Abstract

English language is a global language. In order to face the globalization, people have to learn the English language. There are so many ways to develop English vocabulary such as reading bilingual dictionaries, listening to music, speaking to English natives speakers, or even playing games. There some research about learning English by playing games. This research tries to analyze the development of the English vocabulary of the video game players and measure the development either. In this research, the writer made adult players as the target. The writer uses a qualitative method to do this research. Living in the world of technology, the writer decides to use an online questionnaire. The problems of the research are formulated into what makes this game capable of developing the English vocabulary of the adult players? The second is how many percent the development of the English vocabulary of the adult players? Based on the data, there are some characteristics of the video game that develop English vocabulary of the adult players' because this game is as a video game. The characteristics of Clash of Clans as a popular video game which provides multimodal environments, the complexity of the system which recruits sophisticated forms of thinking, the room of chat between players which makes the players developing their own vocabulary unconsciously. The percentage of the English vocabulary development of Clash of Clans game players that is adult players’ is 55%.

Keywords: Vocabulary, Video Games, Clash of Clans

INTRODUCTION

Communication is an important activity that everyone uses to express something in their mind, the message or the information, and their feelings in order to get the feedback. (Hornby, 2005) states that communication is the activity or process of expressing ideas and feelings or of giving people information. If we want to communicate, we need a language. Language is an important object to deliver the message or the information in the process of communication. (Johnston, 2008) stated that language is the process or set of processes used to ensure there is the agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. On the grounds that language is an important instrument in communication, people have to learn the language. English language is a global language. As a global language, English is used in many things that we find in many kinds of technology and also in our daily life such as computers, social networks, social media, mobile phones, electronic machines, and transportation. In the age of globalization, people are required to learn the English language and also have the ability to speak English.

In order to learn the English language, first people have to learn about the vocabulary. Vocabulary is the important
part of a language. Vocabulary is all the words in a particular language (Hornby, 2005). We cannot master a language without learning the vocabulary of its language first. That is why we have to learn about the vocabulary. When we learn vocabularies, we also have to develop them. Developing vocabulary is an activity to upgrade the vocabulary that we have. Because the vocabulary is the main thing in language learning, the writer decided to do a research about learning and developing vocabulary.

There are so many ways to learn and develop the English vocabulary. They are reading the bilingual dictionary, joining the formal institution, or even playing games. Reading, listening, and joining the formal institution is a common method to learn and develop the vocabulary. However, learning and developing English vocabulary by playing games is a method that infrequently applied in a formal institution. Actually, there are several studies about learning and developing English vocabulary by playing games. Most of the studies use an educational game or Game-Based Learning (GBL), an approach to teaching, where students explore the relevant aspect of games in a learning context designed by teachers. The question is, whether it is true that we can learn and develop English vocabulary by playing games? If it is true, can we learn and develop English vocabulary by playing non-educational games? Or we only learn and develop English vocabulary by playing an Educational game. In this research, the writer tries to find it out by using a non-educational game.

There are several types of games. Nowadays, video games are rapidly expanding. Most of the famous games are classified as a video game. A famous game always has a lot of participants. It means that the more participants of a game, the more opportunities for a game to affect the participants. If the research about learning English vocabulary by playing games is true, it means video games have a big opportunity to affect the players' English vocabulary. That is why the writer decided to use a video game in this research. Video games are different from Game-Based Learning (GBL). GBL is designed for a certain goal in education. On the contrary, video games are not specifically designed for an educational goal. Indeed, there are several video games that are designed for a certain goal in education. Nevertheless, the writer uses a video game which has no certain goal in education. This help to find out whether the players are able to learn and develop English vocabulary through a video game. This makes the writer is interested to examine about learning and developing English vocabulary by video games.

The writer decides to use a famous video game in this research. Because, where there is a famous video game, there are a lot of players. It will make the writer easy to find the target for this research. There are three video games that extremely popular. They are Defense of the Ancient (DOTA), Pro Evolution Soccer (PES), and Clash of Clans (COC). Those are classified as an online video game. But, the writer decided to use Clash of Clans for this research because we can only playing DOTA and PES on a computer. On the contrary, we can play COC either in our gadgets or in a computer. The accessibility of a game is one of the successful keys to get more participants. Clash of Clans game is available in various language versions except for the Indonesian language. It signifies that whoever plays Clash of Clans game, they already have the ability in English language. Another reason why the writer chooses
this game as a tool for this research is because the writer is a player of the *Clash of Clans* game. Thus, she knows exactly how to play *Clash of Clans* game. It will make the writer easier to analyze this research through the game that writer knew. The writer decided that target for this research is the adult. (Hurlock, 1986) stated that people classified as an adult if they are 18 years old until 40. The writer chose adults who played *Clash of Clans* game as respondents because most of the players of this game are adult. The problems of the research are formulated into following questions:

- What makes this game capable of developing the English vocabulary of the adult players?
- How many percent the development of the English vocabulary of the adult players?

