CHAPTER I
INTRODUCTION

A. Background of the study

In learning a language, both mother tongue and foreign language, vocabulary have an important role. It is the basis of language which is important to be learned by language learners (Ashraf et al., 2014) .Vocabulary is one element that links the four language skills. As (Wulanjani, 2016) stated that vocabulary should be integrated into the teaching of those four skills-listening, speaking, reading, and writing. Lack of vocabulary can be a serious problem when learners need to practice their foreign language directly with the native speaker of that language. For those reasons, vocabulary should be regarded as one of the essential aspects of foreign language teaching and learning, and it should be given much attention in TEFL practices. However, in many regions, vocabulary teaching and learning seems to be neglected in TEFL (Ashraf et al., 2014; Asyiah, 2017).

In this era which the digital worlds and computers become the part of our life with no exception (Aghlara & Tamjid, 2011). In this case, we should be able to find suitable method to apply it for vocabulary learning especially for Indonesian students who are considered as Non-ELT learners. Using unsuitable method can make the student bored easily. It does not make the memorization lasts long as well (Wahyuni et al., 2018). By using suitable methods, it does not mean the vocabulary learning become easier. Instead, the students feel more comfortable, less boring and less stressed. Students also do not realize that they are actually studying while using the video games for improving their vocabulary mastery. One of the methods of increasing vocabulary mastery is using video games. By using the multimedia such as video games, students' performance in learning language is significantly increased (Salehi, 2017). Besides, video games make the environment friendly competitive, collaborative (Sorayaie-Azar, 2012), motivating (Ebrahimzadeh, 2017), interesting and effective as well. One of the researchers (Nikoopour & Kazemi, 2014) stated that students can freely use video games to improve their vocabulary mastery outside of the classroom.

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Research that is reported to have been carried out; therefore, a case study was conducted to examine students' experiences in vocabulary learning through games. This study contributes to the strategy and banaficial of vocabulary teaching and learning for EFL students and teachers. Since many kinds of games have been used to facilitate language learning.

Several studies have shown many potential for students to acquiring second language (L2) vocabulary (Nurfalah, 2019). This research use interview method to ask learners opinions about the acquiring new vocabularies from playing videogames. The learners say that video games can assist them to acquiring new vocabularies and make them fun to learn. The video games can motivate the learners to learn new things, especially learning a new second language (L2).

Recently, Quantitative researches related to the effect of particular games on vocabulary have already done by many researchers. However, the qualitative study which reveals students' experience in acquiring second language (L2) vocabulary through a game is sparsely investigated. Thus, this study aims at exploring how Non-ELT students' gaming experience assists the students in acquiring their second language (L2) vocabulary.

B. Limitation of study

Based on the researchers, in this study only used 4 Non-ELT students who like to play games. they have taken general English courses with a minimum grade of B in their undergraduate degree with good communication skills. In this study, the researcher explored only 3 genre games include MOBA, FPS, and RPG. The gaming experience that used in this research only covers motivation to memorize the English vocabulary, discuss difficult vocabularies while playing games in mother language, types of game that make learning vocabulary, practice the vocabulary in real context, mobile technology games help to acquire the vocabulary.

C. Statement of the Problem

The researcher wants to know how the learners can assist them to acquiring new vocabulary from playing video games. Such as, what

games that they have play or what part of the games can help them to learn vocabulary.

Research Question?

How does student's gaming experience help him in mastering vocabulary?

      a. Types of game that make learning vocabulary
      b. Handling difficult vocabularies while playing games in mother language
      c. Motivation to memorize the English vocabulary
      d. Practice the vocabulary in real context during playing games
      e. Mobile technology games help to acquire the vocabulary

D. Purpose of the Study

Based on the researcher's background, of course, this study aims to exploring how Non-ELT students' gaming experience assists the students in acquiring their second language (L2) vocabulary

E. Significance of the study

Theoretically, this research is expected to provide that games have the potential to assist the Non-ELT students in acquiring second language (L2) vocabulary. This study is important for:

1. Non-ELT students: games help students to accelerate vocabulary mastery in a more fun way. More complicated the game is, more vocabs students can master.
2. ELT students: encourage ELT students to play games to improve their mastery of English vocabulary.
3. Teachers: encourage lecturers to vary their learning with games so that students can capture vocabulary in a more motivating and fun way.

F. Definition of The Key Term

    1. Role Play Games

A role-playing game (RPG) is a game in which players assume the roles of characters in a fictional setting. Players take

responsibility for acting out these roles within a narrative and make a regarding character development.

2. First Person Shooter

First-person shooter (FPS) is a sub-genre of shooter online or offline video games in a first-person perspective.

3. Multiplayer Onlie Battle Arena

Multiplayer online battle arena (MOBA) is a type of an online games that two teams of players compete against each other on a battlefield.

4. Non-ELT Students

Non English language teaching students is college students that do not study English as their major.

5. Gaming Experience

Gaming experience is a source of identity and community for gamers. People who played games for a long time with many types of games they have played. They have skills and potential for playing many competitive games.

6. Acquire English Vocabulary

Acquire English vocabulary is the process of gaining English vocabulary in addition to mother language or native language.