

English Vocabulary Improvement of a Young Gamer in Kota Serang (A Case Study Analysis)

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Abstract

In the digital era, some people must use technology to support their works or even their pleasure time. A game is one of the digital applications for some people to spend their leisure time, including children. However, indirectly, a game also can be an educational tool for children, especially for language. Based on the description, the discussion of indirect language acquisition especially occurred outside of the classroom is rare to discuss. This paper investigates the effect of a video game on a young gamer toward English Vocabulary Improvement. As it is a case study, the boy in the study is a ten years old young gamer, named Khalifatul Fajriatil Fattah. Commonly, some young students cannot speak English or even do not have some English vocabularies in their mind. Data taken included vocabulary size and word recognition tests followed by writing vocabularies and translating the meaning test. In addition to this data, qualitative data in the form of interviews were included to support the findings of the vocabulary tests. The data will be taken on how the young gamer can conclude the meaning based on the context and not based on the dictionary. It has resulted that incidental encounters with the same word and phrase may have played a part in the above-mentioned benefits. Then, the child also can know the meaning based on the performance of the game itself. Motivation to play the game was also upheld according to the qualitative data.

Keywords: English Vocabulary Improvement, Young Gamer, Video Games

Introduction

In ASEAN countries, English is so important for a communication because some ASEAN countries are undergoing ASEAN Economic Community. ASEAN Economic Community is the agenda of some ASEAN countries to open some opportunities to get the market in ASEAN. It means that there is a process of free trade in Indonesia and other ASEAN countries (ASEAN Secretariat, 2015). Therefore, language can be a problem for making an interaction or for making an assimilation to gain the purpose. For realizing the purpose, English as one of the priorities is chosen as the standard tool for communication (Tien and Cuong, 2015). It means the people integrated into ASEAN Economic Community (AEC) should speak English. Even, some people integrated into AES that do not use English or non-Native speakers have to speak English while working with the others. That is why English also can be called the “working language” (Deerajviset, 2015). While assimilating, people do not use their own languages (mother tongues); they must use English for communicating with each other (Hrehova, 2010). The assimilation will make them have a direct communication in English.

Therefore, English should be used in some ASEAN countries, such as Indonesia. However, English has a position as a foreign language as not all people in Indonesia can speak English. This fact is similar to Vietnam, Cambodia, and Thailand (Tien and Cuong, 2015). It is so different to other ASEAN countries, such as Philippines, Malaysia, Singapore, etc. Even, there is such a trend for some teenagers in the countries to speak and study English (Deerajviset, 2015). Thus, the position of English in Indonesia is as a foreign language; it is not as a second language as other many ASEAN countries use it.

Because of that, it is really hard for some Indonesian people to speak English because it is not deeply taught in some schools. As a standard tool for global communication, it is rarely taught in SD (Sekolah Dasar/ Elementary School); there are just a few elementary schools teaching English in Indonesia. As the impact, there are some young students that cannot pronounce English words well. Basically, the focus of English language learning in SD (Sekolah Dasar or elementary school) is on pronunciation and vocabularies (Choi and Mantik, 2010). It means the children in very young age should have the ability to pronounce and memorize some English vocabularies well. Tenses are not the main focus

of English language learning in elementary schools. Although it is taught, there is just a simple tense; such as Simple Present Tense.

Before the Curriculum of 2013, English was not a compulsory subject in Indonesia. It means English was taken as extra curriculum for elementary school (Arif, 2015). As a result, some elementary schools do not teach English to students. It is so contrary to the purpose of ASEAN Economic Community that English is one of the priorities for communicating and assimilating.