The aims of this research are:

- To investigate what makes it capable or not capable of developing the English vocabulary of the adult players.
- To know the percentage of the development of the English vocabulary of the adult players.

Whatever else people do when they come together—whether they play, fight, make love, or make automobiles—they talk (Fromkin, 2011). When people talk or communicate with each other, they need a language as a tool to express their feelings and information. According to ( Sapir, 1921) language is a purely human and non – instinctive method of communicating ideas, emotions and desires by means of voluntarily produced.

Vocabulary is one of the important parts of the language. According to (C. Brown, 1995) vocabulary is a list of words for a particular language or a list or a set of words that individual speakers of language might use. In order to learn a particular language, we need the vocabulary as much as possible. Vocabulary acquisition of an adequate vocabulary is essential for successful language learning, because we will be enable to use structure and function (Numan, 1993).

People communicate with each other in every single time. When we communicate, we need a language to convey the message or the information. Language is an important part of a communication. The successful of communication is if the message that we convey delivered successfully. That is why people have to learn the language. Nonetheless, if we learn a language, we have to learn about the vocabulary. It signifies that we need to have enough vocabulary to master a language. In Numan’s opinion, vocabulary acquisition of an adequate vocabulary is essential for successful language learning.

In German language a game is any activity which is executed only for pleasure and without conscious purpose (Kramer, 2000). Kramer’s definition describes a game is an activity without conscious purpose, while (Hadfield, 1999) stated, a game is an activity with rules, a goal and element of fun. From the two definitions, we can conclude game is a fun activity consists of the rules and goal. Every person in every age allowed to play the games. There’s no limitation in age for playing games. (Wright, 1994) states that enjoyment of games is not restricted by age. According to (Hornby, 2005) video game is a game in which you press button to control and move images on screen. The structural characteristic of video games is a degree of realism such realistic sound, realistic graphics, and realistic settings. What makes video game different from the other kind of game is the realism that they put in a video game. Another characteristic of the video game is a rapid absorption
rate, character development, the ability to customize the game, and multiplayer features.

*Clash of Clans* game is classified as an online video game. *Clash of Clans* is a premium mobile of Massive Multiplayer Online (MMO) *COC* is a strategy video game developed and published by Supercell, a video company based in Helsinki, Finland. *Clash of Clans* is an online multiplayer game in which players build a community, train troops, and attack other players to earn gold and elixir, and Dark Elixir, which can be used to build defenses that protect the player from other players' attacks and to train and upgrade troops. *Clash of Clans* game is a game application that is easy for all the people to download for free in their gadget or even in the computers. One of the advantages of this game is that there is a chat window. It means that the players are able to communicate with all the players of *Clash of Clans* around the world.

The video game industry has developed over the decade. Siwek in (Squire, 2014) stated that in 2010 in America alone, total consumer spending on the games industry totaled $25.1 billion. Nowadays, video games are much more complex. They are designed to be learned by their players over 10, 20, or even 200 hours and recruit sophisticated forms of thinking, including the understanding of complex systems, the creative expression with digital tools, and the formation and manipulation of social networks (e.g. guilds, clans) (Squire, 2014). It will make people spend more time for playing that video game. We might select a few key enduring features in video games: They allow for real-time 3D rendering, they can simulate physics and other physical processes in real time, they allow for instantaneous text, audio, and even video communication, and they support both user creation with digital tools, and the near instantaneous sharing of data (Squire, 2008). The popularity of the video game is one of the reasons for people to participate in playing that video game. But the popularity of video game is not the primary reason that learning something has taken an interest; rather, it is their capacity to effect cognitive and behavioral change (Squire, 2014). The popularity of the video game is one of the attractiveness that attracts people to play that game.

Video games have played multiple various roles in learning depending on factors such as context, goal, participant structure, nature of the video game used, topically relevant theme, and demographic population (Squire, 2014). Squire in his research; reviewed the extant literature on video games and learning, organized in terms of the functional roles in which video games are typically positioned as content to be learned. Young et all in Kurt's journal stated that there is indeed evidence for positive effects of video games on language learning, history, and physical education, but little support for the academic value of video games in science and math (Squire, 2014). Gee in Kurt’s journal stated that:

“The rich multimodal environments that video games provide function to ground language learning is the situated context of its meaning and use, thereby enabling meaningful language acquisition to take place” (Squire, 2014).

