CHAPTER II
REVIEW OF RELATED LITERATURE

This chapterdiscusses about previous study, media of learning, general meaning of vocabulary, game, *big city adventure* as the game, *big city adventure*as a media to teach vocabulary.

A. Previous of the Study

First study was conducted by Niswah. The result of the study is Game *big city adventure* have a positive influence because it can increase students' vocabulary mastery with better than using a dictionary. This is indicated by the value of posttest students after using *Big City Adventure* game media.[11]

Second Study was conducted by Mulyanto. First, the result of the analysis indicated the mean score of students' learning vocabulary by using MBCG as the media was higher than the mean score of students' learning vocabulary by non-MBCG method. Second, MBCG has positive effect for both of female and male students in learning vocabulary, because this type of game is suitable for everyone. Third, the result of the data analysis indicated that the vocabulary mastery of the seventh grade students at SMPN 1 Muaro Jambi was increased from pre-test to post test.[12]

Third Study, Based on the result of data, Lindasari found the result of data analysis from the students obtained score of English vocabulary mastery

---

[11] VidiaMuflihatunNiswah, "*PengaruhPemanfaatan Media Game Big City Adventure TerhadapHasilBelajarPenguasaanKosakataBahasaInggrisPadaSiswaKelas II Madrasah IbtidaiyahIhyaulUlumBluriLamongan*", Unpublished Thesis, Surabaya: UNESA, 2013, p.8.

[12] Mulyanto, "*The Effect of Applying Modified Big City Game (MBCG) Toward Seventh Graders' Vocabulary Mastery at SMPN 1 Muaro Jambi*", Journal Article, Jambi: Jambi University, 2007 ,p. 5

test from the experiment group that was taught English vocabulary using picture-game-media and the students obtained score from control group that was taught without English vocabulary using picture-game-media. The obtained score of two groups were significantly.

Furthermore, the result from the calculation from the researcher to test the hypothesis of the study, the researcher using T-test calculation with SPSS 12 program. The result of T-test with SPSS 12 calculation found the calculated value ($t_{observed}$) was greater than t_{table} at 1% and 5% significance level or 2.000<3.157>2.660.[13]

The difference with previous studies in this study, the researcher would like to implement educational games as a medium for effective vocabulary learning for class VII in SMP Nusantara Palangka Raya so that the students can easily learn English by developing a very fun hobby to play games and also increase students motivation to learn. The subject under study is also different from Meliya is research and the researcher uses the class VII in SMP NUSANTARA PALANGKARAYA as a subject of the study using experimental methods.

B. Vocabulary

One thing that differentiates human from animals is verbal language or speaking beside minds to think. Humans can communicate with other through verbal language, either to apply or to receive the information the animal cannot do. When we observed a child first acquiring speech, we talk of this

---

[13] LindasaryAyuMeliya, *Teaching English Vocabulary Using Picture-Game-Media at Third Grade Students Of Madrasah IbtidayahNahdatulUlama of Palangka Raya*, Unpublished Thesis, PalangkaRaya:STAINPalangka Raya, 2010, p.29.

progress as a matter of learning new words; we are also likely to feel that the adult speaker with the largest vocabulary has the best command of English. To think of a language as just a stock of words is however quite wrong. Words alone do not make a language; a grammar is needed to combine them in some intelligible way. Yes it is true that the vocabulary is the focus of language. It is in words that sounds and meaning interlock to allow us to communicate with one another, and It is a word that we arrange together to make sentences, conversation, and discourse of all kinds. Thus we have a paradox in that the most ephemeral part of language is also the center where meaning, pronunciation and grammar come together.[14]

In addition, brain capacity is most the important area in order to retain vocabulary. In short, to pin down words into long term memory, an enormous capacity and its content are durable over time in the brain. In order to ensure that material moves into permanent long-term memory, a number of strategies for brain patterning of vocabulary were discussed here. Moreover, Thronbury proposed some strategies such as; repetition, cognitive depth, personal organizing, imaging, and mnemonic and motivation.[15]

Ii is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills.

---

[14]Pyles Thomas and Algeo John, *English an Introduction to Language*,Harcout Brace Jovanich, 1997, p. 159

[15] Scott Thronbury, *How to Tech Vocabulary*, Oxford Shine; Bluestone Press, 2002, p. 23-26

1. **The Meaning of Vocabulary**

In some literature, we found the meaning of vocabulary. There are some definitions of vocabulary. According to Kridalaksana, vocabulary is a component of language that maintains all of information about meaning and using words in language.[16]

There are some experts who give definition of vocabulary Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.[17]

From the definition above, that vocabulary is a component of language and numbers of words by a person class, profession, etc. in the communication and every aspects of life such as in trade, education, business, social, politic, health, and so on.

