

CHAPTER II

TEORITICAL FRAMEWORK

A. Previous Research Overview

There are many researchers which use some techniques and media in their research. The learning process which not uses techniques or media often the fact that many students fail to the goal of the English learning:

The first previous research is from Ulil Amri 2016 "Increasing Students' Vocabulary Mastery by Using Eye-Spy Game at the Second Grade of SMP Babussalam Selayar". The aim of this research is to determine the effect of Eye-Spy Game to increase students' vocabulary mastery. The principle problem was only one that is to what extent is Eye-Spy game in increasing students' vocabulary mastery at the second grade of SMP Babussalam Selayar? The study was using quasi Experimental Design, exactly "Non-equivalent Control Group Design. The study involved in 32 students, second grade of SMP Babussalam Selayar. The pre-test was conducted in experimental and controlled class to know whether the students' scores were homogeny or not. In the experimental class the students were taught vocabularies such as vocabularies of fruits, animals, and things. Those were taught by using Eye-Spy Game.

After giving the treatment, post-test was conducted in the experimental and controlled class to find out the significance different between experimental and controlled class. The data were analysed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test).

Based on the result, the use of Eye-Spy media can be concluded that there is significant effect of using Eye-Spy media on student vocabulary skill at the second grade of SMP Babussalam Selayar. That can be seen of 65.62 in the pre-test and which was higher than result of the student's 86.82 in the post-test.

The second previous research overview is entitles "The Effectiveness of Using Pictorial Word Search Puzzle Game in Improving Vocabulary Mastery of Seventh Grade Students of

Durenan Islamic Middle School" by Amiati Dwi Firma in 2010. The objective of the study is to know whether the pictorial word search puzzle game is effective to improve vocabulary mastery at seven grade of Islamic Middle School Durenan or not. The research design in this study was experimental design. In this study the researcher took 72 students as the sample of research by using purposive sampling. The data collecting method used in this research is administering test, observation, interview and documentation. The data collected from conducting interview observation and documentation was used as supporting data. The data analysis Technique used is t-test statistical analysis. From the statistical analysis it is found that count 2 is bigger than table 1,671. It means that there are no significant different scores of students who are taught with and without a pictorial puzzle.

The result is there is no significance scores of student Islamic middle school Durenan taught by using pictorial puzzle and those who are taught. It is different from the first previous research that there is significance advantage for students' vocabulary mastery.

Based on the result, it can be concluded that there are no significant different scores of students of Islamic middle school Durenan taught by using pictorial puzzle.

The third previous research overview is entitles "The Effectiveness of Using Hidden Word Game to Improve Vocabulary Mastery of the Seventh Grade Students of Junior High School 1 Munjungan" by Alipi Suciati in (2011). The objective of the study were: 1) to know the students vocabulary achievement after they were taught by using hidden word game; 2) to know the students vocabulary achievement; 3) to know whether hidden word games have significant influence on the student's achievement in vocabulary or not results shows that a) the students' vocabulary achievement before using Hidden Word Game is lower. The evidence is pre-test and post-test average were 27.88 (pre-test) and 34.5 (post-test), b) the students mastery on vocabulary by using Hidden Word Game it is shown the students' score is high. This evidence is the pre-test and post-test average were 29.75 (pre-test) and 89.13 (post-test), c) there was a significant effect on Hidden Word Game on the students'

vocabulary. Based on the statistical test result by using t-test showed that t-table 1.99 and t-test 9.95.

It means that the result of this previous research using hidden word game there is a significant effect in the vocabulary between thought and by using hidden words games and thought without using hidden word games. The evidence is the pre-test and post-test average were 29.75 (pre-test) and 89.13 (post-test).

From the explanation above, it can be concluded that there are some weakness from the three previous researches such as mentioned that the teachers are monotonous, the method and the learning process of the research is not make the students interested and the category from the game is not various. It is different from the present research. The researcher believes that this research is better than the three previous researches and will cover up existing errors. The differences are: (1) the location and sample of research, (2) this research uses experimental, (3) this research uses online games, it's the latest update of the all games, (4) the category in this game are various. The researcher believes that this research will be accurate than the three previous researches, because of online games will make students interest. This game has more strength such as there are so many categories in this game. So, the students will not feel bored and the students can choose the category that the students like.

B. The Concept of Vocabulary

1. Definition of Vocabulary

According to Sarlotha in Munawir (2018, p.385) vocabulary is one of the language elements that plays an important role in understanding passage in communicating ideas, emotions, feelings and thought in both oral and written forms. Other definition stated by Cameron in Amalia (2017. p.14) vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that, vocabulary is a set of words known to a person or other entity, or the part of a specific language in the form of oral and written language.