When a video game has a contextual environment, the player of that game will try to analyze the environment and vocabulary that available in that game. The player will try to find out the meaning of the vocabulary in order to run the video game. After that, they will understand the use and the meaning of that vocabulary for that contextual environment. When they understand how to use the vocabulary in
that contextual environment, the language acquisition takes place. Learning new words is a cumulative process, with words enriched and established as they are met again (Nation I., 2001). When people addicted to one game, they will spend more time for playing that game. The longer duration that people provide for playing the game, the greater opportunity for the player to understand the vocabulary. Every video game has more than one contextual environment. Every contextual environment in a video game consists of different vocabulary. If the player addicted to the video game, they will get addicted to increase their level in the video game. When the players pass the level of the game with the entire contextual environment, the player will gain new vocabulary unconsciously. That is how developing vocabulary works. The players accidentally have developed their vocabulary while they are playing the game. This is supported by Grave he said that vocabulary is primarily acquired incidentally, through listening, speaking, and reading (Grave, 2006). Young in Kurt’s journal also stated that the current paradigm for language learning instruction, with its focus on immersive experiences and social interaction, is a very good match for the affordances that games provide (Squire, 2014). It signifies that a video game which has a chat room or any other kind of communication tool between the players will be helpful to develop the players' vocabulary. Even games whose content is not overtly educational can and frequently do require intellectual practices that are thoroughly educational (Squire, 2014).

RESEARCH METHOD

In this chapter the writer explains about the research method which she use to collect the data. This is an important part as a guideline to attain the objectivity of the study. This chapter includes the research design, source of the data, instrument of the research, and techniques of collecting data.

In this research, the writer used qualitative method for this research. Qualitative method is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. (Creswell, 2007)

Basically, qualitative is the same method with quantitative because both need to collect data and evidence to analyze. However, qualitative research explores information from the perspective of both groups and individuals and generates case studies and summaries rather than lists of numeric data (ACAPS, 2012). Even though qualitative method provides more descriptive information, qualitative be able to serve the description using the charts. As with all data, the results of qualitative method can also be presented in graphs, tables and use other (traditionally) quantitative methods. It is important, though, to realize that just because qualitative information is presented in a graph, it does not suddenly become quantitative (ACAPS, 2012). Creswell also stated that when a research chooses multiple cases, the issue becomes “How many?” – Typically, however, the researcher chooses no more than four cases (Creswell, 2007). Qualitative research allows the research to describe their description using charts and table in order to make the reader easily understand the research.

The sources of the data of this research are the data from the questionnaire the writer shared to the
target and the *Clash of Clans* game. In this research, the writer uses two instruments to help the writer to do this research. They are the questionnaires and the vocabularies which attached to the questions in the questionnaire. The writer used an online questionnaire as an instrument for this research. The advantages of using online questionnaire are easy to share and we can save the tree by using online questionnaire than using paper for the questionnaire. Furthermore, using an online questionnaire is an easy way to find the participants. The writer uses a Google Forms application as a tool to get the source of the data. The writer shares this link online questionnaire to the clash of clans community in social media such as Facebook and also to the chat window in *Clash of Clans* game. Another advantage of using Google Forms application is the result will show up on a chart. Thus, it will make us easy to analyze the result of the questionnaire. The writer makes a questionnaire that consists of 36 question about the vocabularies that exists in *Clash of Clans* game. Actually, the vocabulary which the writer attached to the questionnaire is also the instrument of this research.

The population of this research is the players of the *Clash of Clans* game. The participants of the questionnaires of this research must be classified as the adult who is 18 until 40 years old.

**RESULT AND DISCUSSION**

In this chapter, the writer will present the result of this research. There is 69 participant that filled the questionnaire. The number of the female participants is 18 people. The number of the male participants is 51 people. Based on the data, the participants are 100% classified as adult. There are 36 questions in questionnaire that the writer analyzed to find out the answer to the research’s problem.

**Analysis of the Research**

There are three main kinds of questions in the questionnaire that the writer spread to the *Clash of Clans* community. The first kind is a question about personal such as the age of the participants and Gender. The function of this questions is to make sure the participants classified as an adult and also to know the gender of the participants. The second type of question is about whether the participants know or do not know the vocabulary before they play *Clash of Clans* game. The function of this type of question is to find the participant that exist in *Clash of Clans* game. The last type of question is about whether the participants understand or do not understand the meaning of the vocabulary that exists in *Clash of Clans* game.

