

# **EXPLORING JUNIOR HIGH SCHOOL STUDENTS' EXPERIENCES IN LEARNING VOCABULARY THROUGH PICTIONARY GAME**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the  
Degree of Sarjana Pendidikan in English Education



by:  
**SUPRIYANTI**  
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**ENGLISH EDUCATIONAL DEPARTEMENT  
FACULTY OF EDUCATIONAL AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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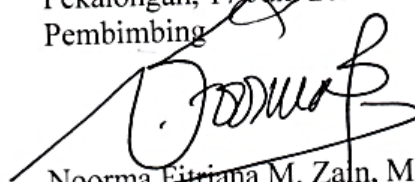
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STUDENTS' EXPERIENCES IN  
LEARNING VOCABULARY THROUGH  
PICTIONARY GAME**

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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EXPERIENCES IN LEARNING VOCABULARY  
THROUGH PICTONARY GAME**

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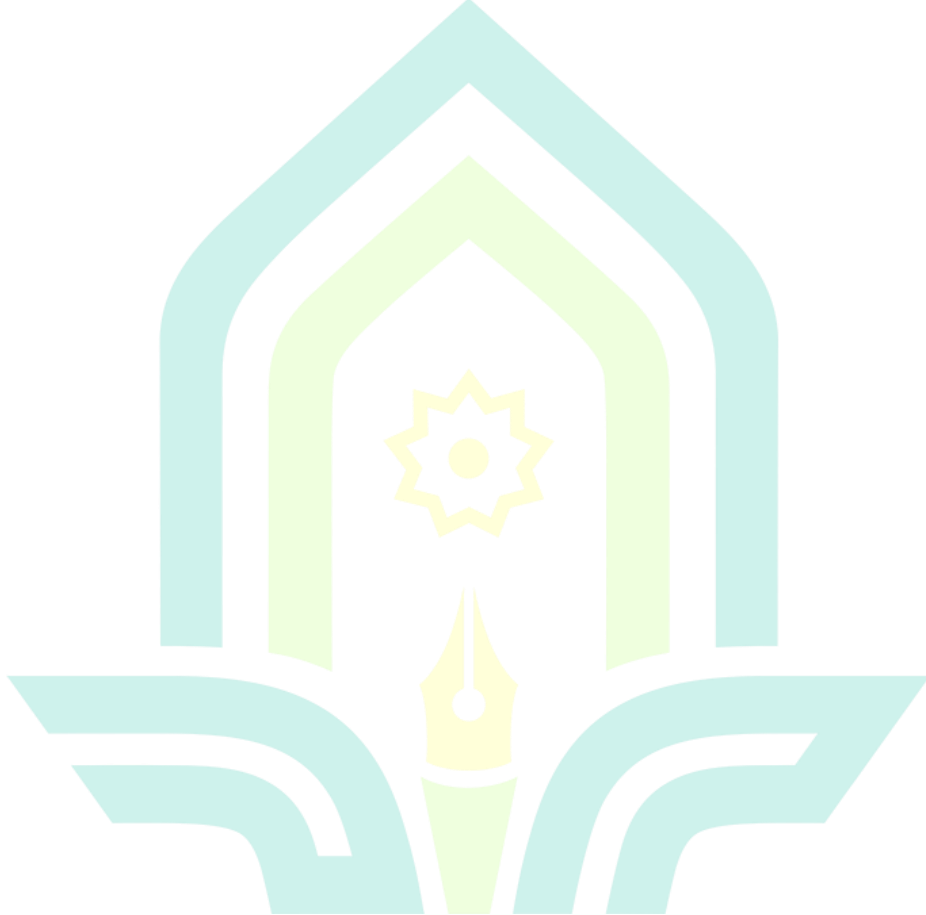
### **MOTTO**

*“Allah tidak membebani seseorang melainkan sesuai dengan  
kadar kesanggupannya”*