2. **The Important of Vocabulary**

Wallace argues that vocabulary is one of the important part of languages, because if we speak a language, we need several word to convey ideas. So people can understand what we mean. He also mention two of the important of vocabulary, it means we must have many vocabulary to express language. If we lack of vocabulary we can't speak the language orally. Two of important of vocabulary are:

a. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.

---

[16]HarimurtiKridalaksana, *kamus linguistic*, edisi ke-3, Jakarta; PT GramediaPustaka Tama, 1993, p. 127

[17] Evelyn Hatch and Cheryl brown, *Vocabulary, Semantic and Language Education*, Cambridge; Cambridge Uviversity Press, 1995, p. 1

b. Actually, vocabulary is one of the important of the four language skills.Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it. Vocabulary is small unit uses to express felling, ideas, conversation, and language and so on.

3. The Nature of Vocabulary

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than its definition suggests. First, word come in two forms; oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Vocabulary refers to the words we should know to communicate effectively. Pieter stated that vocabulary is one of the components of language and that no language exists without words. Words are signs or symbol for ideas. They are the means by which people exchange their thoughts. The more word we learn, the more ideas we should have so we can communicate the ideas more effectively.[18]

The statement above can be conclude that vocabulary is very important for second language learners, because needed in the English language skills, such as listening, speaking, reading, and writing. Vocabulary used in all of skill of teaching language. Only with sufficient vocabulary, learners can effectively express their ideas both in oral and written form. Thus, they should have good ideas of how to expand their vocabulary, so that they can improve

---

[18] Pieter A. Napa, *Vocabulary Development Skill*, Yogyakarta; Kanisius, 1991, p. 6-7

their interest in learning the language. In fact, there is no one skills in English that does not need vocabulary. Vocabulary is important part of language. Because the vocabulary including small unit. We make a sentence to write from a vocabulary. We speak a language is from vocabulary. First thing about a word that we want to product then we speak directly after we get a vocabulary. Vocabulary is knowledge about word meaning. We can't speak the word if we do know about the meaning of word.

4. Kind of Vocabulary

Djiwandono stated that vocabulary can divided in to active vocabulary and passive vocabulary. Active vocabulary is vocabulary actually used, while passive vocabulary is vocabulary understood.[19]

The most important vocabulary for the learner deals with the most functional and versatile words of the language, many of which may not have direct equivalents in the learners native tongue.[20]

There are five essential steps in vocabulary learning, they are:[21]

a. Having sources for encountering new words

b. Getting a clear image

c. Learning the meaning of words

d. Making a strong memory connection between the forms and meaning of the words

---

[19] M. SoenardiDjiwandono, *TesbahasaDalamPengajaran*, Bandung ITB; Bandung University, 1996, p. 43

[20] Jack C. Richards and T. S. Rogers, *Approaches and Method in Language Teaching*, Cambridge; University Press, 1986, p. 101

[21] Abdul Qodir, *A Paper about Vocabulary Building/ How to Improve Vocabulary Mastery of The Students of English,*Palangkaraya: Department of STAIN, 2002

e. Using words in sentence.

a particular word can be a productive or active vocabulary if a learner knows how to use it actively and appropriately in a correct context. The transition of a passive or receptive or passive vocabulary into active vocabulary can happen because of listening or reading the words repeatedly.

5. Vocabulary Assessment

Assessment of vocabulary is critical for identifying children at risk for reading problems and for designing appropriate instruction. The use of oral measures is essential. Tests that require reading or writing make it impossible to differentiate other problems children may have, such as difficulties in word decoding or spelling, from lack of vocabulary knowledge. Children with suspected learning disabilities should be individually assessed on measures that include both receptive and expressive oral vocabulary. Receptive vocabulary involves understanding of spoken words, for instance, asking a child to point to a picture that represents a word spoken by the examiner. Expressive vocabulary involves using or naming a word, as when the examiner shows a picture to a child and asks the child to name it. Although the relationship of receptive vocabulary to reading comprehension seems obvious, expressive vocabulary appears to be an even stronger predictor of beginning reading achievement than is receptive vocabulary. Therefore, both areas should be included in a comprehensive assessment.[22]

---

[22]   Loise   Spear,   *Vocabulary   Assessment   and   Instruction,* http://www.ldonline.org/spearswerling/Vocabulary_Assessment_and_Instruction(Acessed   on April 15th 2016)

C. Media of Learning

Using media in teaching learning process can help the teacher to arrange the class. Besides that, media can improve the efficiency of process and quality of teaching and learning. Media are very important because the teaching activities will attract the students attention more so that they will arouse the students motivation to learn.

