

CHAPTER II

THEORETICAL FRAMEWORK

A. The Definition of Habit

We seldom do things for the first time. Most of our everyday behaviours are recurrences of many different actions that we have executed previously, which are mostly executed numerous times even in routine basis. We repeat the action again and again, without much deliberation or consideration, and require no mental effort. It means that most of human actions are habitual, and habitual action includes process in human brain.

There are several definitions of habit brought up by some experts which are corresponding with each other. Verplanken and Aarts (1999, p.104) defined habit as "...learned sequence of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end states. Another expert, Gardner (2012, p.32) in the beginning of his writing said that habit is an abstract concept and can't have no correct or incorrect definition, and definition must be judged according to their coherence and usefulness for research purposes, however at the end of his writing he conceptualised habit as a form of automaticity which, once formed, need not be defined by frequent performance. Therefore, he emphasized on the "contextual cues" and excluded the frequency characteristic from his definition of habit.

Eagly and Chaiken (2005, p.235) concluded in their book “The Psychology of Attitudes” that the role of habit *per se* remains indeterminate (...) because of the difficulty of designing adequate measures of habit.

It is clear to us that human mental processes are very complex. It is even in the high level of complexity in psychological study because the processes in humans mind are not overt. This complexity is also found in defining automaticity in human behaviours. Most psychologists proposed that no process in human behaviours was purely and exclusively automatic or purely and exclusively controlled by humans’ intention and awareness.

Although the conceptualization of habit is still considered very complex, some researchers still try to formulate some more comprehensible definition of habit, so that it can be understood, examined, and even measured. From some definitions of habit that have been mentioned above Verplanken (2003, p.3) named several characteristic of habit and arranged a measurement of habit that can be practically used to measure habit strength, it is called SRHI which stands for Self Report Habit Index. He includes 4 characteristics of habit, which are *history of repetition, automaticity, contextual cues, and describing one’s identity* in SRHI to measure habit more accurately.

B. Characters of Habit

Based on some definition mentioned above, the theory of habit has some characteristic that distinguish it from other forms of behaviour in psychology. The features of habit are:

1. History of Repetition; Behaviour Frequency

Aart and Dijksterhuis (2000, p.54) The conceptualization of habit as frequent past behaviour has been known since traditional period of behaviourist school which focus their interest primarily on overt human behaviours as scientific object, and this concept of habit is strongly rooted in behaviourist approaches to learning theory. They stated that habits are a number of repetitive behaviour. This statement is clearly reasonable at the surface level. However it doesn't explain the whole aspect of habits. It doesn't explain how the habits are formed and at which frequency we could say that a behaviour is a habit. This is similar to Gardner's conceptualization of habit. Gardner excluded the behaviour frequency in habit features because it is unsatisfactory to the psychologist. It proposes that people frequently do what they do frequently but does not explain why this should happen.

It is true that to qualify behaviour as a habit, frequency facet does not cover sufficient concept of habit. However, the frequency of behaviour is definitely necessary and important feature in habit. A number of studies have resulted that frequent past behaviours do predict future behaviours, and that direct relation between past and future action shows that people simply do things as they did in the past.

Gardner (2012, p.34) A psychological operationalization of habit has emerged, which incorporates an explanatory mechanism: habits are actions that are frequently performed because they are initiated

automatically. Repeating an action in a particular context reinforces context-action association in memory, and control over the initiation of the behaviour passes from a conscious reflective processing system (initiated by intention) to an automatic impulsive system (initiated by environmental cues).

As mentioned above, Verplanken and Aarts defined habit as learned sequence of acts that have become automatic responses to specific cues, and are functional in obtaining certain goals or end states. Thus, one the features of habit is that they have a history of repetition. The more frequently we perform behaviour the more likely it is to become habitual.

2. Automaticity

Automaticity is one characteristics of habit. It is likely to be responsible for why habits are experienced as natural element of everyday life. Almost all activities we do every day from waking up in the morning, taking a shower, brushing teeth, having breakfast, washing hands, going to work, and so on are felt so naturally done. Since it is done naturally, we find no difficulty in performing those habits, and what makes those habits felt easy is our automaticity. Barret (2006, p.175) defined automatic as default mode which is initiated by the simple registration of sensory inputs which in turn passively activate knowledge structures that shape perception and action.