In this research, the writer focuses on the percentage of the participant B and the percentage of the incorrect answers. Because it will make the writer easy to measure how many percents the development of the player’s English vocabulary that they get after they play this *Clash of Clans* game. The writer assumed that the participants B definitely do not understand the meaning of the word before they play *Clash of Clans* game. The question is “Do they understand the meaning of the word after they play *Clash of Clans* game? The writer assumed that the percentage of the incorrect answers belongs to the participants B. If there’s no development in the player’s English vocabulary, the percentage of the incorrect answer and the percentage of the participant B supposed to be equal. If the percentage of the incorrect answers is lower than the percentage of the participants B, it signifies that there is a development of the player’s English vocabulary. However, if the percentage of the incorrect answers is higher or equal with the percentage of the participants B, it
signifies that there’s no development of the player’s English vocabulary.

In order to know how many percent the development of the player’s English vocabularies, the writer compares the percentage result of the participants B with the percentage of the incorrect answers in each word. If the percentage of the incorrect answers is lower than the percentage of the participants B, it means that the deviation number of the percentage between the percentage of the incorrect answers and the participants B is the percentage of the development of the player's English vocabulary. Nevertheless, if the percentage of the incorrect answers is equal or even higher than the percentage of the participant B, it means that the deviation number of the percentage between the percentage of the incorrect answers and the participants B cannot be combined with another result.

**Figure 1. The Participants and Understanding of the word “CLASH”**

**Figure. 2 The participants and Understanding of the word “Clash”**
The writer focuses on the percentage of the participants B and the percentage of the incorrect answer in order to compare them. The participants of this question are 69 person. Based on the left chart the percentage of the participants B is 29%. The right chart shows about the Indonesian’s translation of word “CLASH”. Based on (Echols, 1975) the Indonesian’s translation of word “CLASH” is “PERSELISIHAN”. Based on the right charts the percentage of the incorrect answers is 29 %. As we can see, the percentage of the participants B is equal with the percentage of the incorrect answer. It signifies that there’s no development of the player’s English vocabulary and the deviation number of the percentage between the percentage of the incorrect answers and the participants B cannot be combined with another result.

Figure 3. The participants and Understanding of the word “CLAN”

Figure 4. The participants and Understanding of the word “Clan”
The writer focuses on the percentage of the participants B and the percentage of the incorrect answer in order to compare them. The participants of this question are 69 persons. Based on the left chart the percentage of the participants B is 13%. The right chart shows about the Indonesian’s translation of word “CLAN”. Based on (Echols, 1975) Indonesian’s translation of word “CLAN” is “SUHU”. Based on the right chart the percentage of the incorrect answers is 10%. As we can see, the percentage of the incorrect answers is lower than the percentage of the participant B. It signifies that after the participants B play this game, they understand the meaning of the word that they never know before. Based on charts the writer concludes that the development percentage of the player’s English vocabulary about the word “CLAN” is 3%.

**Figure 5. The Participants and Understanding of the word “TROOP”**

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**Figure 5. The Participants and Understanding of the word “TROOP”**

**Apakah anda pernah mendengar atau mengetahui kata “TROOP” sebelum anda memainkan game Clash of Clan ini?**

- Ya (45) 65%
- Tidak (24) 35%

**Apakah arti dari kata “TROOP” dalam bahasa Indonesia?**

- Penjahat (0)
- V Pasukan (59)
- Perampok (4)
- Halaman (0)
- Tidak tahu (6) 85%
- Tidak (4) 9%
The writer focuses on the percentage of the participants B and the percentage of the incorrect answer in order to compare them. The participants of this question are 69 person. Based on the left chart, the percentage of the participants B is 35%. The right chart shows about the Indonesian’s translation of word “TROOP”. Based on (Echols, 1975) the Indonesian’s translation of word “TROOP” is “PASUKAN”. Based on the right chart, the percentage of the incorrect answers is 15%. As we can see, the percentage of the incorrect answers is lower than the percentage of the participant B. It signifies that after the participants, B play this game, they understand the meaning of the word that they never know before. Based on charts the writer concludes that the development percentage of the player’s English vocabulary about the word “TROOP” is 20%.

As we can see in the previous part the writer analyzed the development percentage of players’ English vocabulary based on every word that the writer use as a material in the questionnaire. Based on the charts some of the participants have development in their English vocabulary. Nevertheless, some of them have no development in their English vocabulary.