1. Definition Of Media

Instructional media in general is the process of teaching and learning aids. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners in order to facilitate the process of learning. These limits are quite broad and includes in-depth understanding of resource, environment, human and methods utilized for the purpose of learning / training.

Media that is something that is channeled messages and can stimulate thoughts, feelings and desires audience (students) so as to encourage the learning process in itself.[23]

From the above opinion concluded that instructional media is anything that can deliver the message, to stimulate thoughts, feelings, and the willingness of the students so as to encourage the creation of learning process in self-learners.

---

[23]Asnawir dan Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Pers, 2002, p. 11

2. Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conductive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons why teaching media could increase students' learning process[24]. The first reason is about the advantage of media in learning process, such as:

a. Teaching process will be more interesting. So, the students' motivation could be increase.

b. The materials clearly in meaning. So, students can understand and master the purpose of teaching better.

c. The teaching method will be more variated, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d. Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By

---

[24]Nana Sudjana, Ahmad Rivai. *Media Pengajaran*.Banduung: sinar Baru Algensindo, 2002. P.2-3

teaching media make abstract thing to be concrete and make the complex thing to be simple.

3. **Kind of Media**

Variety types of instructional media are extremely diverse. This is very beneficial to us because we can choose appropriate learning media topics will we teach. You can use more than one medium of learning to maximize student learning outcomes. Interesting use of instructional media that will make learning sessions more interesting and not boring. Instructional media types include:[25]

a. Visual Media

Visual media is seen media such as posters, pictures and other graphics

b. Media audio

Media is using something that can be heard as radio, cd, mp3, etc.

c. Audio visual

In the audio-visual students can see and hear. For example, the use of short films

d. Multimedia

The uses of multimedia are as varied as the Internet and computers. Things are using and dealing with so-called multimedia computer

---

[25] Miscellaneous, *Media Pembelajaran-Pengertian, JenismacamdanContoh*, http://carakata.org/media-pembelajaran-pengertian-jenis-macam-dan-contohnya/(accessed on April 10th 2015).

e. Media reality

The use of the media to learn the reality is that the real media such as plants, animals, people who do something and so forth.

In this study, the researcher will use a multimedia media because the media game *Big City Adventure* is a game that uses the computer media.

D. Game

1. Definition of Game

A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games).

Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulation, or psychological role.

2. Types of games

a. Arcade

Although arcade games had their heydey in the 80's, they are nonetheless very popular. Nothing will ever replace walking into a dark, crowded and noisy arcade gallery, popping a quarter into your favorite machine and playing an old fashioned game of Space Invaders. Arcade style games attempt to simulate the arcade games themselves. There is such a vast number of these things that it's nearly impossible to enumerate them all, but they include clones of Asteroids, Space Invaders, Pac-Man, Missile Command and Galaxian.

b. Action

Games that offer intensity of action as the primary attraction. Reflex response is the primary skill needed to play these games well. The most common action games are shooters and stealth. Action games also include most sports titles, although some sports titles fall into the category of simulation.

c. Adventure

Games that offer exploration and puzzle solving as the main attraction. These games historically offered the most engrossing story, although their popularity has declined in the last 2 decades. Reasoning, creativity, and curiosity are the most common skills required of a good adventure game player. Pioneer adventure games include Myst and Syberia.

d. Puzzle

Games that offer puzzles as the primary attraction to games.Thesegamesaremostcommonlyreleasedonlowbudgets via the web.The peoplewho play thesegames tend be the oldestpopulation of the gameplaying community. One of the mostsuccessful puzzle gamesis the famedTetris, Lemmingsand Minesweeper. I.Q. Intelligent Cubewas anotherinteresting puzzle game of limitedsuccess.

e. Role Playing

Games that offer the player an opportunity to immersethemselvesin the playercharacter's situation.Role Playing Games (RPG) continue their rich history in storytelling byembracing innovative ways to varyand report story. Characters tend to be rich,game play is long, and character managementis technical in RPG. FamousRPG include, Baldour's Gate, Fable, Might and Magic, Neverwinter Nights,Ultima,and World of Warcraft.