Vocabulary is a center of the language and critical important that must be mastered by English learner. According to Neuman & Dwyer (2009, p.385) vocabulary can be defined as " the words that must be know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

The researcher concludes that the vocabulary is a list of all words taught in a foreign language. Vocabulary refers to words that must be understood to communicate effectively. vocabulary is words from certain languages including single words, compound words and idioms that may be used by speakers of certain languages. This study took a Diploma Computer and English vocabulary as objects. The vocabulary in this study is limited to English words related to the theme that must be taught in terms of describing people, songs, sounds and stories.

2. Kinds of Vocabulary

There are some words in sentence and those include vocabulary because vocabulary is a list or collection of words arranged in alphabetical order and explained Hatch and Brown (2009, p.218) state that the classification of words are classified based on functional words and content words. Funcional words include nouns, verb, adjectives, adverbs. Content words to a thing, quality, state or action, or which lexical meaning. Funcional words have major classes, there are pronoun, preposition, conjunction, and determiner. Furthermore, word classification membership is an imortant lexical featur. In the study of word classification , the researcher limits on nouns, pronouns, verb, adjectives, adverb, prepositions, and conjunction.

In addition, Hatch and Brown (2015, p.218) states that the classification of words are classified based on functional words and content words. Functional words include nouns,

verb, adjective, adverbs. Content words a thing, quality, state or action, or which lexical meaning. Functional words have the major class, there are pronoun, preposition, conjunction, and determiner. Furthermore, word classification membership is an important lexical feature. In the study of word classification, the researcher limits on nouns, pronouns, verb, adjectives, adverb, prepositions, and conjunction.

a. Noun

A noun is word (or group of word) that is the name of a person, a place, a thing or activity or a quality or idea; noun can be used as the subject or object of a verb. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns (books, pianos, birds) mass or uncountable nouns (rice, water, gravy), abstract nouns (idea, faith, religion), concrete nouns (chair, table, book) and collective nouns (class. Group, government). Based on the data above it can be concluded that noun is a word that names all objects, people, animals, places and ect.

b. Pronouns

Pronouns are a word that is used in place of noun or phrase. For example: she, her, him, they, and them. Based on the data above it can be concluded that pronouns is a word used to replace noun.

c. Verbs

Verbs are words that denote or describe an action, experience, or state for example; run, walk, build, kill, recognize, find, lose, love and have. Based on the data above it can be concluded that verbs is a word that functions to show the action of the subject, to indicate an event or situation.

d. Adjectives

Adjectives are a modifier that use to highlight quantities, or attributes. Its most usual position is before the noun it modifies, but it fills other position as well. The types of adjective are:

1) Determiner

They are articles (the, a, an), demonstrative adjectives (this, that, these, those), and possessive adjectives (my, your, her) numeral adjectives (four, ten, first, second, third), and adjective indefinite quality (some, few, all).

2) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state such as (blue, black, white), size or age.

Based on the data above it can be concluded that adjectives is of word that changes nouns or pronouns, usually by explaining them or making them more specific.

e. Adverb

Adverb is words that adds to the meaning of verb, adjective, another adverb or whole sentence. Adverb are similar to adjectives in many ways although they typically assign attributes to verb, to clauses or to entire sentences rather than nouns, locative adverb like 'here' and 'there' are used very early young children as ways of pointing to the location of objects. Time adverb like 'now' and 'yesterday' are used by second language learners as an initial way to mark time. Based on the data above it can be concluded that adverb is a word that serves to provide an explanation of verb or action activities carried out by subject of the sentence.

f. Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. For example; in, on, besides, at and between. Based on the data above it can be concluded that preposition is a word whose function is to show the relationship between the object and other parts of the sentence.

g. Conjunction

Conjunction is a word that connects sentence, phrase or clause. For example; and, but, also. Based the data above it can be concluded that conjunction is a word that functions to connect between two words, phrases, clauses or sentence.

3. Teaching of Vocabulary

Brown (2009, p.17) claims that teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning. Generally, the process of teaching is teacher's work to make some conditions or to regulate area. It would make an interaction between students and their area include teacher and tools of lesson, so that the objective of the study would be achieved. Perhaps, teacher has a good strategy for teaching English vocabulary and students will be interested in joining the class. Moreover, students can enjoy their learning as long as teacher is teaching.