<table>
<thead>
<tr>
<th>The development percentage of players’ English vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clan</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>3%</td>
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</tbody>
</table>

Based on the chart above, the writer sums up all the development percentage. The result of the development percentage of the Clash of Clans game in developing the player’s English vocabulary is 55%. From the percentage, the writer concludes the Clash of Clans game capable of developing the English vocabulary of the adult players. Although Clash of Clans game is not classified as a Game-Based Learning (GBL), but this game makes the players can and frequently do require intellectual practices such as plan the strategy to defend their clan. Planning a strategy is an activity that requires a mindset of intellectual. It makes the players spent more time to plan the strategy in this game. As they spend more time for playing this game, the players will be more
familiar with the vocabulary in this game. It is suitable with the Kurt's opinion that stated even games whose content is not overtly educational can and frequently do require intellectual practices that are thoroughly educational (Squire, 2014).

What makes *Clash of Clans* game capable of developing the adult players' English vocabulary? We have to know that *Clash of Clans* is a popular video game. As a popular video game, people especially gamers surely curious and interested in this *Clash of Clans* game. The popularity of the video game is one of the reasons for people to participate in playing that video game. But the popularity of video game is not the primary reason that learning something has taken an interest; rather, it is their capacity to effect cognitive and behavioral change (Squire, 2014). It means we cannot guarantee that the popularity of a game will make people interested in learning something by video games. In this game, the popularity of *Clash of Clans* only attracts people to playing this game for fun instead of playing for learning.

*Clash of Clans* classified as a video game. As squire's opinion video games are designed to be learned by their players over 10, 20, or even 200 hours and recruit sophisticated forms of thinking, including the understanding of complex systems, the creative expression with digital tools, and the formation and manipulation of social networks (e.g. guilds, clans) (Squire, 2014). The typical of the video game is also one of the attractiveness for the players' of the video games. There are several advantages of this *Clash of Clans* game. *Clash of Clans* game makes the players have sophisticated forms of thinking. In this game, the players need to plan the strategy for the battle to attack the enemy's town hall. In order to win the battle, the players need to plan the strategy properly. As they plan the strategy, they need to recognize and understand the system of this game. In order to understand the system, the players have to read the instruction of the system of this game. If they do not understand, they will try to figure the meaning of the instruction they are not understood out. As the players try to understand the instruction, they are learning and developing their own vocabulary unconsciously. That is the process that we do not even realize. Indirectly, this game teaches the players to improve their forms of thinking and develop their own vocabulary. It signifies that the players accidentally develop their own vocabulary through this game. This is supported by Grave he said that vocabulary is primarily acquired incidentally, through listening, speaking, and reading (Grave, 2006).

*Clash of Clans* also provides multimodal environments which make the players learn the new word that exists in this game unconsciously. *Clash of Clans* game has several environments or situation such as war and battle. Every situation in *Clash of Clans* contains different vocabulary. For example, in a war situation, there's a word "clan perks" while in the battle situation there's no word "clan perks". It signifies, when we play *Clash of Clans* game, we will found different vocabulary in the different situation. It means the more environments that exist in a video game, the more opportunity for the players in developing their vocabulary. It is supported by Young's that stated the rich multimodal environments that video games provide function to ground language learning is the situated context of its meaning and use, thereby enabling meaningful language acquisition to take place (Squire, 2014). The main goal of this *Clash of Clans* game is to build, defend, and attack the town hall. It means this game makes the players have to plan the strategy and regulate their town hall
entirely. Building a town hall is not a simple thing because the player needs to collect the gold and elixir. As the players build the town hall and plan the strategy, they surely need more time for that. Thus, the players certainly play *Clash of Clans* game repeatedly. As the players play this *Clash of Clans* game repeatedly, the players will have more opportunity that makes the players familiar with the vocabulary that exists in this game. This supported by the argument of Nation that stated learning new words is a cumulative process, with words enriched and established as they are met again (Nation I., 2001).

*Clash of Clans* provides a chat room which is divided into two different room of chat. The first chat room is a room for chat with all the players around the world. The second chat room is a room of chat only used between the players of the same clan. It signifies that there will be a big opportunity for the players to exchanges the ideas and also for the development of the English vocabulary. It is supported by Young in Kurt's journal that stated the current paradigm for language learning instruction, with its focus on immersive experiences and social interaction, is a very good match for the affordances that games provide (Squire, 2014).

**CONCLUSION**

Based on the analysis, the writer concludes that *Clash of Clans* game capable of developing the English vocabulary of the adult players. The percentage result of the Development of English vocabulary of *Clash of Clans* game players that is adult players is 55 %. What makes *Clash of Clans* game capable of developing the adult players’ English vocabulary is because; this game is as a video game. The characteristics of *Clash of Clans* as a popular video game which provides multimodal environments, the complexity of the system which recruits sophisticated forms of thinking, the room of chat between players which makes the players developing their own vocabulary unconsciously.

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