquez (2019) have a similar finding; they find there are two kinds of vocabulary used in videogames, those are situated meaning and general meaning. Situated vocabulary used in video games is usually based on the themes in the games, where the vocabulary is used to help players better understand and complete the games. The general vocabulary is commonly used in real-life conversation and has no particular purpose in understanding games better.

In Lubis (2020) study, he stated that digital game one of the factors make learners interested and motivated in learning process they can learn vocabulary became fun, easy, enjoy and rise high motivation and low motivation learning English in vocabulary. He also stated that the game is an effective way to help students enjoy and entertain themselves with the language they understand. Some students benefited from incidental vocabulary exposure during gameplay, while others actively sought out opportunities for vocabulary learning through interactions and communication within the gaming context (Aulia et al., 2024). Most participants reported changes in language skills attributed to regular gaming, reinforcing the claim that consistent game participation is connected with an increased vocabulary and improved language proficiency (Anam & Arochman, 2024). They revealed that games could be set in English and involved a lot of Reading (Aulia et al., 2024).

However, excessive online gaming playing, as doing so might have negative consequences and hinder academic success (Lestari et al., 2024).

There's a chance that the students hard to understand the meaning of the text/word, sometimes students skip the word / text when students found unknown meaning, lack of vocabulary and background knowledge of vocabulary (Lubis, 2020).

2.2.1. Role Playing Games (RPGs)

Lin & Guo (2021) explain that unlike traditional rote learning methods, which often lack contextual relevance, RPGs (Role Playing Games) provide a more immersive and contextually-driven learning experience which allows learners to encounter vocabulary in meaningful contexts, facilitating better retention and understanding. The interactive nature of RPGs tends to increase student engagement and motivation. The gamified elements encourage learners to participate actively, which can lead to improved learning outcomes compared to conventional teaching methods. While enjoying the game, the players could obtain new vocabulary from it (Sonita, 2024). For example, the story contains sentences that contain one or two new words. Because the player is interested in the plot, they would look up new words and then quickly learn them through repeated exposure.

2.3. Perceptions

The extant literature on students' attitudes towards interactive games, particularly those designed to facilitate vocabulary acquisition, reveals many opinions and perspectives. Given these games' dynamic and engaging nature, students frequently express positive perceptions of game-based learning. Such favorable opinions are shaped by heightened motivation, enjoyment, and the opportunity to practice the language in a relaxed setting. However, practical concerns or reservations about the educational value of games may also give rise to less favorable opinions.

The study's findings by Lestari (2024) show a relationship between online games and learning motivation, which may be due to respondents' perceptions that playing online games while learning English was enjoyable. In Dananjaya (2019) study, the majority of respondents indicated that they

encountered and learned new words while playing the game, and many interviewed students stated that they could use this new vocabulary in their daily lives, including in social media updates and motivational quotes from the game. Sonita (2024) has a similar finding that many students felt that the immersive experience of the games helped them learn new words naturally, as they encountered new vocabulary within the game's context. This practical application served to reinforce the learning process and to situate it within a context that was both meaningful and relevant to the students, extending beyond the gaming context.

Even though learning English using online games is fun, students must set their goals. Martin (2020) mentions that the study evaluated several competencies essential for online learning, including time management, communication skills, technical skills, and online learning attributes. Online learning attributes mentioned mean students' ability to manage one's time effectively and stay motivated without the structure of a traditional classroom setting, the capacity to take initiative and work autonomously, and the skill to set realistic and achievable goals for learning.