As impact, some young students do not know English or do not understand English. Even some Indonesian people cannot speak English. There are some factors that has brought English is hard to study by some Indonesian students; a). The focus of English is still on grammar; b). Big class sizes; c). Lack of Local qualified teacher; d). Time allocations for English learning (Tien and Cuong, 2015). In SMP (Sekolah Menengah Pertama/ Junior High School), the focus is on grammar and not based on communicative. Grammar in Indonesia has some patterns that will make some students confused. There will be some mistakes for the grammar that the students will make. Therefore, the mistake for the grammar will make such a exolinguaphobia for the students if they make a mistake (Lauder, 2008).

Basically, for some elementary students in Kota Serang (Serang City), mostly do not know some English vocabularies. Especially the elementary school near the writer's area does not have English as the intracurriculum subject in the classroom. It is also the factor why some young children do not know English and even they still do not have a desire to study English. However, there is a young child in Serang, in this case the writer's son, that can mention some English words and then even he also can recognize the meaning of the words and can arrange English phrases to become Bahasa Indonesian phrases.

At first, it was surprising when the child could translate some titles of some movies or even some English phrases that he could find. Sometimes, he would ask some meanings to the writer and then the meanings could be stored into the child's memory; he could recall the words. After that, the writer observed the child why he could memorize the words or even he also could translate the words without opening a dictionary.

The writer found that the child likes to play some online games. Even, he also likes to chat while playing games. It is like the theory of learning proposed by Skinner as a new theory of behaviorism. As the previous behaviorism, Pavlov has described a dog, named Ginger, that will follow its desire to eat. Pavlov had made an experiment that a hungry dog would salivate when it found its dinner. The saliva can be called as "Unconditional Response" and the dinner can be called as "Unconditional Stimulus" (Catania and Laties, 1999). Pavlov examined it from time to time. Therefore, Pavlov found another experiment; he found that an opened bag containing of food would make the other salivation. It means the stimulus had changed to become the opened bag. Even, when the dog heard the opened bag although it is empty, it would produce more saliva. After that, Pavlov concluded that the dog had recognized the sound of an opened box as the "Neutral Stimulus" (Friedman, 2017). Then, the saliva will show larger when Pavlove opened any bigger size of food box. Even, Ginger would show more hopefully and followed Pavlov. The experiement done by Pavlov also has modified with the neutral stimulus with the bell. Therefore, Ginger would recognize the bell as the stimulus or as a sign for it to eat. It has shown such a behaviorism. However, it just gives the lesson of behaviorism based on the stumulus. It does not give the lesson to Ginger for finding the food (Killeen, 2014).

Therefore, Skinner developed the theory of behaviorism to Operant conditioning. Skinner had made a box with a lever that it would open the small tray contained of some food. Skinner does not teach the way of the rat can open the tray. The rat just put around and insidentally put the lever and it opened the food. Then, the rat would be always near the lever. The rat discovered that the lever could open the food when it got hungry. Then Skinner can call the behavior change as *Operant Conditioning*. The pellet can be called as the *reinforcement* and lever pressing is as the *operant*. The theory proposed by Pavlov and Skinner about Behaviorism described about how a stimulus can stimulate someone to learn (Seifert and Sutton, 2009).

If it is related to the condition of the child that can memorize some English words or even he also can arrange the

simple phrases, the child has a need of something in this case the desire to play some games to waste the time. Game is the reinforcement based on Skinner. It means the child has a desire to play the game. At first, the child always tried to access the game without knowing how to play game. Then, there are some clues in this case the icon on the game such as “start.” The child said that he tried all the lever to access the game without knowing the meaning. When he tried the same icon and succeeded, he would press the same icon. It can be said as the “operant” referred to theory of Skinner. Then, the process of learning from not knowing to become knowing can be called as “Operant Conditioning.” Therefore, it also can be said as indirect language acquisition. It means he incidentally learns English from the thing that he needs, in this case, Video Game.

