

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Learning Vocabulary**

Learning vocabulary provides benefits and helps us learn the language. According to Hidayat (2016), learning vocabulary supports students in mastering other language components and helps students in learning English. Vocabulary will be a provision for learning languages, especially English. Unfamiliar vocabulary will continue to face English learners during their language acquisition (Huyen & Nga, 2008). In learning English, of course, students will also learn the skills of listening, speaking, reading, and writing. Simamora and Oktaviani (2020) stated that the four English skills will be in line with the English vocabulary taught in the teaching and learning process. Therefore, students need to learn vocabulary in order to master the four skills. Because in line with Widya et al. (2021), students' skills are reinforced by the basic component, which is vocabulary.

Before learning vocabulary, teacher needs to know which learning style that is suitable for learners. Learning style is the way learners store, retrieve, and understand material (Padidar et al., 2015). There are three main learning styles according to Suaib (2017), namely; visual, auditory, and kinesthetic.

##### **a. Visual**

Students who have this learning style tend to understand the material more easily through visual aids such as pictures or movements that they see. Visual learners place themselves in the picture, imagining they have a movie camera in their mind (Vincent & Ross, 2001). Visual learners need images or visual media to help them learn.

**b. Auditory**

The learning process involves the oral absorption of information. Auditory learners filter incoming information through repetition and listening skills (Vincent & Ross, 2001). This learning style is suitable for students who like to listen to songs.

**c. Kinetic**

Learners with this learning style require hands-on learning. They must feel or touch to understand information (Vincent & Ross, 2001). With the learner's feelings being felt directly, it will help their learning process.

In learning vocabulary, learners must understand several aspects of vocabulary. There are three aspects of vocabulary, namely: use, spelling, meaning, and pronunciation (Kucan, 2012).

**a. Use**

Productive and appropriate use of vocabulary is necessary for students who want to learn vocabulary. So, students need to understand the meaning and usage of the new words they acquire. By playing online games that are similar to daily life, students can improve their understanding of how words are used in everyday situations.

**b. Spelling**

In learning vocabulary, spelling skills are needed to strengthen the connection between the written form and the pronunciation of a words. The visuals in online games, such as captions, etc., assist in spelling because players can directly see the word they want to learn.

**c. Meaning**

An important step in learning vocabulary is the comprehension of newly acquired words. With the interaction involved in game activities, students are more likely to acquire and remember the meaning of the words.

#### **d. Pronunciation**

In addition to the three aspects above, pronunciation is no less important in language learning. With the idle animation in the online game of the voice lines that can be repeated, it provides repetition so that it sticks in the head and can be pronounced over and over again by the player. It makes players pronounce it correctly by imitating it.

Vocabulary is acquired through learning. There is one learning theory expressed by Krashen. He identified three key elements-motivation, self-confidence, and anxiety-that have an impact on students' ability to learn a second language (Krashen, 1981, as cited in Raju & Joshith, 2018). In this theory, Krashen emphasizes the importance of motivation, self-confidence, and anxiety in influencing one's second language acquisition process. Online games have great potential to increase students' motivation to language learning. This is because games often offer a fun learning experience. Such experiences help to reduce anxiety levels as, students may feel more comfortable experimenting with a new language without fear of making mistakes. Through the use of online games, learners are able to develop their confidence by understanding the use of relevant new vocabulary.

Another potential of online games is to help strengthen students' memories, as they are both audio and visual. Auditory and visual elements are part of the learning style. In line with Vincent and Ross (2001), audio learners use listening and repetition skills to filter incoming information. Audio can be utilized with audio repetition skills. Repetition skills and seeing visual forms of interaction can help to understand meaning and remember it more easily later (Atikah & Rezki, 2018; Sundell, 2008). To help visual learners, many tools can be used among the many technologies.

Digital technology and learning have come a long way. It is common to use TELL tools in English language learning as it helps they help improve engagement and knowledge retention (Duong et al., 2021). Technology-Enhanced Language Learning (TELL) is language learning

and teaching by applying technology (YEŞİLEL, 2016). TELL is used in education as a tool for learning. Learning will be more fun with stories to increase student interest. In English learning, students are more interested in using technology because it can increase their motivation to learn and form a good environmental atmosphere that makes the atmosphere more fun (Hadijah et al., 2020; Rakangthong, 2019). This is also supported by Fatimah & Santiana (2017), that authentic and meaningful learning experiences, along with a more effective and enjoyable learning atmosphere, are facilitated through the use of technology in education. One example of using TELL for classroom learning is Google software. Repetition of words through websites or software such as Google Translate and others can be used by combining TELL with cognitive strategies (Duong et al., 2021). Google Translate is also useful for finding the meaning of an unknown word (YEŞİLEL, 2016). The use of TELL makes students more familiar with keeping up with the times. Students will be more confident in using technology to help them learn because they are more familiar with the technology (Hadijah et al., 2020). In line with

### **2.1.2 Online Game**

Online games can be utilized as a medium for learning for several reasons. As stated by Andriani and Rahmawati (2022), the view of online games is now not only for entertainment but also as a medium to develop skills such as learning English in a fun way. Online games frequently have dialog, instructions, and stories in English, which allows players to memorize new vocabulary relevantly and naturally. Fun learning experiences increase engagement and motivation, which are significant in vocabulary learning. In addition, online games also help with memory because they are relevant to life. As said by Hasram et al. (2021), online games function after continuing school lessons to strengthen and help memory with real-life applications. By reinforcing vocabulary lessons that have been learned in school through games, players can remember new words way better and utilize them in relevant and practical contexts. This

helps in the long-term retention and application of vocabulary in daily life. Such verbal and written retention can be applied as a strategy for learning through online games. In addition, the experience of teamwork, encouragement, and fun is offered when playing MMORPGs (Hussain & Griffiths, 2014). According to Hsu et al. (2009) Massively Multiplayer Online Role Playing Games (MMORPGs) are immersive 3D environments that enable large numbers of users to interact with one another via the Internet. MMORPGs often require communication with other players in English, which requires the use of a diverse vocabulary. The experience of teamwork and encouragement from teammates can make the vocabulary learning process more interactive and supportive.

