CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 English Vocabulary Learning

The foundation of language is vocabulary, which is why it is crucial for language development. As stated by Schmitt (2008), vocabulary is a fundamental part of a language, hence acquiring new words is an important part of language education. Furthermore, as stated by Bintz (2011), vocabulary is defined as the words one needs to know in order to communicate, including words for speech (imaginative vocabulary) and words for being able to listen (receptive vocabulary). Therefore, a language's ability to survive depends on its vocabulary.

Mastering the language being learned, in this case English, may be made simpler for a student by expanding their vocabulary. According to Alqahtani (2015), vocabulary is essential to mastering a language so that we can comprehend its meaning since the more words we know, the more possibilities we have to comprehend its meaning. Furthermore, Wei et al. (2018) stated that a key component of learning English is vocabulary. Lack of language makes it impossible to comprehend or communicate properly. As a result, learning vocabulary is crucial to a learner's ability to comprehend language.

Vocabulary building is important for learners of EFL. As stated by Lai and Chang (2021), studying vocabulary is regarded as the key to understanding English. Additionally, Rahimi and Allahyari (2019) noted that effective vocabulary learning will aid in the development of language abilities, such as speaking, listening, reading, and writing. Additionally, as stated by Alqahtani (2015), learning English vocabulary is the process of taking up new words and their definitions in the language. It is crucial to learning English since it improves your ability to communicate and comprehend what people are saying. As a consequence, acquiring English vocabulary may help learners become fluent in the language and understand vocabulary, which affects their ability to communicate effectively.

However, without learning vocabulary effectively and realistically using useful tools, English language abilities cannot be put to use (Alhebshi & Gamlo, 2022). Ng et al. (2021) claim that language learning outside of the constraints of the classroom is more engaging because a virtual gaming environment gives ESL learners a platform to feel driven and engaged in learning their target language. Furthermore, Wood (2001) and Yip & Kwan (2006) investigated the usage of learning games as a tool and came to the conclusion that game-like formats could be more successful in grabbing learners' attention than conventional media like textbooks. Thus, efficient tools can increase the effectiveness of language learning.

Learners can master vocabulary by playing digital games. Hundreds of millions of people play digital games in second languages, according to Bytheway (2015), making them interesting as settings for language acquisition. Additionally, Schmitt (2008) and Zou et al. (2019) argued that explicit learning exercises like re1peated exposures to the target vocabulary are very effective for successful learning because they involve elements like noticing, retrieval, and generative use, which are generally acknowledged as facilitative for effective retention of new words. As a result, acquiring vocabulary through video games is an explicit learning activity that might aid kids in unintentionally expanding their vocabulary.

Massively multiplayer online role-playing games (MMORPGs) have drawn the attention of language acquisition scholars recently. Considering the psycholinguistic and sociocultural viewpoints, MMORPGs are advantageous environments for language acquisition, according to Peterson (2010) and Chen (2014). This psycholinguistic viewpoint views the real-time target language exchanges in MMORPGs as advantageous for the cognitive restructuring necessary for effective language learning. According to a sociocultural viewpoint, social contact has a positive influence on the acquisition of second languages through collaboration. In addition, a number of serious games, such Ragnarok Online and World of Warcraft, have been thought to offer promise for language acquisition (Sylven & Sundqvist, 2012). Bytheway (2015) examined comparable tactics used by university students to acquire language, which were found to be influenced favourably by the World of Warcraft online community. Therefore, rather than

learning words one at a time, digital games have the potential to help EFL students understand English vocabulary in context.

2.1.1.1 Online Games in Vocabulary Learning

Playing games is an effective way of learning vocabulary, according to many experts in the methodology of teaching languages. The tutor can provide multiple scenarios for learners to communicate, share knowledge, and express their own viewpoints through the usage of games Wright, Betteridge, & Buckby (1984) and Huyen & Nga (2003). As stated by Huyen and Nga (2003), games can help learners acquire vocabulary if they allow them the opportunity to learn, practice, and review the English language in a fun environment. Therefore, Games can be a useful technique for learning English vocabulary.

It has been shown that playing games may help gamers acquire language in several of ways. First, games let learners relax and have fun, which makes it easier for them to learn and remember new terms. Second, since games frequently feature friendly rivalry, they maintain the interest of learners. These motivate English language learners to engage with and actively participate in the learning activities. Third, vocabulary games let learners utilize English in a flexible, conversations manner by bringing real-world context into the classroom (Huyen & Nga, 2003). Thus, it is impossible to deny the importance of games in the teaching and acquisition of vocabulary.

The gamers can get an English learning experience because they interact using the target language which is English with other gamers. In accordance with Ng et al. (2021), as part of their language learning experience, the MMORPG communities have allowed online players to use their second language (mainly English) to interact with one another. Hence, they added it is possible that language learning could take place in this platform as online players are encouraged to socialise using their respective target languages in both written and spoken forms during game-play sessions.

The theory of mobile game-based learning was proposed by Alhebshi and Gamlo (2022). The three indicators of vocabulary learning, namely, 1) acceptance

of MGBL for L2 vocabulary learning, 2) effectiveness of MGBL in integrating the 'WoW' platform, and 3) MGBL and vocabulary retention.

Table 2.1 The Indicators of MGBL

Indicators	Sub-indicators
1. Acceptance of MGBL for L2 vocabulary learning	a) Active learning b) Enjoyable learning c) Ease of use
2. Effectiveness of MGBL in integrating the 'WoW' game	a) Promoting of critical thinking b) Motivation improvement c) Facilitation of learning
3. MGBL and vocabulary retention	a) Enhancement of long-term memory

Below are the explanation of the three indicators above:

1. Acceptance of MGBL for L2 vocabulary learning

Alhebshi and Gamlo (2022) found that the technology increased learning rates and enjoyment in language learning compared with the conventional way. Learners agreed the ease of use and enjoyment of MGBL could increase the level of learning and enjoyable learning. Therefore, these aspects reflected the learners' acceptance and their positive attitudes towards integrating MGBL for English vocabulary acquisition.