Video game today is not an unfamiliar thing for people. Some people can play a video game for fun, wasting time or even for education. Video game itself also has a mean for education. Although, sometimes a Video game also was made for a destruction; the contents are crimes, sadism, etc. Even, there are some negative effects also such as addiction, laziness, etc. However, besides the negative sides, there are also some positive effects of Video games. As it has been described above, English is positive for education. It will make the user to think a lot for how to win the game. Even, today a videogame is so attractive; it is 3D that will make the user like being in a real life. A Video game be the reinforcement for people to study based on the theory conducted by Skinner. It means a person will have a strong motivation to play the game or intrinsic motivation.

Then, in an online video game, there is an interaction of the user around the world. The users can communicate to the other users related to the game they play. There is a chat column in the game. For playing it, English must be a language used by the users because the users are not from Indonesia only. The language used must be a stimulation for a person to study. Therefore, it also can be a language acquisition for the users. The users also can study four skills of language acquisition; reading, listening, speaking and even speaking. In reading, the users can read all the instruction of the game. In the game itself, there are some instructions that should be run by the users. The instructions are also in English (Eskelinen, 2012). In this case, the child sometimes like to read how to cheat the game that the instructions are in English. Then, in listening, the game also has the voice of the characters played. The characters, sometimes not always, will speak English. It also can make the user think of the meaning and also try to follow the voice. In speaking, the user also tries to speak English with the other users whether in chatting or even in an online conversation. Chatting is the way of the user can write in English (Tudini, 2003). Chatting is believed as a media for students to have a flexibility in their study of language. Therefore, a videogame also can be a potential learning device for language acquisition. It means language acquisition in the game is about the interaction of a person in the target language in a communicative ways and the person does not see the correct form of the expressed language (Khatibi and Cowie, 2013).

The statements above can be the reason for the writer analysed the child, Khalifatul Fajriatil Fattah. Since in the second grade, he likes to play some video games, mostly the 3D Video games. What makes the researcher is surprised, he can recall so many English words. The reason for investigating it is to shed more light upon the benefits of playing video games in a foreign language and possibly gain a more complete picture of how student can gain some vocabularies through video games. This finding also can be applicable to a global SLA audience because it can explain why a game is also can improve the vocabulary of a child because there are some context that can make the child conclude the meaning of the vocabularies. Even, it can make the child or other players can understand the meaning without opening a dictionary or “Word Inference.” In pedagogic, the teacher can use some medias for attracting students to learn English as has an interest to learn. As it explained above, the students will be more relax while learning and gaming. Then, the teacher can use simple game to make the students can acquire the words incidentally.

Literature Review

A "Video Game"

A Video Game is not a new thing for people. It has been known for several decades until it has reached the perfection as today. The first interactive video game was written by Steve Russell on a Digital Equipment PDP-1 computer. The name of video game itself was *Spacewar*. However, the first video game that was for people, Pong, released in 1972 (Gentile, D.A. & Anderson, C. A, 2006; Hadsinzky, 2014). It was played in “Arcade” mode or in traditional mode.

Then, there are some companies released some games, such as “Nintendo”, “sony”, “Sega”, etc. Then, the graphic was made more perfect with polygons that the numbers of polygons can be played for seconds (Gentile, D.A. & Anderson, C. A. (2006). The contents of video games also has changed. Mostly, starting in 1976, some game developer changed the content to become more sadistic. The first sadistic video game is Death Race (Gentile, D.A. & Anderson, C. A. (2006). Of course, it will affect some users to do some violent behaviors (Prot, et al, 2004). However, besides the negative impacts, there are some positive impacts of Video Games, such as an Educational tool.

Video Games as a Media for Foreign Language Education

Based on the explanation above, it can be seen that Video Games are also as a media of leaning. It means it is as a tool for education too. It is also as an effective media for learning as it is fun and engaging. It also requires deep thinking. It means the player will think deeper while playing game for winning the game. In other words, the player will use the higher thinking skill while playing game (Anderson, et al, 2008).