Technological advances in this era are growing rapidly. One of the uses of technology in this day and age is multimedia. The use of multimedia texts in the classroom helps students become familiar with vocabulary and language structures (Ahmadi, 2018). The elements of multimedia are found in online games, which are usually used as entertainment media, such as dialogue, tutorials, and chat features. In addition, games can also be accessed anywhere because online games themselves have mobility features.

There are many aspects that can be improved through games, one of which is increasing motivation. According to Dien (2023), games can increase motivation, build skills, stimulate users' senses, improve perception, and help users become more proficient in solving problems. Therefore, online games can be used as a medium for learning, one of which is the addition of vocabulary.

### **2.1.3 Genshin Impact**

Genshin Impact can be played anywhere as long as there is internet access. This game is designed to be played on various platforms, including mobile phones, which have been very popular since its initial release (Erdur, 2022). Nowadays, Genshin Impact can be used to learn English. According to Nuriyah et al. (2024), the features of Genshin Impact have

many benefits for players, and the various challenges presented can improve English skills. One of the useful features is the idle animation feature. Genshin Impact provides an idle animation feature where the characters players use will speak repeatedly.

The role of “Genshin Impact” in helping vocabulary learning has been revealed by several researchers. According to Dien (2023), by participating in this game, students can gain knowledge of many vocabulary terms related to daily communication, social science, and the environment. Daily communication is carried out in “Genshin Impact” through the chat feature with friends both at home and abroad. The chat feature can improve communication skills such as casual conversations, negotiations, and interviews (Azizah & Warni, 2023). In social science, “Genshin Impact” provides features for being able to interact with many NPCs with a variety of dialogs. In the environment, for example, players can explore whatever they want in the game, such as looking for materials to improve characters, build houses, grow crops, perform elemental reactions, and others. In addition, a lot of vocabulary in “Genshin Impact” can be applied to everyday life, such as through discussing the properties and uses of elements, describing characters and their properties through character voice lines, collecting materials to make something as an analogy for the manufacturing process, and co-op features that give us access to chat with others. “Genshin Impact” is very suitable for vocabulary acquisition (Simatupang, 2022).

Genshin Impact can be a learning medium because it has a relationship with the principles of learning vocabulary strategies. One of the principles in learning vocabulary is to remember the words. According to Khalifa and Talib (2022), learning is the same as remembering, so, in addition to learning as many words as possible, they also need to remember them. According to the research conducted by Khalifa and Talib (2022), there are several techniques to remember vocabulary, including repetition, using newly learned words, applying vocabulary to students' real-life

events, and following up with imagery by associating words with pictures. These principles can be applied in this game.

- a. Repetition in “Genshin Impact” is found in idle animation, voice lines, daily routine activities carried out in the game, and even repeated daily quests.
- b. The use of newly learned words is very possible in the game because it is directly done. In “Genshin Impact,” players can do crafting directly, negotiate, accept and reject invitations, communicate with foreign players directly, and others.
- c. Genshin Impact, with its open-world game that is similar to ordinary life, allows us to be able to interact in real life. A lot of vocabulary in “Genshin Impact” can be applied to everyday life, such as through discussing the properties and uses of elements, describing characters and their properties through character voice lines, collecting materials to make something as an analogy for the manufacturing process, and co-op features that give us access to chat with others.
- d. Associating words with pictures provides the benefit of making it easier to understand new words. Of course, this can be done in any game because games generate actions and images directly. “Genshin Impact” provides real-time action where when the character is hit by water, the word wet will appear above the character's head. As stated by Putri (2022), learning vocabulary that is directly faced with the context of word use will be easier to learn than memorizing vocabulary intentionally which will be difficult to remember.

## **2.2 Study of Relevant Research**

Several previous studies are examined online games, especially Genshin Impact, for learning vocabulary. Azizah and Warni (2023), examined the influence of Genshin Impact as a motivation to improve English communication skills through the chat feature in the game. The study used a qualitative descriptive method. The results showed that the chat feature in the game had a positive influence on motivation to improve their English

communication skills. In addition, the results of the participants strongly agreed that Genshin Impact can be used as a learning medium in a fun way. The features in the game can also improve their communication skills.

The research conducted by Raximovna et al. (2020) investigated problems in vocabulary learning. They selected the participants who lack of motivation to learn because they tended to forget new words easily. This happened because the participants are sometimes confused about the meaning of the new words they heard. Because of this, the motivation to learn was lost. Raximovna et al. (2020), found that picture stories are productive and beneficial for vocabulary retention and improving speaking skills. Visual media provides good motivation for learners who want to remember vocabulary.

Research conducted by Dien (2023) has a technology and education background. The study examined Genshin Impact on increasing student learning motivation. The research design used experimental methods. His research shows that Genshin Impact can improve student learning outcomes. Post-test scores increased significantly after therapy using games to reinforce the language learned in class (Dien, 2023). In addition, by participating in educational activities, Genshin can increase students' motivation, engagement, and enthusiasm so that the lessons taught can be truly integrated.