**(QS. Al-Baqarah 2: Ayat 286)**

**"It always seems impossible until it's done."**

**Nelson Mandela**



## **ABSTRAK**

*Karena bahasa merupakan sarana utama interaksi, komunikasi, dan pertukaran gagasan dalam berbagai lingkungan sosial, bahasa sangat penting bagi keberlangsungan hidup manusia. Melalui bahasa, orang dapat menyampaikan gagasan, perasaan, dan fakta, yang membantu mereka membangun ikatan dengan orang lain serta berkontribusi bagi masyarakat. Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa sekolah menengah pertama dalam mempelajari kosakata melalui permainan Pictionary dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Dengan menggunakan pendekatan kualitatif dan desain penyelidikan naratif, penelitian ini melibatkan tiga siswa kelas delapan dari sebuah SMP negeri di Pekalongan. Data dikumpulkan melalui observasi dan wawancara, kemudian dianalisis menggunakan analisis tematik untuk mengidentifikasi pola dalam pengalaman siswa. Temuan penelitian menunjukkan bahwa penggunaan permainan Pictionary memberikan pengalaman belajar yang positif bagi siswa kelas delapan dalam mempelajari kosakata. Dari segi pengalaman emosional (afek), siswa merasa lebih gembira, nyaman, dan termotivasi selama proses belajar, yang meningkatkan partisipasi dan kepercayaan diri mereka dalam pelajaran bahasa Inggris. Dari perspektif pengalaman sosial (penilaian), permainan ini mendorong kolaborasi, komunikasi, dan dukungan sesama teman, sehingga menciptakan lingkungan belajar yang lebih interaktif. Mengenai pengalaman prosedural (apresiasi), siswa merasa bahwa Pictionary membantu mereka memahami dan mengingat kosakata secara lebih efektif melalui representasi visual, meskipun ada beberapa tantangan terkait kegiatan menggambar dan menebak. Secara keseluruhan, temuan ini menunjukkan bahwa permainan Pictionary merupakan strategi yang menarik dan efektif untuk meningkatkan pengalaman belajar kosakata siswa.*

*Kata kunci: Pengalaman, Permainan Pictionary, Kosakata*

## **ABSTRACT**

Since language provides the primary means of interaction, communication, and idea sharing in a variety of social environments, it is essential to human existence. People may communicate ideas, feelings, and facts through language, which helps them develop bonds with others and contribute to society. This study aims to explore junior high school students' experiences in learning vocabulary through the Pictionary game in an English as a Foreign Language (EFL) context. Using a qualitative approach with a narrative inquiry design, the research involves three eighth-grade students from a public junior high school in Pekalongan. Data are collected through observation and interviews and analyzed using thematic analysis to identify patterns in students' experiences. The findings revealed that the use of the Pictionary game provided positive learning experiences for eighth-grade students in learning vocabulary. In terms of emotional experience (affect), students felt more joyful, comfortable, and motivated during the learning process, which increased their participation and confidence in English classes. From the social experience (judgment) perspective, the game promoted collaboration, communication, and peer support, creating a more interactive learning environment. Regarding procedural experience (appreciation), students perceived that Pictionary helped them understand and remember vocabulary more effectively through visual representation, despite some challenges related to drawing and guessing activities. Overall, the findings indicate that the Pictionary game is an engaging and effective strategy for enhancing students' vocabulary learning experiences.