Automaticity is not one single independent character. It has four attributes which can help people to know whether a particular human

behaviour is automatic or not. Bargh (1994, p.7) divided automaticity into four features; they are Lack of Awareness, Lack of Intention, the Difficulty to Control, and Mental Efficiency. A particular automatic process may have all these features all together or combination of these features. For example, habitual hand-washing may be defined by its lack of awareness; lack of conscious intention; and mental efficiency but not difficult to control, while snacking habitual is characterized by the difficulty to control. More explanation of each features of habit is as follow:

a. Lack of Conscious Intention

Intention can direct human behaviour consciously. Intentions are formed from salient beliefs about the outcomes of an act, or the consequences if the behaviour is executed. To be more specific, intention reflects attitude toward the behaviour or act. It also reflects subjective norms and perceived control. Intentions also involve controlled reasoning process that people experience when they are consciously deliberating about intention depends on their level of motivation, ability, and opportunity.

When a person is doing an activity which has become a habit for him, the activity would be done with minimum deliberation and reasoning process. For instance, a person who has a habit of using deodorant after bathing will apply deodorant directly after he finished

bathing without much thinking, consideration, and also reasoning process.

b. Lack of Awareness

The lack of awareness is a critical issue in automaticity because it is the one to control human thought and behaviour. Awareness is a psychological state that traditionally has often been used synonymously with the term “consciousness”. Another clear concept of term “awareness” was proposed by David LaBerge (1998, p.34). LaBerge stated that an event of awareness is conjectured to involve the operation of attention which is directed toward a representation of the self. Thus, the necessary thing in awareness is an attentional event that is added to the simple act of attending to an external object or event. Awareness involved the agent or actor whose cortical representation is activated when attention directed to it. Simply attending to an object or event requires action on the part of the cortical area of control, but the representation of the responsible actor need to be activated. For example, one may attend strongly to a bird which is struggling against the window without attentively processing one’s own participation in the action of attending to it. Thus, additional brain areas are active when attention is directed to the actor along with the external event.

c. Difficulty to control

What is meant by control in this chapter is the ability of a person to control an action that he has executed repeatedly into judgement and behaviour. The habit of snacking will be the best example in this case. Someone who has snacking habit might have negative judgement about snacking itself, but whether he is able to put his judgement into behaviour is a matter of controllability. Thus, although he has negative judgement about snacking, and might thinking he should stop this habit; he probably could not stop his snacking habit since it has become his habit. Therefore, something which has become a habit for quite long time will be extremely hard to change. It will take extra mental and physical effort to do so.

d. Efficiency

People are less likely to think about and have fewer emotion related to habitual than non-habitual behaviour. When a person do a habitual activity, that person will not experience that the process of doing it as effortful and efficient. The idea of efficiency in this feature rests heavily in the aspect of quantity of attention, which mean automatic process require only minimal use of attention.

There is a theory in psychology which is known as capacity model theory. This theory conceived attention as a source of energy that can be flexibly allocated to any stage in the information-processing chain. Efficiency occupies a central place in capacity view of

automaticity which was proposed by Moors and De Houwe. This view described that processes were considered automatic to the extent that they operated independent of attentional resources, and the development of automaticity was described as gradual reduction in the need for attention with practice. Automatic process use only minimal attentional capacity, so they may run parallel with other concurrent automatic or control processes, with no interference.

Another aspect that is included in efficiency is the memory usage. Hasher and Zacks (1979, p.51 cited in Jacoby 1991, p.514) argued that if memory for a particular attribute of an event is uninfluenced by instruction to remember, then processing of that attribute can be considered automatic.

3. Contextual Cueing

Another important characteristic in the definition of habit is that habit is a form of automaticity which is triggered by specific cues. Cognitive structures in habit are activated by relevant cues such as time cues, location cues, or internal stimuli. Behaviours such as snacking, hand-washing, or purchasing food are typically performed at the same place or/and time. Paramount to habit formation is the systematic pairing of a cue, a response, and reinforcement. Operant conditioning forges the tendency to respond automatically to specific cues in a behavioural context.

It is important to note that cues may involve a wide variant. There are many kinds of cues that may happen. Such as location, time, situation, the presence of particular people, internal states, or mood. There are also many kind of reinforce may present including psychological reinforcers such as satiation, social reinforcers such as approval, or efficiency such as time, money, or energy, or the absence the need to deliberate.

