

CHAPTER I

INTRODUCTION

1.1 Background

Games are played by all groups, especially children. Not only for entertainment, games can also be a means to increase the vocabulary of a second language, namely English. This is possible because, most of the language used as game instructions uses English.

In this research, the author tried to dig deeper into the influence of educational games on the acquisition of English vocabulary. The intensity of those who spent more time playing games certainly has an impact on each of its users, both negative and positive impacts. One of the positive impacts of playing online games was increasing vocabulary in a foreign language, namely English.

Vocabulary is a collection of several words that are combined, so that they have meaning. Vocabulary cannot be separated from the four language skills, such as reading, writing, listening and speaking. It can also be defined as the number of words needed to communicate ideas and express the intent of the speaker. That is why important to learn vocabulary (Alqahtani, 2015).

Vocabulary acquisition is a time-consuming and unpredictable process. Vocabulary studies focus almost exclusively on word meanings in determining vocabulary acquisition. Vocabulary acquisition also explores how vocabulary is acquired by how often the words are encountered. The best known and most widely used framework is the division of knowledge of the nation's vocabulary into nine components of 'word knowledge' for example: spelling, parts of

words, meaning, grammatical functions, collocations. The science that studies the acquisition of vocabulary is psycholinguistics (Schmitt, 2019).

Psycholinguistics is the science that studies language use and language acquisition by humans. Psycholinguistics discusses the relationship between language and the brain in processing and producing speech and language acquisition. The study of psycholinguistics began to develop in the 20th century. Originally the naming of the term for psycholinguistics is linguistic psychology (linguistic psychology) and there are names psychology of language (language psychology). From such combinations and more cooperation directed, was born a science that is referred to as psycholinguistics (psycholinguistics). There are three instances interesting to study in psycholinguistics, namely: (1) language acquisition problems, (2) relations between knowledge and use of language, and (3) production process and speech comprehension (Arifin, Hermoyo & Ridlwan 2023).

As one of the fields within the domain of psycholinguistics, language acquisition has experienced rapid growth in recent times. This phenomenon is attributed to shifting perspectives on language teaching and learning, as well as the increasing prevalence of universal concepts in language acquisition (Aprilia, 2021).

The level of language acquisition for adults and children is different, including vocabulary acquisition. Every child who grows normally in his mind will learn his first language which is obtained from his mother tongue, and the first language is not always formed in one language, if the child's environment uses two languages in daily communication, it cannot be denied that in the stage of acquiring his first language (L1) the child will have two

languages (bilingual). It is natural for a child to acquire L1 in two languages at once because since birth a child has had a set of tools that enable him to acquire L1. Chomsky calls it a Language Acquisition Device (LAD) or a language acquisition tool so that children get L1 easily (Lestari & Maria, 2013).

The scope of language acquisition in children is Receiving Language, Understanding several commands simultaneously, Repeating more complex sentences, Understanding the rules of the game. These four points relate to the discussion that will be discussed in this study (Lestari & Maria, 2013).

Vocabulary can be obtained in various ways, both consciously and subconsciously. Vocabulary that is acquired consciously can be obtained by learning, while vocabulary acquired subconsciously can be obtained because of being used to listening or reading, or it could also be due to the environment. This can be obtained by using audio-visual media, one of which is educational games.

Research shows that mobile applications help develop all language skills, especially maintaining new vocabulary, and the use of these applications also increases children's motivation to learn or understand new vocabulary subconsciously. The use of applications also increases children's interest in new things, and they do not get bored easily, because they contain pictures and also audio-visual as well as sound and text with attractive fonts (Kaceti Klimova, 2019).

Educational game are type of games that is not only entertaining but contains knowledge tht is conveyed to its users. The types of educational games developed include shooting games, adventure games, role playing games, simulation games, quiz games, and puzzle games (Winarmi, Naimah., and Widiyawati, 2019). The reason the outhor chose the game my talking tomwas because the game was included in the type of educational simulation game.My talking tom game also has some vocabulary which is easy for children to understand. In addition to vocabulary, there are also movements or pictures that follow the meaning of the vocabulary itself, so that children can easily understand it.

To analyze the vocabulary acquired by children, the writer will use the theory of behaviorism according to B.F Skinner. In B.f Skinner's theory it is stated that language acquisition with the S-R (stimulus-response) model examines the relationship between stimulants originating from outside the organism and responses from within the organism or reactions arising from the inclusion of stimulants from outside the organism.

One example is in the process of learning a foreign language, humans become one of the organisms that learn language. Children will receive stimuli from outside of the human self such as the environment, books, games and others which will be responded by humans as organisms themselves by causing reactions to stimuli such as reactions being able to understand meaning and be able to pronounce vocabulary (Huda, N. 2017).

Therefore, this study aimed to analyze how English vocabulary is acquisition from mobile legends game and what impact it has on vocabulary in children, using the theory of behaviorism according to B.F Skinnner. Based on

the research background, the author will discuss vocabulary acquisition which focuses on children. Through case studies and direct observation. Based on the discussion above, the writer will analyze "**The Impact of Educational Game on Children's English Vocabulary Acquisition**".



1.2 Problems of study

The problems of study formulated in the following question:

1. What was the English vocabulary acquired by the children from educational game?
2. How was the good impact of English vocabulary acquired by the children from educational game?

1.3 Objectives of study

The objectives of this study are:

1. To find out English vocabularies acquired by the children from educational game.
2. To find out the good impact of English vocabulary acquired by children from educational game.

1.4 Significance of study

This research is expected to be useful in describing the psycholinguistics of language acquisition in children which focuses on vocabulary with children's play media. The author hopes to be able to contribute to the work of other writers and researchers in the English Literature study program, as well as provide additional sources of analysis for vocabulary acquisition, especially by using the theory of behaviorism according to B.F Skinner. The author also hopes that the findings of this study can provide more references for further research. This research is also expected to be useful for readers who are interested in knowing about language acquisition in children especially on English vocabulary

1.5 Limitation of study

In order to avoid misunderstandings and problems, it was important to limit the scope of this research. In this study, the author only examined the acquisition of vocabulary obtained from the 'My Talking Tom' game. The writer chose three children aged 5-7 years who often play my talking tom as an object. The author needed about 2 weeks for direct observation and interviews.



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