**Keywords:** Experience, Pictionary Game, Vocabulary

## PREFACE

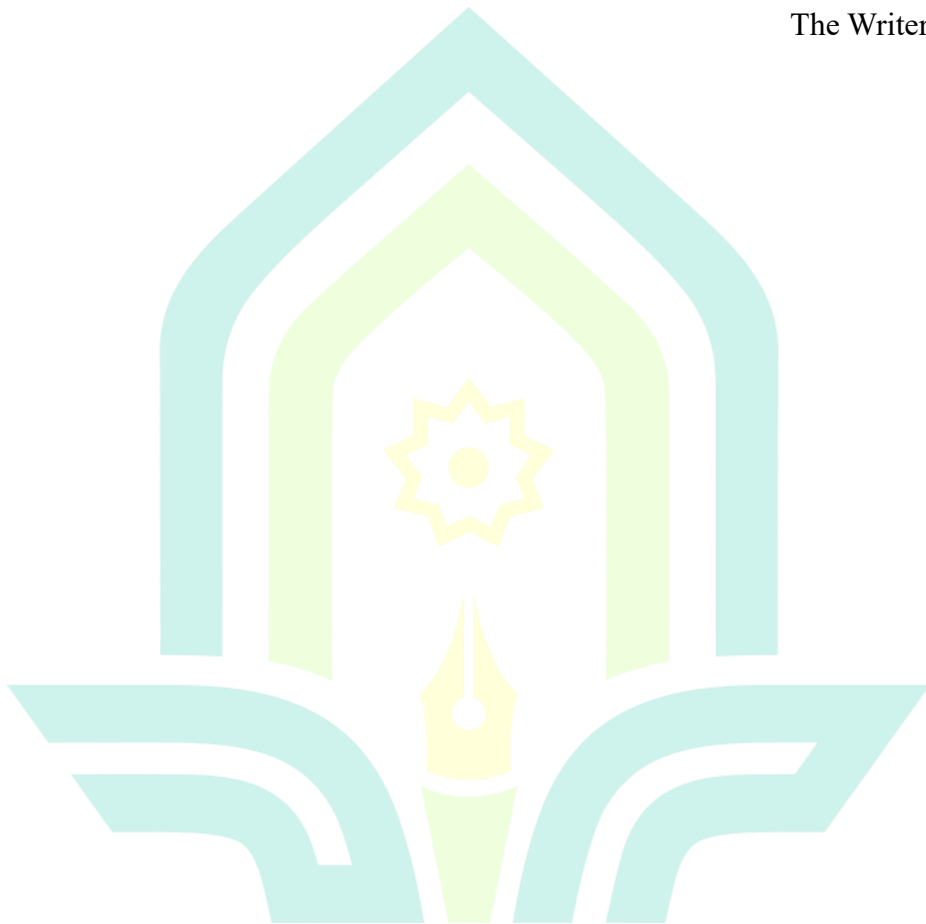
Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my final project research entitled **“EXPLORING JUNIOR HIGH SCHOOL STUDENTS’ EXPERIENCES IN LEARNING VOCABULARY THROUGH Pictionary GAME”** could be completed. It was submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for the Degree of *Sarjana Pendidikan* in English Education. The research was completed thanks to a lot of help from many people. Thus, I would want to use this opportunity to thank those who are listed below:

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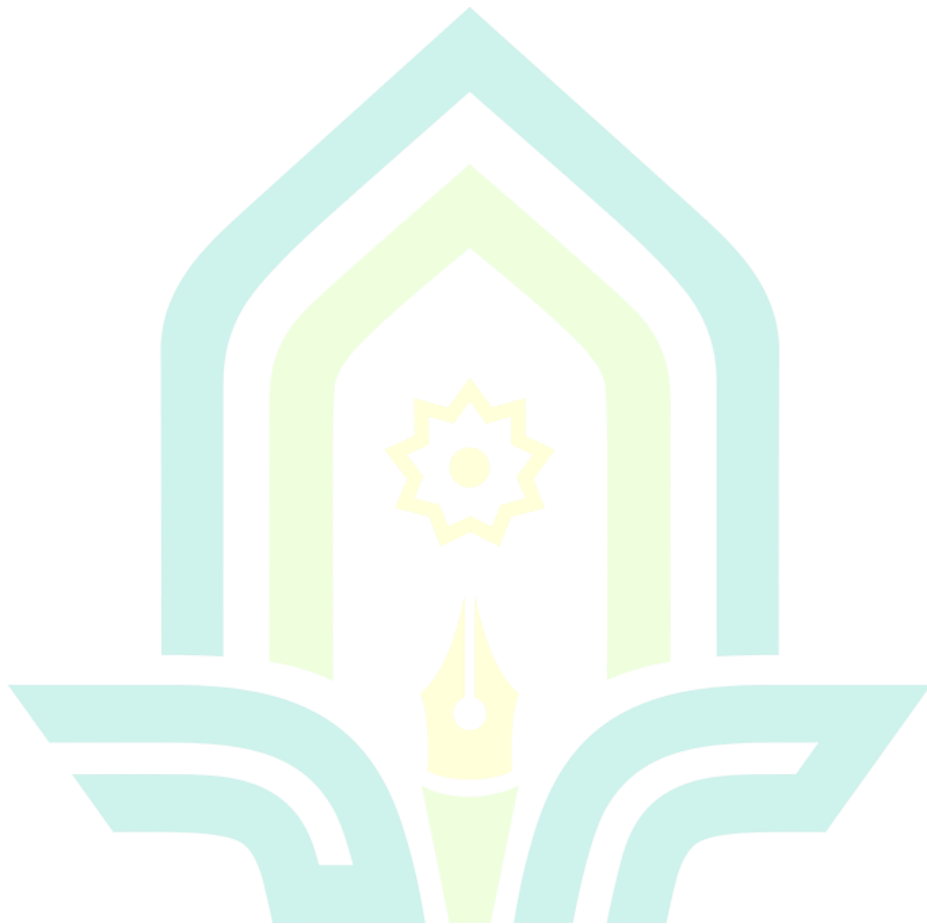
The Writer