By proposing contextual cueing characteristics of habit, Gardner stated that habit doesn't need to always be frequently performed. It depends on the encountering contextual cues. Learned automatic responses need not be frequently performed where contextual cues are rarely encountered. For example, the frequency with which football fans automatically yell loudly to support for their team inside the stadium will vary based on match attendance, and will not happen at all during off-season. Another example is someone who has nail biting habit in a panicked situation will bite nails only in panicked situation.

Besides cues that would stimulate a habit to occur, there are also some disruptions that may break habitual pattern. A new situation like moving home, starting a new job, starting a marriage, or another new situation that may discontinue a person to encounter the cues may disrupt the habit, make it discontinue and offer a window for new habit to form. However, opportunities to break existing habits and build new ones may come together when people undergo naturally occurring changes that may disrupt existing changes.

4. Expressing Identity

The definition of habit proposed by Verplanken broke down habit into some elements that characterize habit. One of the elements of habit is expressing self-identity. This element was included in the measurement of habit because of the fact that habit may be considered as idiosyncratic behaviour, which may be part of a person's self-description. In some cases a habit may even reflect attitudes or values that are central to the self-concept. In other words, what people do repeatedly and regularly may indicate the value and describe a person's perspective about their selves.

Besides, in order to get a valid measurement of habit by only reporting habit strength is considered inadequate. Therefore, reporting the identity element of habit by choosing the right question that is understood by the respondent will necessarily validate the measurement.

C. Game

1. Definition of Games

Savignon (1998) defines games as enjoyable activities that involve an element of chance and carried out by cooperating or competing decision makers seeking to achieve, within a set of rules, their objective. Similarly, according to Hadfield (1996) "Game is an activity with rules, goals and elements".

Based on the explanation above, it can be said that game is the activities that consist of many factors, such as rules, competition, relaxation, and learning particular.

2. Classification of Game

Grace (2015, p.15) classifies game as game type and game genre.

a. Game Types

Although sometimes used interchangeably in the industry, there is a distinct difference between game type and game genre in video games. When discussing game story, we distinguish game type as a description of game play, and game genre as a description of the narrative content of the game. The following is brief list of game types:

- 1) 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 (Doom) and stealth (Metal Gear). Action games also include most sports titles, although some sports titles fall into the category of simulation.
- 2) 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.
- 3) Puzzle: Games that offer puzzles as the primary attraction to games. These games are most commonly released on low

budgets via the web. The people who play these games tend to be the oldest population of the game playing community. One of the most successful puzzle games is the famed Tetris, Lemmings and Minesweeper. I.Q. Intelligent Cube was another interesting puzzle game of limited success.

- 4) **Role Playing:** Games that offer the player an opportunity to immerse themselves in the player character's situation. Role Playing Games (RPG) continue their rich history in storytelling by embracing innovative ways to vary and report story. Characters tend to be rich, game play is long, and character management is technical in RPGs. Famous RPGs include, Baldour's Gate, Fable, Might and Magic, Neverwinter Nights, Ultima, and World of Warcraft.
- 5) **Simulation:** The primary game play element of a simulation is its ability to match real world situations. Simulations seek to provide enjoyment through reenactment. Combat simulations and racecar simulations are relatively popular in this game type. Simulations may also include social situation simulation such as Sims and Leisure Suit Larry. Major games include Gran Turismo and the Tycoon games.
- 6) **Strategy:** Strategy games entertain through reasoning and problem solving. Early strategy games (e.g. Civilization) did not use much storytelling, although more recent games rely

heavily on quality narrative. Games such as Command and Conquer are examples of story based strategy games. Leisure Suit Larry does not “match real world situations” but it is still a simulation. This is also true of spaceship simulations or games that simulate the experience of piloting, organizing, or being an object that may have no real world equivalent.

b. Game Genres

Game genre describes the way the story is told. A genre is a narrative style that impacts the structure of the story, the depth of character, and other storytelling elements.

The following is a list of game genres. The genres roughly translate to the genres of film and television. For anyone roughly familiar with pop culture they should not require an explanation.

Table 2.1 Game Genre

Genre	Example
Drama	Max Payne
Crime	Grand Theft Auto
Fantasy	Kingdom Heart, Fable
Horror	Resident Evil
Mystery	Indigo Prophecy
Science Fiction	Doom, Half Life
War and Espionage	Metal Gear Solid, Ghost Recon
Western/Eastern/Frontier	Red Dead Revolver, Ninja Gaiden

This is not comprehensive list. There could be, for example, a game genre for romance or history, but these are not listed here.