The teacher should facilitate the vocabulary learning to help the students figure out meanings on their own. Students need to receive the vocabulary strategy learning in order to discover meaning of new vocabulary. The strategy should be useful within classroom as well as students are in a situation where they confluence new and unaccustomed vocabulary on their own. Strategy should also help students get new vocabulary that they hear and see.

The researcher concluded that teaching is a way and a process of interaction between students and teacher does something together. In addition, teacher should facilitate the vocabulary learning to help students figure out meanings and also to discover meaning of new vocabulary.

4. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Mukti (2012, p:29) said that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

In addition, rivers in Artanti(2015, p:5) states that vocabulary mastery means the great skill in processing words of language. It is an individual achievement and possession.

Besides, Nunan in Kumara (2016, p:10) states that students who have vocabulary mastery are the students who know multi word, units, word families, and core meanings. It means that vocabulary should be mastered by the students. The students will get difficulties when they do not master the vocabulary.

Based on the explanation, Vocabulary Mastery is the competency to understand and use words to communicate, this is very important for the students. It is more than grammar for communication purpose, particularly in the early stage when the students learn the basic words.

5. Assessing of Vocabulary

According to Schmitt and Clapham (2010, p.55) vocabulary is an essential building block of language and it makes sense to be able to measure learners' knowledge and use of it. However, much less time is dedicated to the teaching and thereby testing of vocabulary than to that of the other language skills. Despite the inadequate attention paid to it in the 'field', assessing vocabulary should have the same priority as other skills in that the important cornerstones of testing (validity, reliability, practicality, authenticity, transparency and security) need to be considered in designing and evaluating tests of lexical knowledge and use.

Moreover, Thornbury (2009, p. 135) this is an assessed qualitatively that is a general impression is made of the learner's vocabulary knowledge according to criteria such as the following:

Table 2.1 Criteria of Vocabulary

Criteria	Criteria Assessment
Wide range of words appropriately and accurately used. Good use of idiom and collocation, appropriate style.	4

Adequate range, with only occasional errors of spelling, word form, style, collocation or word choice, meaning clear overall.	3
Limited range of words, with some repetitions, frequent errors of spelling, style, collocation, or word choice, leading to occasional difficulties in understanding meaning.	2
Very narrow range, highly repetitive, frequent spelling and word form errors, little or no awareness of collocation or style, meaning frequently obscure.	1

Source: (*How to Teach Vocabulary by Thornbury 2009 p.135*)

From the explanation above, the researcher concluded that there are a number of steps that students should follow to carry out tests. So, when all steps are implemented properly it will be easier for the teacher to measure students' knowledge of abilities.

According Brown (2009, p.310) introduces some steps that can be take to design a vocabulary test. Mainly describes four steps, as follows:

- a. Clarify the purpose (clarifying the purpose of the test helps teachers evaluate the results in relation to the intended use of the test)
- b. Define the construct (defining the construct or the ability that teachers want to measure)
- c. Select the target words (what kind of vocabulary can be chosen in the test. Teachers confront the choice with high-frequency words, low-frequency words, specialized vocabulary and sub technical words) Determine mode of performance (there are two modes of performance. One is recognition or comprehension, and the other is recall and use).

From Brown's explanation above, it can be concluded that there are four steps to taking the test for students. It all will be becomes easier when the teacher wants to measure students' knowledge of abilities.

Table 2.2 Design of Assessment the Vocabulary

	Types of tasks	Description
<p>Receptive Vocabulary The purpose of this kind of task is to test learners' the ability of recognition and comprehension of vocabulary. Thus many vocabulary tests are presented in the form of single sentences.</p>	Multiple choice	Test-takers are required to choose one correct item from four/five options. They must be able to recognize the meaning of the word based on the one-sentence given context.
	Vocabulary matching exercise.	Test-takers are required to match the target words according to the given definition.
	Word association	This test can be used to assess a learner's vocabulary size. Test-takers are required to choose words that come into their minds from presented target words.
<p>Productive Vocabulary The purpose of testing productive vocabulary is to assess learners' ability of recalling and using vocabulary.</p>	Fill-in-the-blank	In this kind of test, the target word is deleted from a sentence, and the test-taker must use the appropriate word to fill in the blank, understanding the context of the sentence.
	Selective deletion cloze.	In addition to single sentence, a longer passage or a text can be used to assess learners' knowledge of vocabulary. In this test, some target words are deleted from a passage, so test-takers must be able to identify not only the meaning but also the form of the target vocabulary needed to fill in the blank.