2. Effectiveness of MGBL in integrating the 'WoW' game

Alhebshi and Gamlo (2022) found that the applied mobile game effectively alleviated the cognitive load during English vocabulary learning. The three points were identified: promoting critical thinking, motivation improvement, and facilitating learning. Promoting critical thinking was emphasized as a positive impact of mobile game-based learning in the EFL context.

3. MGBL and vocabulary retention

Alhebshi and Gamlo (2022) found that the mobile game seemed to be beneficial for the retention of English vocabulary. Various learners pointed out that their ability to retain new words had improved when they learned through MGBL, indicating an enhancement of long-term memory.

From the explanation above, online games are beneficial in vocabulary learning. Indonesian gamers could enhance their vocabulary mastery while playing online games since it promotes enjoyable learning, critical thinking, motivation, and vocabulary retention.

2.1.2 World of Warcraft (WoW)

With several expansions, World of Warcraft (WoW) is undoubtedly the most well-known MMORPG. In the third quarter of 2023, according to MMO Populations, WoW had 127.69 million active subscribers worldwide. Blizzard Entertainment Inc. released the game in November 2004. Players in WoW may level up to 90. As stated by Chen (2014), WoW's uniqueness is due to both its massive user base and its strong social pressure to cooperate. It orders that its gamers interact with other players from different countries. According to Chen (2014), because high-level tasks cannot be completed by a single player, players must create groups, raids (groups of a larger size), and guilds in order to work together. This video game's civilization is multiracial and multilingual. Due to the fact that WoW allows users to access language-specific servers, more players choose to use English servers and as a result, English is the primary language of conversation.

Players engage in progressively difficult in-game activities, including as questing, raiding, trade, and player vs player (PvP), to accomplish the game's objective. Quests are what MMORPG players do the most frequently. In-game quests appear as pop-up messages that are often more than fifty words long and give players guidance on how to complete a particular activity as well as background information on that assignment (Chen, 2014). The player obtains prizes for fulfilling quests that help him progress in the game. The level of the player-controlled character determines the quest's difficulty. Therefore, in order to accomplish chores and develop characters in the game, players need to understand the English tasks that are provided.

Figure 2.1 Quest on WoW Game

Players may socialize and learn languages while playing World of Warcraft. As stated by Throne (2008), players can socialize, learn other people's cultures and languages, and work toward common goals and objectives in the immersive virtual world of the MMORPG World of Warcraft. During gaming, players often interact with one another and non-player characters using a variety of communication features, including synchronous chat channels, voice chat tools, messages, and hypertext instructions (Peterson, 2012). In order to advance each of their unique in-game personas, Chen (2014) noted that players can make use of both visual and audio channels for engagement and communication. As a result, players may speak to one another via chat, voice chat, and audio channels.

2.1.3 Indonesian WoW Gamers

Games are entertaining and compelling, and they have a natural attraction that makes players back over and over again (Benoit, 2017). A gamer is also more likely to play difficult games, and they might participate in regular gaming-related social activities like talking about games with other players, keeping up with news about the gaming industry and upcoming game releases, watching or creating game videos and streaming events, and attending live eSports competitions (Reinhardt, 2018). Gamers can relate their gaming experiences to professional, real-life events and relationships that supported improved motivation and engagement due to the

widespread background knowledge of gaming Escudeiro & Vaz de Carvalho (2013) and Benoit (2017).

A range of studies have explored the gaming industry in Indonesia. Hidayanto (2020) found that gamers in Indonesia are motivated by interpersonal utility, information seeking, and entertainment when playing online game. Moreover, Hamid (2020) focused on the factors driving Indonesian gamers to play online games, finding that game quality was key influencer. These studies collectively suggest that Indonesian WoW gamers are motivated by social interaction, entertainment, and the quality of the gaming experience.

2.2 Study of the Relevant Research

There have been some studies on the effects of using games in vocabulary learning, some of which state that games are beneficial for language learning. The first study was conducted by Chen et al. (2019), the goal of this study is to evaluate the impact of phone words, a novel mobile English vocabulary learning app (application), on learners' perceptions and learning performance when developed with MEVLA-GF (game-related functions) and MEVLA-NGF without game-related functions). According to analytical findings, the experimental group performed much better in language acquisition and retention than the control group. Moreover, survey findings show that MEVLA-GF is preferable to MEVLA-NGF in terms of effectiveness and satisfaction for acquiring English vocabulary.

In the second study, Ng et al. (2021) investigate how ESL gamers acquire new vocabulary and language skills through the immersive and interactive environment of MMORPG. The study aims to identify specific learning strategies that are effective in this context. It was discovered that throughout their MMORPG gaming sessions, these ESL gamers used metacognitive, cognitive, memory, and activation methods to learn game-related language.

The third study was conducted by Hasram et al. (2021) The purpose of this research is to evaluate how much students' vocabulary performance has improved. The findings show a modest degree of satisfaction, attention, relevance, confidence, and volition. In addition, a paired sample t-test reveals a substantial increase in the

students' vocabulary scores following the use of WordWall (WoW) as supplemental vocabulary learning material.

   In the fourth study, Alhebshi and Gamlo (2022) was conducted the study entitled the effects of mobile game-based learning on Saudi EFL foundation year students' vocabulary acquisition. This study used the "Quizizz" app to look at how mobile games affect EFL students' vocabulary learning. The results of the study showed that the experimental group performed better on the post-test than the control group.