3. Game in Learning Vocabulary

Learning English is not only bound in the school but it is better if the students try to add their knowledge about English from another institution either formal or informal, such as through courses that are performed out of school. Because having many activities or learning that is carried out by the students either inside or outside of school, the students' ability in English lesson will increase.

Using games for learning English is one way out to learning English more interactive and developed student's active learning. Games present situations which student must communicate each other to finish a goal, the language in the classroom becomes more real.

D. Habit in Playing Game

Habit of playing is an activity or span of time that has witnessed various changes in the reasons for playing game. Habit in learning language acquisition is said to be a permanent disposition created by the repetition of acts: such disposition causes us to always act in the same way. The definition tells how habit is formed (by the repetition of acts), but it does not state just how much repetition is necessary. Habit has been of paramount importance in the learning process especially in traditional methods. This procedure can be more or less painful, or pleasant, depending on the subject matter in question, the materials being used and the teacher conducting the work. At any rate, for all inventions of modern age no perfect substitution for human effort has been found as far as learning is concerned.

Learning any language can be challenging and language learners have to accept that making progress takes time and effort. To be a really successful language learner need to make the new language part of their life and part of what they do each day. Playing games in English is a great way to improve students' level. When the students play game the students get exposure to a wide range and variety of accents and vocabulary. Game can also show the students a lot about the culture of the language and also the students are studying and analyze how people interact within that culture. Furthermore, playing game provides language learners with the opportunity to learn English naturally and have so much fun.

However, according to Rohani & Pourgharib (2013, p. 3543) state that “no significant different between use of textbooks and games to boost the vocabulary gain as both programs made significant progress in the subject”. Rotter (2009, p. 58 cited in Milczynski ____ p.11) also said “if a pupil didn't already study and learn the information, is there any way to get the answer during the game?” It means that the student have to look up to dictionary the words that they don't know to avoid their misunderstanding about the vocabulary. So, it can be concluded that game will not affect much to the learners

According to Arnesen (2010, p.1) with increasing popularity comes increasing worry that video games can be addictive. Both the media and the research literature frequently depict new case of people playing video games to the point that they supposedly have severe detrimental effects on their daily functioning, and in the worst case scenarios may lead to school dropout, loss of job, families and friends, and even death. The habit in playing subway surfers

game to the students significantly predicts poorer grades later in the school year, because according to (Prot et al, p.118) the displacement hypothesis posits that the electronic media can negatively influence school performance by displacing time that would have been spent in other educational activities, such as reading and doing homework. In addition, Cummings and Vandewater (2007, p.61) had done the research with conclusion that adolescent video gamers have been found to spend 30% less time reading and 34% less time doing homework than nongamers.

Rini (2011, p.62) to differentiate the addictive gamers and non-addictive gamers, she used the indicator of the number of hours spent in playing games. As follows:

- Addictive gamers : playing game more than 5 hours in a day or more than 35 hours in a week.
- Non-addictive gamers: playing game less than 5 hours in a day or less than 35 hours in a week.

However, the researcher is going to use Rasch Model to measure the reported game-playing experience that is consistent with descriptions of different levels of engagement in game-playing. According to Brockmyer et al (2009, p.627) Rasch model is a mathematical representation of how response data function when they satisfy the fundamental properties of measurement. Rasch model that is brought by Brockmyer is about game engagement questionnaire which is can be seen below:

Table 2.2 Game Engagement Questionnaire (GEQ) items

1	I lose track of time
2	Things seem to happen automatically
3	I feel different
4	I feel scared
5	The game feels real
6	If someone talks to me, I don't hear them
7	I get wound up
8	Time seems to kind of stand still or stop
9	I feel spaced out
10	I don't answer when someone talks to me
11	I can't tell that I'm getting tired
12	Playing seems automatic
13	My thought go so fast
14	I lose track of where I am
15	I play without thinking about how to play
16	Playing makes me calm
17	I play longer than I meant to
18	I really get into game
19	I feel like I just can't stop playing

E. Vocabulary Mastery

Vocabulary is an element of language that links the four skills of listening, speaking, reading and writing altogether. It cannot be separated from learning a language. It plays an important role in understanding a language. It is like the “Everest of language” (Crystal, 1995, p.116). Wilkins in Thornbury (2002, p.13) assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Therefore, because of this reason, a person needs to master vocabulary first in order to communicate with other people.