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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the study**

Lexical knowledge, or vocabulary knowledge, becomes the primary focus of language learning since language serves as a communication tool (Khalishah, 2024). In context with the need of learning vocabulary, it is crucial to investigate how students contribute to the process. Students should develop their learning skills, particularly for vocabulary development, since vocabulary learning cannot be completed alone in the classroom without practice outside of it (Ouarda, 2023).

The importance of vocabulary learning strategies and the influence of internal and external factors cannot be separated. Boutabouna (2019) stated that students' use of learning strategies is primarily influenced by their language learning processes and activities in the context of the environment.

A teacher needs to find suitable and interesting techniques to increase participants' interest and attract their motivation in learning English (Teryzzeta, 2018). One of the techniques that can be applied is by using games. In addition, games are also fun to teach to learners. By using games as a technique in teaching vocabulary, it will allow teachers to observe learners' personalities and train learners with various vocabulary acquisition skills in a more fun way (Ghazal, 2007).

Students need to transfer what they have learned in class, and also choose the suitability of strategies for learning. As suggested by Nation and Moir. (2008) that learners need to know how to learn vocabulary and monitor their progress. It is impossible to start learning a new language without being familiar with the vocabulary of the one you are learning (Pratika, 2024).

Robert Angel created the guessing game Pictionary, which Angel Games Inc. released for the first time in 1985 (Shaptoshvili, 2002). It is a basic game that gives students academic vocabulary. Pictionary is a fun game that can boost

students' enthusiasm for learning English. Students who were previously passive may become more engaged and active through Pictionary. Additionally, by having students create words by drawing and guessing on their own, the Pictionary game helps kids acquire English vocabulary and comprehend how words translate into other languages (Fatmawati, 2023).

In addition, informal conversations with teachers revealed that while Pictionary can create a lively classroom atmosphere, it may not fully support all students in achieving learning objectives, particularly for those with limited vocabulary knowledge. Teachers also expressed challenges in managing time, ensuring equal participation, and aligning the game with learning goals. Therefore, it is important to explore students' experiences more deeply to understand how this game influences their vocabulary learning process. Based on these considerations, the researcher is interested in conducting a study entitled "Exploring Junior High School Students' Experiences in Learning Vocabulary through Pictionary Game." This study aim to explore how students experience vocabulary learning through Pictionary, the challenges they encounter, and how the activity affects their understanding and retention of vocabulary. By identifying these aspects, the researcher expect can provide insights into the effectiveness of using Pictionary as a learning strategy and offer recommendations for improving vocabulary teaching practices in junior high school contexts.