Source: (*Designing Assessment Tasks of Vocabulary by Brown (2009, p.312-314)*)

Based on the explanation of the table above, the researcher concludes that there are two kinds of the vocabulary, the first is receptive vocabulary. The aim of this kind is to test the understanding of the student's ability itself. The second is productive vocabulary this kind

has the purpose to assess the memory of students in processing the vocabulary. The next, there are four types of tasks, those are:.

The researcher concludes that there are four types to take the test of vocabulary, in this research the researcher chooses multiple choice form to gives the test for the students because multiple-choice tests at the diploma computer level can make it easier for students.

C. Media

1. The Definition of Media

Media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, Robert Heinich et.al in Artanti (2015, p:7-8) says that media is a channel of communication. It derived from the Latin word meaning “between” the term refers to anything that carries inform between a source and a receive, for example include video, television, diagrams, printed materials, computers, and instructors. Hamdani (2011, p:243) states that media is a component of a learning resource or a physical vehicle instructional subject matter in a student environment that can for students to learn The learning media is media that carries messages or information accordingly instructional or containing teaching purposes.

Brown (2009, p:253) states that the media are the means for transmitting, delivering, and giving an exact definition, explanation and example, which is used to make the students get given material easily and relax. Furthermore, Robert Heinich et.al in Artanti (2015, p:7-8) says that media is a channel of communication. Explanation of the definition of explanatory media Arsyad (2009,p.12) says that the media (plural of the word medium), a word derived from the Latin medium, which literally means' middle',' intermediate' .Therefore, the media can be interpreted as an intermediary or an introductory message from the sender to the receiver. Media can be something material (software) and/or tools (hardware). Media also used to learning process to be successful and add interested students to study English in classroom. Besides that, media help student to remember vocabulary with easily. At least,

the teacher is able to use cheap and efficient media although simple and simply because it is a duty in the effort to get what the process of teaching wants.

Based on some of the above, the researcher can conclude that media is a tool of teaching and learning process, standing or introductory messages from teacher to student to achieve a goal learning. Learning media can be something that can used to evoke thoughts, feelings, and concerns ability or skill of learners can be encouraged learning process.

2. Kinds of Media

Media is classified into three categories: visual, audio, and audio visual. One can identify techniques based on using visuals and aiming at student-initiated visualization where the stimulus for utterances and the main source for (language) learning are provided by a visual impact. Audio media is such as radio, music, online games, reel-to-reel tape and cassette-recorders. Audio visual media is an effective teaching and learning can be depending on the resources used. Because seeing and hearing is involved, fifty percent of the information gained will be stored in the long term memory. Example of audio visual is video, sound- slides, book-cassettes, sound-films and educational television.

According to Djamarah and Zain (2010, p.124), there are 3 kinds of media:

a. Audio Media

Audio media is media that only show the sound such as radio cassette recorder etc. So this media is not suitable for the deaf students.

b. Visual Media

Visual media is media that only show a picture without a sound. It means that the students just see a picture without hearing the actor says. The example of this media is strip, slides photo etc.

c. Audio Visual Media

Audio visual media is the media which show a picture and sound. This media is the better media than the other media. This media is divided into:

1) Quite Audiovisual

Media that show a sound and quite picture. Example: sound slides.

2) Movement Audiovisual

This media show the sound and the picture than can move. Example: cartoon film, video on youtube or on instagram.

3) Pure Audiovisual

Both of sound and picture are from one source. Example: film, video cassette.

4) Not Pure Audiovisual

Both sound and picture come from another source. For example the picture from LCD projector and the sound come from active speaker.

In this researcher, researchers will use visual media because in it researcher take pictures or posters for this learning media. So, the students will find it easier to learn. many people who think that using media to teach is a little difficult because it makes time limited, and the costs are quite expensive. Substantially, the reason is incorrect, because the material is very cheap, for example the teacher can take old magazines, old newspapers, brochures etc. Very simple, teachers who teach far from the city and only have limited facilities the teacher can use some simple media.

3. Online games as Media

This study defines 'online games' as games that could be played on a computer or on a dedicated video game unit: a 'console'. Mobile video games, such as smartphone games or handheld console games, were not included as the opportunity for language input and output are often limited in these types of games. Khalid, (19 June 2017).

The video games that the participants reported to play had varied opportunities for linguistic input. This variation of input can be attributed to the differing importance of communication in the video games. The participants in the study reported to play the video games presented below. Khalid, (19 June 2017).