f. Simulation

The primary game play element of asimulationisits ability to matchrealworldsituations.Simulationsseek to provide enjoyment through reenactment. Combatsimulationsand racecar simulationsare relatively popularinthisgametype.Simulations may alsoincludesocialsituationsimulationsuchasSimsandLeisure Suit Larry. Major gamesinclude Gran Tourismoand the Tycoon games.

g. Strategy

Strategy games entertain through reasoningandproblem solving.Early strategy games (e.g. Civilization) did not usemuch storytelling, althoughmore recent games rely heavily on quality narrative. GamessuchasCommandandConquerareexamples of story based strategy games.[26]

This study focuses on the use "Big City Adventure" pc game and the type of game is adventure game.

3. Educational Game , Improve Creative Thinking Ability in Children

Nowadays the need for the development of the education system in Indonesia is increasing from year to year. Was once considered the most effective conventional system and has been applied in teaching and learning, but this learning system is no longer able to keep up with the times. On this basis then comes a new learning method that is expected to increase children's interest in learning.

Learning methods with the use of multimedia technology and interactive educational games is the right solution to answer the demands of the learning system needs communicative and interesting for children. There are differences between the two. Methods of learning using multimedia technologies such as LCD projector, TV, or radio has a pattern of learning and not a one-way interaction between teachers and their students. While the learning method uses an interactive educational game, students can directly

---

[26]Peter Jay Salzman, *Types of Game*, 2001-2004. http://www.tldp.org/HOWTO/Linux-Gamers-HOWTO/definitions.html (accessed on February 16th 2015)

be the actors who have a learning process that explicitly conveyed through the existing game.

Interactive educational game will originally to have many advantages. In addition students are not bored in the study, the subject matter becomes younger transmitted from teacher to student. In addition, interactive educational games are also able to condense the time required to complete a competency because with this game the students more quickly capture the lessons that can save time to educate them.

There is a significant difference between the methods of learning using games and no games. Learning methods using games to increase creativity, imagination, and innovation in children. So with interactive educational games, the learning process can be performed effectively and efficiently. Teaching and learning process will be running fun and not boring. Unlike the case with learning methods without the use of games. The ability of creativity, imagination, and innovative in children are not so well developed as a method of learning that only focus on theoretical basis alone. So that this kind of learning method by most children perceived to be quite boring and that is one of the reasons why children become lazy in learning.

Here are some interactive educational games that are quite popular:

1. PC GameThe *Big City Adventure*

   Big City Adventure belongs to the category of hidden object games. This game is interesting for the hard-to-find fans, sharing all type of facts

about San Francisco and 20 of its places. The game is composed of 120 rounds where the player has to find thousands of items.

While the characters are not the most remarkable part of the game, the graphics and the interface are some of the features that the players usually like of this game. In addition, the environmental sounds and the music are great; the player likes replaying because some items and the list of them change every time you play and the locations vary.[27]

2. Game Around The World

Vocabulary is one important thing in learning the language. So that learning becomes more interesting and entertaining to children, we can use the Game *Around The World*. Around The World game is intended to test vocabulary and introduce new vocabulary. This game is very suitable to play in the big class with the number of students that much. The essence of the game is to guess the appropriate objects while learning to draw conclusions by using a little logic.

The researcher chooses the Big City Adventure game because itconverse all the above criteria and has 30 different situations. By playing game, the students match list of vocabularies with kinds of object, and there are so many different object on each part.

4. **The Benefit of Using Game in the Classroom**

There are some benefits that can be retrieved using games in the classroom, namely:

---

[27]https://2ac6-downloads.phpnuke.org/en/c113922/big-city-adventure-san-francisco (acessed 16th Februari 2015)

1. The game enables students to better enjoy the subject matter. When students feel more relaxed in the following subjects, then they will be better able to absorb the lessons and considering the subject matter.

2. The game in the class will encourage students to communicate and interact.

3. The game offers a sense of "accomplishment" when students successfully complete a game or guessing the answers to riddles. This indirectly will motivate them to continue to study and learn.

4. In the game, the teacher can teach the subject matter more than if they just use common teaching methods.

5. Not necessary effort or materials which could include elements of many of the game in the classroom. Everybody likes game and it can be helped maintain an atmosphere of learning class[28].