### **1.2 Formulation of the problem**

This study provides one research question. The researcher explores "What are students' experiences in learning vocabulary through Pictionary game?".

### **1.3 Aims of the study**

This study aims to explore the experiences of junior high school students in learning vocabulary through the use of the Pictionary game.

#### 1.4 Operational definition

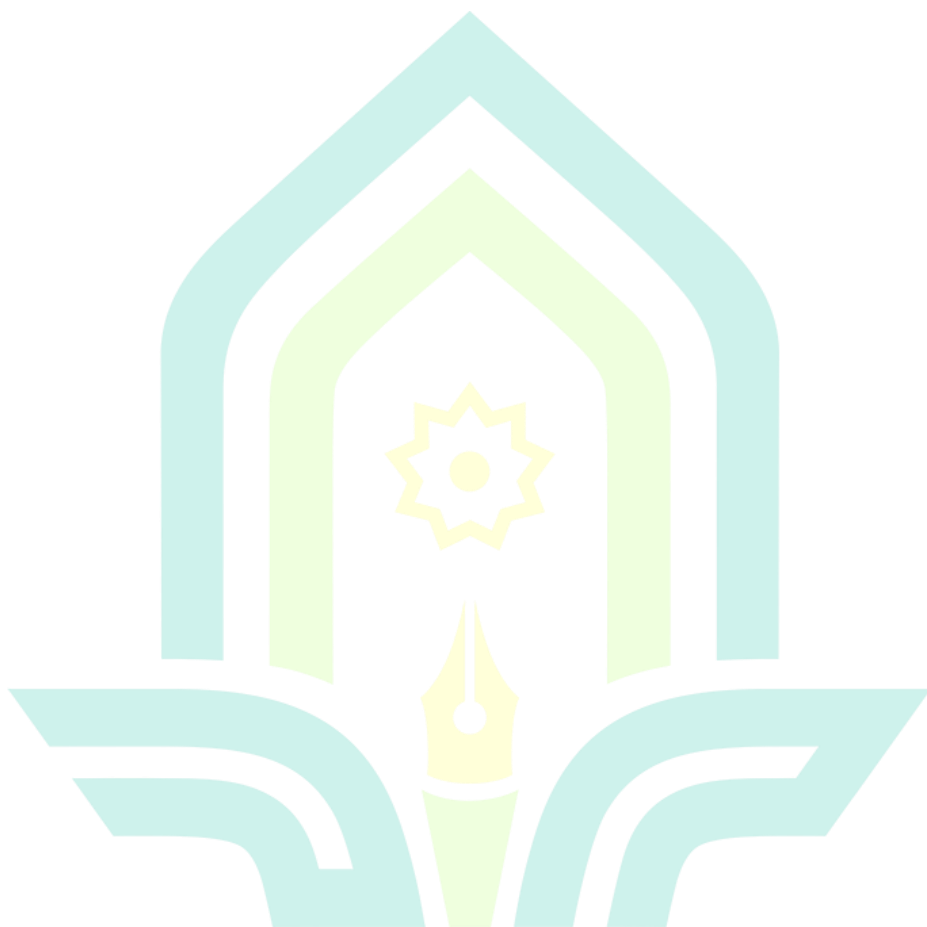
Based on the thesis title, the researcher provides some definitions as follows:

- a. Students' experience  
Experience in teaching, learning, and evaluation in classroom as well as their familiarity with many different aspects of school support services, both within and outside of the classroom (Douglas, 2008).
- b. Learning vocabulary  
Vocabulary includes all lexical units, including root words, derivatives, phrases, and expressions that a person knows and uses to communicate effectively in a language—both through receptive skills (listening and reading) and productive skills (speaking and writing) (Nation, 2001).
- c. Pictionary Game  
Pictionary is a visual-based lexical game in which players, divided into teams, attempt to communicate a word or phrase to their teammates through pictures within a certain time limit, without using verbal cues or writing (Hinebaugh, 2009).