The first thing in a person's mind about vocabulary is a group of words on a certain language. However, there are many definitions about vocabulary taken from some experts. According to Celcie Murcia (2001, p.285), vocabulary is central to language acquisition, where the language is first, second, or foreign.

While, Hatch and Brown (1995, p.1) defined vocabulary as a list or a set of particular language or list of a set of words that individual speaker may use. In addition, Hornby (1995, p.133) also defined vocabulary as a list of words complete with their meanings. It is core of a language. Based on those definitions, it can be concluded that vocabulary is a stock of words on a language complete with their meanings which is used by individual or group of people, either in oral or written communication.

Moreover, the term “mastery” means having great skillfulness and knowledge of some activities or subjects. So, vocabulary mastery is comprehensive knowledge to recognize, to understand, and to produce the stock of words and their meaning.

1. The Kinds of Vocabulary

Hatch and Brown (1995, p.370) divides vocabulary into two kinds. They are active and passive vocabulary.

a. Active vocabulary

Active vocabulary refers to words which students can understand pronounce correctly, and use constructively in speaking and writing. It is also called as *productive vocabulary*. Having active vocabulary means that the students must know how to pronounce it well, they must be familiar with collocation, idiom and understand the connotation meaning of the word. This type is used in speaking and writing skill.

b. Passive vocabulary

Passive vocabulary are words which students recognize and understand when they occur in a context, but they cannot produce the words correctly. It is also called as *receptive vocabulary*.

Moreover, Aebersold and Field (1997, p.139) classify vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, topping and carton might appear frequently. So, those words can call as topic-specific or content-specific vocabulary.

Besides that, according to how often (its frequency) and how widely (its range) vocabulary occurs in the language, Nation (2008, p.7-11) distinguishes vocabulary into four kinds as follows:

a. High frequency words

High frequency words are very important words because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language.

b. Low frequency words

There is a very large group of words that occur very infrequently and cover only a small proportion of any text.

c. Academic words

These words are frequent and widely used within academic context. The words are used in academic writing. Academic writing includes academic

textbooks, academic articles like articles from journals, and laboratory manuals..

d. Technical words

Technical words are words that are very closely related to the topic and subject area of the text. The words are reasonably common in this topic area but are not so common elsewhere. As soon as a person knows the word, he/she will know what topic is being dealt with.

Furthermore, Fries (1985, p.47) also divided vocabulary into two kinds.

They are namely; function and content word.

- a. The function word is a closed class. It cannot be added to preposition or auxiliaries or modals or any structure word of language.
- b. The content word is an opened class. On the other hand, it can be added to other words at any times as new scientific advances make new words and communication about new inventions.

From the explanation above, every expert has different ways in classifying the kinds of vocabulary because every person has different ways in showing and telling their opinions and ideas, but the point is the same because their classifications are based on the different sides and aspects.

2. The Aspects of Vocabulary

In order to master vocabulary, students should learn some aspects of vocabulary. According to Ur (1996, p.62), the aspects which should be learned by students are:

a. Form : pronunciation and spelling

The students have to know what a word sounds like and what a word looks like.

b. Grammar

The students also have to know how to arrange the words in order to make a good sentence.

c. Collocation

Words or phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The typical collocations on particular items are another factor that makes a particular item sound “right” or “wrong.” For example, students may use expression “spend the money” than “use the money,” or “spend the time” than “use the time.”

d. Meaning

The aspect of meaning consists of:

- 1) Denotation. It refers to the use of the dictionary definition or literal meaning of a word. For example, the word “cat” denotes “a kind of animal”
- 2) Connotation. It refers to a meaning that is implied by a word apart from the thing which it describes explicitly. For example, the connotative meaning of word “home” is “a nation”, “a place of warmth”, “comfort”, “affection”