As it is played as a stimulation and simulation, some students will have higher interest on playing the game. The students will have an intrinsic motivation to play the game and then they will accidentally learn the language on the game (Anderson, et al, 2008). Video games will interest some people to study English instead of watching television, read a book, or even listen to the radio. It is caused by the video games have an interactivity and the facilitation of communication (Rudis and Poštić, 2017). Therefore, since the player can be attractive in playing the game, they will have such have an attractive learning environment and then they will also study the language on the video game (Campos, et al, 2013).

Incidental Vocabulary Acquisition

There are some methods of teacher to make some students to improve their vocabulary size, such as memorizing and recognizing. In Indonesia, some teachers always instruct the students to memorize some words in dictionary. Even, the teacher likes to give a punishment if the students forget the words. Of course, the students will memorize or remember some words in such a time. However, they will forget for the following time. It can be called as short term memory (Cahyono and Widiati, 2008). Short term memory happened because human’s memory is limited. They easily forget the words because they just remember the words but they do not know the relationship of the words to other words (Ortega, 2009). In other words, the do not need the words for their daily activity or their daily needs.

Of course, need is so important in improving vocabularies. Need of some vocabularies will store the words into the long term memory. Need is so important in words recognizing. It means the students will see the unfamiliar words and recognize the meaning. Therefore, it requires motivation (Yu, 2011). The need of the word recognition will see the related words and then the student will see the context of the words. Last, the student will conclude the meaning. Therefore, context is so important for knowing the meaning of some words and then even after knowing the context of the words, it will become the long term memory for some people, in this case children (Manning, et al, 2013).

Based on the previous explanation, there are such stages for the people, in this case the player of a game that can store some English words. Based on the theory proposed by Skinner, the user should have the motivation at first. The motivation here is the internal motivation. The internal motivation is the desire of the player to know the game. The player has been interested to see other people playing games; he has such fun. If the player has observed from the beginning, he or she will imitate like the previous gamer did. It is a natural of learning for acquiring basic task (Greer et al, 2006). Then he will think for playing the game. The game is the need of the player or it is as the reinforcement. Then, before playing the game, there are so many tools that should be learnt by the player. The player should recognize the tools that can bring him or her to play the game, such as mousepad or touch pad. Mousepad or the touchpad is the media for connecting the player to the game. It can be called as the operant. After knowing the function of the mousepad or the touchpad, the player will also try to find the function of the features of the game laid on the screen. Features of the game are several icons for starting the game such as start, setup or others. Then, the player will conduct trial and error; he or she will try some icons of the game. The effect can be success or even fail. When he or she finds the success, he or she will know the meaning of the game. Even, there will be some repetitions based on the success. It is like the theory of Skinners about operant conditioning; the behavior changes. Actually, the player does not have

an intention to know the meaning of the word but because he or she can know the context from the picture, trial and error, etc, he or she does the incidental vocabulary acquisition (Brown, et al, 2008). The incidental vocabulary acquisition occurs because the child can conclude the meaning based on the context appeared in the game or “word inference” (Hamada and Park, 2011). Therefore, the role of context in the videogame is so important for some people to get the meaning based on the conclusion.

Multi Modal for Language Acquisition

Today, some video games are made for an online activity. It means the player can communicate to other players in the same time but in other places. The activity can be supported by the existence of internet that can provide everything that some people want. Thus, it is not hard for some people to find some information, including some online games. As internet is an online activity and as the international activity, English still holds an important role for some people to use.

Before the time at present, people just know one media on internet just for chatting, for gaming only, and even for listening to the music. At the time, people just know the thing called as multimedia; it is as a media for playing video, music, picture, etc. However, as the improvement of technology and Information, communication Technology (ICT), now people can know the combination of multimedia and ICT (Gilakjani et al, 2012). The Incidental Vocabulary acquisition happens in the era of internet as people will get some information in English. It means now people can interact each others by using the combination of video, sound, chatting at one time. Therefore, multimodality is a new thing for people but several people use it all the time.