#### 1.5 Significance of the study

- a. Theoretical Significance  
This study will provide theoretical insights into the benefits and challenges for teachers in developing their students' experience and difficulties through pictionary game.
- b. Practical Significance  
This study is expected to provide practical benefits for teachers, students, schools, and future researchers in the context of English language learning, especially in vocabulary instruction.
- c. Empirical Significance  
This study provides insight into English can be used to teach academic subjects or other than English itself and

can be used as one of the references for lecturers in conducting learning evaluations.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the findings**

Based on the research findings and discussion, it can be concluded that the use of the Pictionary game in vocabulary instruction provides a positive learning experience for eighth-grade students. In terms of Emotional Experience (Affect), students expressed feelings of joy, comfort, and greater enthusiasm while participating in lessons using the Pictionary game. The relaxed and enjoyable learning atmosphere made students more active in class and more confident in answering questions and participating in English language learning activities. This game also helped reduce boredom and made the vocabulary learning process more engaging than traditional instruction.

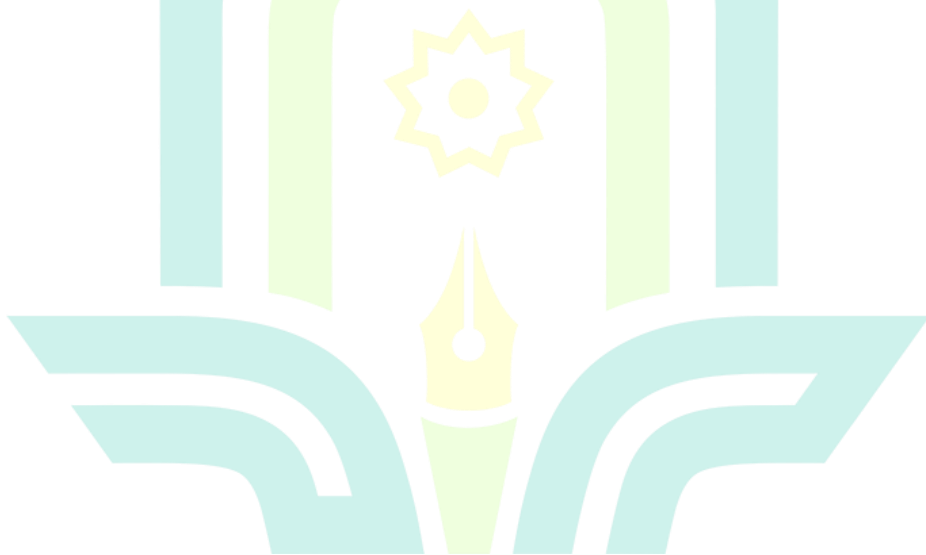
Based on the Social Experience (Judgment) aspect, using the Pictionary game helps enhance social interaction and supportive among students during the learning process. Students become more active in discussing, collaborating, and helping one another guess vocabulary through pictures. This game creates a more communicative and collaborative learning environment, encouraging students who are typically passive to become more engaged in learning activities. Additionally, playing in groups helps students feel more comfortable communicating and learning with their peers.

In terms of Procedural Experience (Appreciation), students gave positive feedback on the use of the Pictionary game in vocabulary learning. Students felt that this game helped them more easily understand and remember new vocabulary through the use of pictures and visual activities. Although there were some challenges, such as difficulty drawing, guessing unclear pictures, and understanding unfamiliar vocabulary, students were still able to overcome these challenges by discussing with classmates, asking the teacher, and studying the vocabulary beforehand. Therefore, it

can be concluded that the Pictionary game is an effective and engaging vocabulary learning strategy that enhances students' learning experiences in English language instruction at the junior high school level.

## **5.2 Recommendation**

Future researchers are recommended to explore the use of other media or games in vocabulary learning so that they can be compared with the Pictionary game. In addition, future research could focus more on specific aspects, such as the impact of games on learning motivation, student self-confidence, speaking skills, or peer collaboration in English language learning. It is hoped that further research will provide broader insights into vocabulary learning strategies that are both effective and engaging for students.



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