- 3) Appropriateness. This term refers to the use of item whether it is appropriate or not to the context. The students have to know that a certain word is very common, relatively rare, tends to be using in writing but not in speech, or is suitable for formal and informal discourse.
- 4) Synonym. It refers to a word or phrase that means exactly or nearly the same as another word or phrase in the same language. For example, the word “intelligent” has the same meaning with word “smart”
- 5) Antonym. It refers to a word or phrase that has opposite meaning with another word or phrase in the same language. For example, the word “small” is antonym of the word “big”
- 6) Hyponym. It refers to a word of more specific meaning than a general or superordinate term applicable to it. For example, the word “scarlet”, “vermilion”, and “crimson” are *hyponyms* of “red”
- 7) Superordinate. It refers to a thing that represents a superior order or category within a system of classification. For example, the word “flower” is the superordinate of “rose”, “jasmine”, and “orchid”
- 8) Translation. It refers to a word or expression in the learner’s mother tongue that are equivalent to the meaning in the target

language. For example, the word “Study” in Indonesian has equivalent meaning with the word “*Belajar*”

e. Word formation

Vocabulary items can be broken down into their components “bits”. Exactly how these bits are put together is another piece of useful information. For example, when students understand the English affixes, such as sub-, un-, -able. The students will be able to guess the meaning of words such as “subconscious”, “unbreakable”, or “unpredictable”

3. The Importance of Mastering Vocabulary

Word is an important in human’s life. Students use words in order to communicate their ideas to other people. if the lower vocabulary they master, the lesser expressions they can make. Therefore, vocabulary must be mastered by students as well as possible.

There are some opinions from the experts that showed the importance of mastering vocabulary. Harmer (1998, p.23) said that students need to learn the lexis of language. They need to learn what words mean and how they are used. Furthermore, Dellar and Hocking in Thornbury (2002, p.13) stated that students will not improve their English if they spent most of their time to study grammar. In applying language people are using words. They need to choose the appropriate words to express their thought. Cameron (2001, p.137) said that vocabulary mastery is important because it is related to recognize a written word is being

“sounded up” or built up from its components letter or morpheme sounds and the meaning. These opinions show that vocabulary is a basic element and very crucial in a language. In order to master a language, students cannot leave the vocabulary because without have adequate vocabulary, they cannot communicate and express their feelings or ideas to others.

Allah the Almighty in Al-Baqarah verse 31 says:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

صَادِقِينَ (٣١)

This verse tells to mankind that Allah has given names of everything in the world. It means that “names of everything” or vocabulary is very important component that the students must master it for learning a language. If their vocabulary mastery is good, they can understand what they read.

F. The Correlation Between Students’ Habit in Playing Subway Surfers Game and Vocabulary Mastery

Subway Surfers is an "endless running" mobile game co-developed by Kiloo, private company based in Denmark and SYBO Games. It is available on Android, iOS, Kindle, and Windows Phone platforms. Players of the game take the role of teenage hooligans who, upon being caught in the act of applying graffiti to (tagging) a metro railway site, run down the tracks to escape the Inspector and his dog. As the hooligans run, they grab gold coins out of the air

while simultaneously dodging collisions with railway cars and other objects. Special objects, such as the Weekly Hunt, can result an award in the game. Subway Surfers was released on 24 May 2012 with updates based on seasonal holidays. Since 2 January 2013, updates have been based on a "World Tour" which places the game in a new city every month.

Actually, playing any game that containing English words can improve English vocabulary. It is according to how the players (the students who play the game) can utilize the game as the tool for improving English vocabulary. Subway Surfers as one of the millions game that containing many English words can be the tool in improving English vocabulary by understanding the meaning of the English words. In playing Subway Surfers, the players can understand the meaning by seeing the picture that has been containing the English words, so the players will learn vocabulary unconsciously and know the meaning of the word. However, students who do not notice and learn the vocabulary, they will also have misunderstanding.

G. Previous Research

The reseacher has some relevant researches that support this research. They are : Ahmad Mujakki, His title is “The Comparative Between Students Who Play And Who Do Not Play Clash Of Clans Game On Students’ Vocabulary Mastery At The Eight Grade Students Of MTsN Kelayan Academic Year 2015/2016”. He concludes that there is a significant score between students who play clash of clans (88,8) and who do not play clash of clans (82,6). Syaifuddin (1201240821) in his research entitled “The Correlation Between Reading Habit in

English and Vocabulary Mastery on The Second Semester Students of English Department in IAIN Antasari Banjarmasin”. The result (0,546), he concludes that both the students’ frequency of reading habit in English and vocabulary mastery have a possitive medium correlation.