Even, the incidental vocabulary acquisition happens all the time because people are assisted not the word only but it is also provided with pictures, video and sound. It means Audio Visual hold an important thing for multimodal can be understood by the user (Domingo et al, 2014). An online videogame is also a multimodal that can assist the user to develop an incidental vocabulary acquisition (Galimberti et al, 2018). As it is provided with audiovisual, it is easier for the user recognize the words based on the context in audio and visual. Therefore, the user can easily conclude the meaning (Nallaya, 2010).

Method

Since the research is only discussing one single boy, in this case, the boy can recall and memorize some English vocabularies, the researcher uses one of qualitative studies; case study research (Cresswell, 2014: 96). This method is useful to discuss a phenomena happens on a boy who likes to play some videogames. Through the video games, he can memorize and recall some English vocabularies. The data got is by interviewing the boy and test the boy to recall some English words. Then, the writer will examine and observe the child’s behavior while playing game, in this case some new online games. The writer will observe why the child can improve his vocabularies through the game (Marczyk et al, 2005).

Since the case study discusses about how and why, the writer will discuss how the child can prove some vocabularies he has and how the child can describe the meaning of the words (Yin 2003). Then, the writer will observe the process how incidental vocabularis could happen on the behavior of the child while playing game.

Results

Vocabulary Improvement as the Impact of Incidental Vocabulary Acquisition

One of the most favorite game played by Khalif, the child’s name is “Minecraft.” Besides, the child also has played “Mobile Legend”, “Counter Strike”, “Asphalt”, etc. “Minecraft” is a game for building and destroying a building. There is such an adventure there.

Then, if it is referred to the theory of Skinner, the child has a strong motivation to play the game. The child said that it is fun to play the game and then it also can waste the leisure time. Then, the child said that sometimes he wants to stay at home rather than to play outside of the home. There is an implication that he needs to play the game. “Need” can be used as a basic motivation for someone to learn or intrinsic motivation. The need of something that is related to the innate psychological need will make someone to do more or having an intrinsic motivation (Ryan and Deci,

2000). Making fun is also included to innate psychological need as it is said enjoyment (Cutre et al, 2016). Therefore, since long time ago people will seek such an enjoyment after working to fulfill their need or it also can be said as the basic need. Then, since enjoyment is an intrinsic motivation, it will make the person to know more about what he wants to be involved. Then, the need of enjoyment will make the child to observe the game to fulfill the game. The game itself is the reinforcement why the child wants to play the game. It is the purpose of the child and then he will have an effort to play and win the game. In this case, the reinforcement here is a stimulus that can change the child's behavior; the child has a desire to play the game (Sutton and Barto, 2017). The other stimulus that exists on the game is the performance of the game; the game has some attractive design, plot, and even the characters. It is called as the secondary stimulus (Sutton and Barto, 2017). The child also experienced a short periods of engagement (Sun, 2016). Based on the stimulus, the child will try and try some features of the video game. It also can be called as trial and error (Young, 2009). Trial and error is a strategy used by some players to play a game. Trial and error is also a learning condition for the child because the player will experience some errors in the first and in the second type (Young, 2009).

It also has caused the repetition in applying the game. Repetition here requires the ability of reading (Mohamed, 2015). The error made has resulted several repetition and then even it has caused the child can recognize the words and can remember the spelling of several words appeared in the game (Mohamed, 2015). Even, because of the need and trial and error done by the child has made the words going to the long term memory (Ghanbaran and Ketaby, 2014). The effort of the child or the condition from unknowing the word to become "knowing" can be called as "operant conditioning" and the features of the game also can be called as "operant" (Staddon and Cerruti, 2003). It means there is an effort of the child rather than receiving the stimulus or conditioned response proposed by Pavlov (Boakes, 2003).