E. *Big City Adventure* as the Game

The students' main task is to locate the objects listed before the time starts running. If the students click an item which is not in the list of things that the player should find, the game shows a graphic symbol. When you find the objects you earn a tab that appears in one side of the map. After this, the tabs continue appearing until the three sides of the screen are covered. Another feature that will help you to progress in the game is earning "Quick Find Bonus" points because of completing various moves quickly.

---

[28] Andrew Wright, David Betteridge, and Michael Buckcy, "Games For Language Learning" Third Edition, Cambridge: Cambridge University, 2006, p.1

Besides, this hidden object game offers several minigames. For instance, the classic one about memorize the location of some objects, another about match several objects with their respective mate, or some puzzle-based minigames among some others. Thus, you will never get bored playing this kind of games since it provides you with different ways of entertainment. [29]

1. How to Play *Big City Adventure*

The game belonging to the hidden object categories, meaning that you have to find determined items in a certain amount of time. A random list is given at the beginning of each level and when you find a object written on it, you have to click on it. At the end of the level, you will have to find your next destination by playing minigames (puzzle, find the good pairing, match or find the good object). The player can find pieces of money as bonuses: adding time, hint or points.[30]

2. Features

A. Thousands of object to find

B. Exciting mini-games to aster

C. Beautiful sound and graphics.

1. **The Principle of*Big City Adventure* as a Media to Teach Vocabulary**

Game can be used as a media in teaching because game stimulated the students to do something actively and it will make the teaching lesson better.

---

[29]*Ibid.*
[30]*Ibid.*

There are some criteria that a game can be used as a teaching media, they are[31]:

a. A game has a competitive aspect so it will be more active

b. A game needs an active participation from the students to solve their own problems arises in the game so it will make a good communication protect.

c. A game is a direct feedback by solving the problem at the time it arises so the students learn to think actively about solving problem

d. A game should be familiar by the children or if it does not, the game should have a simple twist of rule so it will be easy for the students to be played.

Figure 2.1 Pc Game *Big City Adventure*

The researcher chooses the *big city adventure* game because it converse all the above criteria. The game *Big City Adventure in San Francisco*has 30 different situations. By playing this game, the students match

---

[31]http://newmedia.org/game-based-learning—what- it-is-why-it-works-and-where-its-going.html (accessed 18[th]Februari 2015)

list of vocabularies with kinds of objects, and there are so many different objects on each part.

2. **Procedure of teaching vocabulary using Pc Game *Big City Adventure***

To make students can increase their vocabulary; there are some teaching procedures to teach by using Pc Game *"Big City adventure"*: First, teacher has to prepare the game and paper instructions this game and bring it to the class. Second, when the teacher in the class, they give the paper to their students and explain to them about how to play Pc Game "*Big City Adventure*" while playing the game for several section. Third, after teacher explains instructions of the game, teacher explains about keyword which will students search.For example keyword about things in the bedroom, nursery room and other. After give keyword teacher open the game and theme the game suitable with keyword. And then instruct the students to search meaning of word which on the game. After the students found the meaning of the word, teacher to correct with click the word on the game, this game will show the picture of the word. So the student will easy to remember meaning of the words.[32]

3. **The Advantages and Disadvantages of Pc Game *Big City Adventure***

Media refers to anything that carries information between a source and a receiver. But as pc game media *Big City Adventure* have both advantages

---

[32]WidiyaniStyati, Elik&NuriAtiNingsih, *Teaching English as a Foreign Language*, Javas Gravika: Magetan., 2012

and disadvantages while the teacher used that media. Here are the advantages of using pc game media *Big City Adventure*:

a. Pc game *Big City Adventure* is a visual media that can be interested the students

b. Pc game *Big City Adventure* can increase the viewer active engagement with the message

c. Pc game *Big City Adventure* can keep the students attention during the teaching learning activity

d. Pc game *Big City Adventure* can stimulate the student because students usually want to know what it has happen

e. Pc game *Big City Adventure* can help students to facilitate the understanding of vocabulary

f. Pcgame*big cityadventure*canhelpstudentstofacilitate therecallof vocabulary

In opposite, the disadvantages of using pc game media *Big City Adventure* are:

1) Teachers need the LCD to display to students

2) The vocabulary used in the pc "*big city adventure* game" only nouns[33]

---

[33] YuliaMawaddah, *Using Game in Teaching Vocabulary*, Jakarta: SyarifHidayatullah State Islamic University, 2010, p. 10