4. MOBILE LEGENDS

a. The Definition of mobile legends

MOBA is a pretty simple game, win the game by destroying the enemy throne, it sounds easy is not it? In Mobile Legends there are 3 lane and in each lane there are 3 towers. Each team in Mobile Legends consists of five heroes, in which four other heroes are played by others. To win a game in this game requires a solid communication, strategy and teamwork! .Khalid, (18 June 2017).

Matt (8 March 2017). Mobile Legends: Bang Bang is a MOBA game designed for mobile phones. Both opponent teams struggle to reach and destroy the enemy base while defending their own base to control the path, the three "paths" known as the "top", "middle" and "bottom", which connect the bases.

In each team, there are five players who each control the Avatar, known as "heroes", from their own devices. The weaker computer controlled characters, called "minions", spawn on the team base and baseline for opposing teams, against enemies and towers.

b. Sound and hero in mobile legends

1) TANK: Hero that usually has the most HP and has the best endurance in a battle.

Tanks are on the front line, can open or be a backup to protect your friends! This type of tank usually does not have great damage to kill the enemy, but can provide support for attacks (stun, slow, and others).

2) Hero carry is usually more focused on attack and damage per second (DPS) is the largest. With the initial farming and the right item, the hero becomes the decider of a victory. The role of this hero can destroy the tower and kill the enemy quickly, but this hero is vulnerable to death due to small HP. That's why support from tanks and support is required to keep this carry alive at the beginning of the game!

3) The role of support is often underestimated or not considered. Whereas behind a successful big battle, there is a support that is able to give maximum support! The role of support gives heal or disable to the enemy or a good crowd control. It

- supports more attacks to the enemy through a spell, because the damage is essentially low.
- 4) The role of support is often underestimated or not considered. Whereas behind a successful big battle, there is a support that is able to give maximum support. The role of support gives heal or disable to the enemy or a good crowd control. It supports more attacks to the enemy through a spell, because the damage is essentially low.
 - 5) The role of the somewhat unfamiliar Mobile Legends hero is the initiator. This role is more of a mixture of tanks and carry but with different scales. Its role is to open a battle, and is expected to inflict significant damage on the enemy to be "cleaned" by carry.
 - 6) Jungler, they are heroes who are able to do farming monsters in the forest early in the game. Jungler looking for experience and gold in the forest to give other hero opportunities to take advantage of the lane to the maximum. Jungler often walks to do ganking or team covering.

Based on the explanation above, the mobile legends a lot of hero sounds in the mobile legends are diverse, in the game there are several navigation buttons such as retreats, gather and attack like one example of a voice in the lego mobile legends, *Matt (8 March 2018)*.

LAYLA: We can do it, Keep it up until you are as brilliant as me, I will drive away the darkness, Time to Shine! and voice haro mobile legends, *Matt (8 March 2018)*.

ZILONG: Zhao dragonborn is here, It would take an army to stop me, Heroes Never Fade, Haha! Your whole body are weakspot! , Only the fearless heart can sort of the heavens, There's glory and redemption in every death. from other voice above student can find and easy to memorize vocabulary in mobile game legends students can easy choose and hear various heroes in online game, *Matt (8 March 2018)*.

D. Thinking Framework

Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate actively or express his ideas and both oral and written form. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.

E. Hypothesis of The Study

There are two hypothesis in this study. The first is the working hypothesis of the alternative hypothesis (H_a). The second hypothesis is the null hypothesis (H_0). Based on the research problems, there are two problems in this study, namely:

1. Is there any effect of online game toward student's vocabulary mastery?
2. Is there any effect difference of online game toward student's vocabulary mastery?

Based on the first problem in this study, the researcher has hypothesis. This research is to answer the question about whether yes or not the effectiveness of using direct method in vocabulary mastery. To get the answer of the question, the researcher should propose alternative hypothesis (H_a) and null hypothesis (H_0) as follows :

1. (H_a) Teaching English vocabulary using online game is effective to increase students' vocabulary mastery.
2. (H_0) Teaching English vocabulary using online game is not effective to increase students' vocabulary mastery.

For the second problem, the researcher has hypothesis, namely:

1. The alternative hypothesis (H_a) There is any significant difference of using online game in vocabulary mastery.

2. The null hypothesis (H_0) in this study is there is no significant difference of using online game in vocabulary mastery.

Statistical hypothesis:

H_0 : H_0 is accepted if $t_{cal} \geq t_{table}$ (the hypothesis proposed are proven)

H_a : H_a is accepted if $t_{cal} \leq t_{table}$ (the hypothesis proposed are not proven)