For knowing the ability of the child in vocabulary, the writer made such a test to the child. The child should write some English word in a half hour without seeing a dictionary. Surprisingly, the child succeeded to write 280 words. Mostly, the child makes some words in the right spelling. Then, the writer asked the child to pronounce some words. There are a few mistakes in spelling the words but the meaning is based on the child himself. Then, there are some unfamiliar words that the child can translate, such as the word "ocelot." Even, the writer does not know the meaning of "ocelot." He said that "Ocelot" is "Kucing Hutan" or "Wild Cat." Actually, it is new for the writer and then the writer searched the meaning on a dictionary. There are meanings or the definitions of Ocelot in some dictionaries. Therefore, the writer tried to find it in some websites. The writer could find the meaning on the website. The meaning of "Acelot" is not so different based on the child's translation. The child said that it is as the wild cat but it is not a common wild cat. It is an endemic wild cat that can be found in southern Texas through South America (Laguna Atascosa, 2017). Such a cat is not from Indonesia but the child knew the cat. Therefore, it could happen because the child guessed the meaning as it is one of the characters in a Video Game "Minecraft." Based on the interview, the child showed the character of "Ocelot" that it is hard to catch.

Then there are other unfamiliar words, such as "nether" and "aether." Based on the explanation of the child, the child said that "nether" and "aether". The writer surprised that the child said that "nether" means "hell" (neraka) and "aether" means "surga" or "heaven." He said that he concluded the meaning based on the place (dimension) in the game "Minecraft." The child said that he found a difficulty in making such a portal in the game for attacking the enemies. Then, there is a hidden clue for making the nether. He said that in the game the place contains of some lava that can kill. Therefore, the writer tried to find on a dictionary the meaning. However, the writer could not find the meaning. Then, the writer still searched the meaning on the game itself. The writer found the meaning of the discussion of some player that it is "hell." After that, the writer explained the meaning of "neraka" in English is "hell"; "Nether" is an unfamiliar word. Because of the curiosity, the writer found the meaning of "Nether" in the online dictionary. Merriam-Webster states that nether is "situated down or below" or "situated or believed to be situated beneath the earth's surface." Therefore, it can be concluded that the location is beneath the earth and near the lava so the child can conclude that it is as hell.

The other unfamiliar word is "aether." At first, the child said that "aether" is "surga" or "heaven." It is also a word

that the writer does not know. The writer also asked why the child can conclude the meaning. The child explained that it is also said that it was from the same game, Minecraft. After that, the writer found the meaning based on the discussion of the player. In the discussion, it is said as “heaven.” Then, the writer tried to search on the online dictionary, Encyclopedia of Britannica (2018) states aether sometimes spelled as “ether” as “a theoretical universal substance believed during the 19th century to act as the medium for transmission of [electromagnetic waves](#) (e.g., [light](#) and [X-rays](#)), much as [sound](#) waves are transmitted by [elastic](#) media such as [air](#).” Therefore, it is why it is in the dimension of air in the game “Minecraft.” Because of the dimension, the child can conclude that it is as “heaven.”

After that, there is a mistake in translating the word “lava.” He said that lava as “air panas.” Based on the interview, the child concluded because “lava” came from the mountain. Some people will die if they got touched by the lava. The writer said that it is a bad conclusion because it is not water although it looks like water.

The other wrong conclusion is in the word “pack.” He said that the word “pack” means “hadiah” or “gift.” He also concluded based on the game (still in Minecraft). The child concluded that the word “pack” as “hadiah” because he always accepted the “pack” from other player. Even, he also said that it is as “surprise.”

The other wrong meaning is in the word “completed.” He said that “completed” as “menang” (win). Actually, that is wrong conclusion. He said it as the game always said “the game is completed” after winning the goal of the game. The child has passed some steps of the game until he reached the end of the game with the sentence.

Based on the interview, the boy explains that the inclusion of graphics and animations in the video game seemed to promote comprehension of the text. This can suggest a shift towards more visual-based formats as being desirable by the boy. The boy stated that when he first read an explanation for an item or event, he often did not understand the more complex vocabulary words if he were not also looking at the screen.

Multimodal for Knowing the Context of the Words

After discussing the vocabulary size had by the child, the writer will observe how the child can learn some new language in the game. Not like the previous game; many games are in arcade mode. Arcade mode is the adventure mode that is has a goal to win the game; it does not have the competitors. However in the online game, the child will have some competitors. At first before playing game, the child has tried “trial and error” before playing game. There, the child find the phrase “sign in.” At first, the child thought that he had an access to play the game. However, the access was refused by the game. The child once again tried to insert his own email and his own password. Then, there was a sentence “the user is not registered.” The child knew that he could not access the game. Then, suddenly he knew what to do. In this case, because he was not still registered yet, he chose the phrase “Sign up.” Then, there was a form for the child to fill. Then, the child pressed the word “subscribe.” Based on the behavior that the child did, “trial and error” can be a clue for a child to know the meaning of the phrase. He knew that when he pressed the word “sign in” there would be an error. Then, it can add the vocabulary of the child about the meaning of “sign in.” He concluded that “sign in” is the phrase for the registered player after he tried it many times. Therefore, “trial and error” will make some repetitions for gaining the new vocabularies (Cera et al, 2010). Repetition is also a good strategy for a child can recognize the word such as meaning and spelling. That is also why the children has a few mistakes while writing some English words.

The role of modality also appears when the child can know the context of the words and also can conclude the meaning of the words. As an example, when there are some options how the character can reach another place, there is a picture of wings. When the cursor get near the picture of the wings, there is a sudden word “wing.” Thus, there is a relationship of the picture to the sudden text in the game. However, the meaning of some words will be based on the context conclusion and not based on lexical meaning. It is also occurred in the previous discussion that the child guessed the meaning of the word and it is not the lexical meaning although the meanings are true. Actually, although contextual meaning, a child should know the lexical meaning because it will make some ambiguity in using the words in different context (Luo, 2011). As an example, the child has concluded the meaning of a word just based on the context of the

game, that is “have/ has.” The child said the meaning of “have/ has” is “sudah” or “participle.” However, there are other meaning of the word “have/ has.”

The performance of the game has made the child experience “incidental vocabulary acquisition” through the context appeared in the video game (Alghamdi, 2016). The context of the word refer to some situations or even the picutres integrated to the game. Then, as it is apperared many times and then it is also described in a good picture has made the child attracted and can acquire the meaning.

Conclusion

The incidental vocabulary acquisition through videogame as experienced by the child in this case study will be stored in his memory for a long time. In this case, it can be called as long term memory. The incidental vocabulary acquisition happened due to the factor of need. Because of the need to play the game, the child has tried some features in the game although will make some errors. However, when he succeeded, the words or even phrases and the related word will be stored in the memory. Therefore, the game itself is the reinforcement for the child based on the theory of Skinner. The period of words appeared is also the factor of incidental vocabulary acquisition; more frequent of the word appeared on the game, it will be remembered by the children.

The weaknesses of the incidental vocabulary acquisition here is the child seldom got the lexical meaning of the word because he just concluded based on the context. Even, the game has given the chlid some unfamiliar words that cannot be understood by other people. Then, the conversation is always in the chat mode not in the speaking mode. Thus, it will make the child recognize the word or the text mostly, but sometimes there are some errors while making the speaking. There are also some errors in pronouncing the words. Besides, there are words and phrases mostly; the sentences rarely exist in the game. It laso has resulted the child cannot speak English well.

Then, based on the discussion above, the writer suggested for some game artists to produce the game for education, especially the game for English acquisition as agame can easily be processed in the child’s mind. It is not the game containing of some sadistic content such as Mobile Legend, zombie, etc. Then, it is better if children can play a game with limited time and accompanied by parents. It is the task of parents to explain the meaning and how to pronounce the words.

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