STUDENTS' EXPERIENCE IN LEARNING VOCABULARY THROUGH PLAYING PICTIONARY GAME: A NARRATIVE RESEARCH

A THESIS

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

By:

NISA FARAHDILA PUTRI
SN.2519045

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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      Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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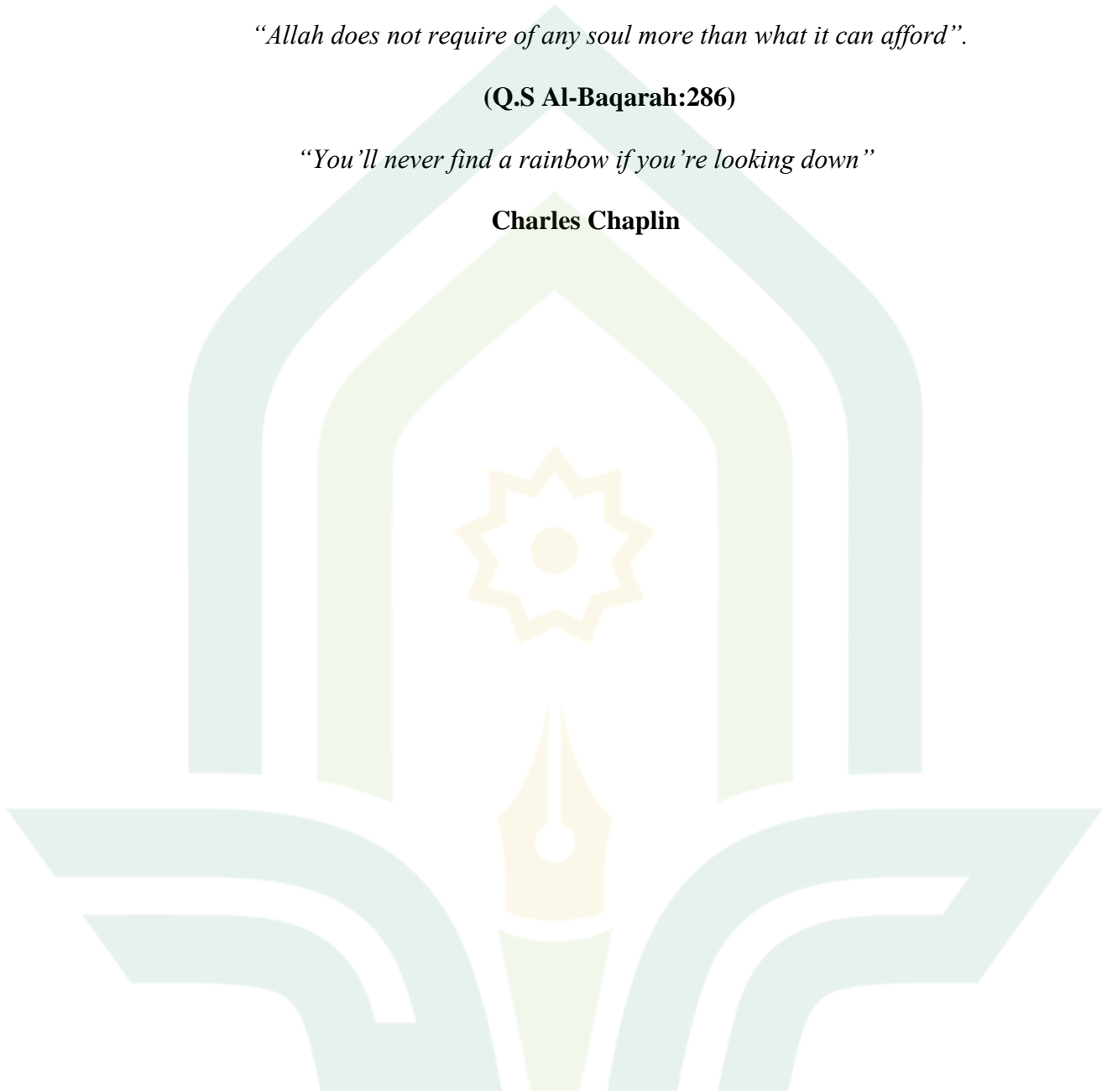6. and trying to give more than I reveive, for tryna do more right than wrong, for just being me at all times.

MOTTO

"Allah does not require of any soul more than what it can afford".

(Q.S Al-Baqarah:286)

"You'll never find a rainbow if you're looking down"

Charles Chaplin

ABSTRAK

Pictionary Game adalah salah satu permainan untuk belajar Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui pengalaman partisipan dalam kegiatan bermain pictionary game untuk belajar dan menguasai vocabulary. Secara lebih khusus, penelitian tersebut menyelidiki pengalaman mereka secara mendalam saat mengikuti kegiatan bermain pictionary game untuk belajar dan menguasai vocabulary. Untuk mencapai tujuan penelitian, peneliti menggunakan metode kualitatif dengan desain narrative inquiry. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik dari Braun dan Clarke, serta analisis perasaan oleh Martin and White. Partisipan berpartisipasi dalam penelitian ini dan membagikan pengalaman mereka selama dan setelah mengikuti kegiatan bermain pictionary game untuk belajar dan menguasai vocabulary. Hasil dari penelitian ini menunjukkan bahwa partisipan sangat senang saa tbermain pictionary game, partisipan dapat dengan mudah menambah vocabulary, memainkan imajinasi mereka dalam menggambar, mengingat vocabulary dengan mudah. Penelitian ini menyarankan penggunaan media game khusunya pictionary game dalam belajar dan menguasai vocabulary karena banyak umpan balik positif dari partisipan.

Kata kunci*: Pengalaman siswa; Belajar vocabulary; Pictionary game*

ABSTRACT

Pictionary Game is one of games for learning English. This research aims to participants' experiences in playing the pictionary game to learn and master vocabulary. More specifically, the study investigated their in-depth experiences playing Pictionary games to learn and master vocabulary. Researchers used qualitative methods with narrative inquiry design to achieve the research objective. Researchers used semi-structured interviews to collect data. Data were analyzed using thematic analysis by Braun and Clarke and experience by Martin and White. Participants participated in this research and shared their experiences during and after participating in activities playing Pictionary games to learn and master vocabulary. The results of this research show that participants enjoyed playing the pictionary game; can easily add vocabulary, played with their imagination in drawing, and to remember vocabulary easily. This research suggests using game, especially pictionary games, in learning and mastering vocabulary because there was a lot of positive feedback from participants.

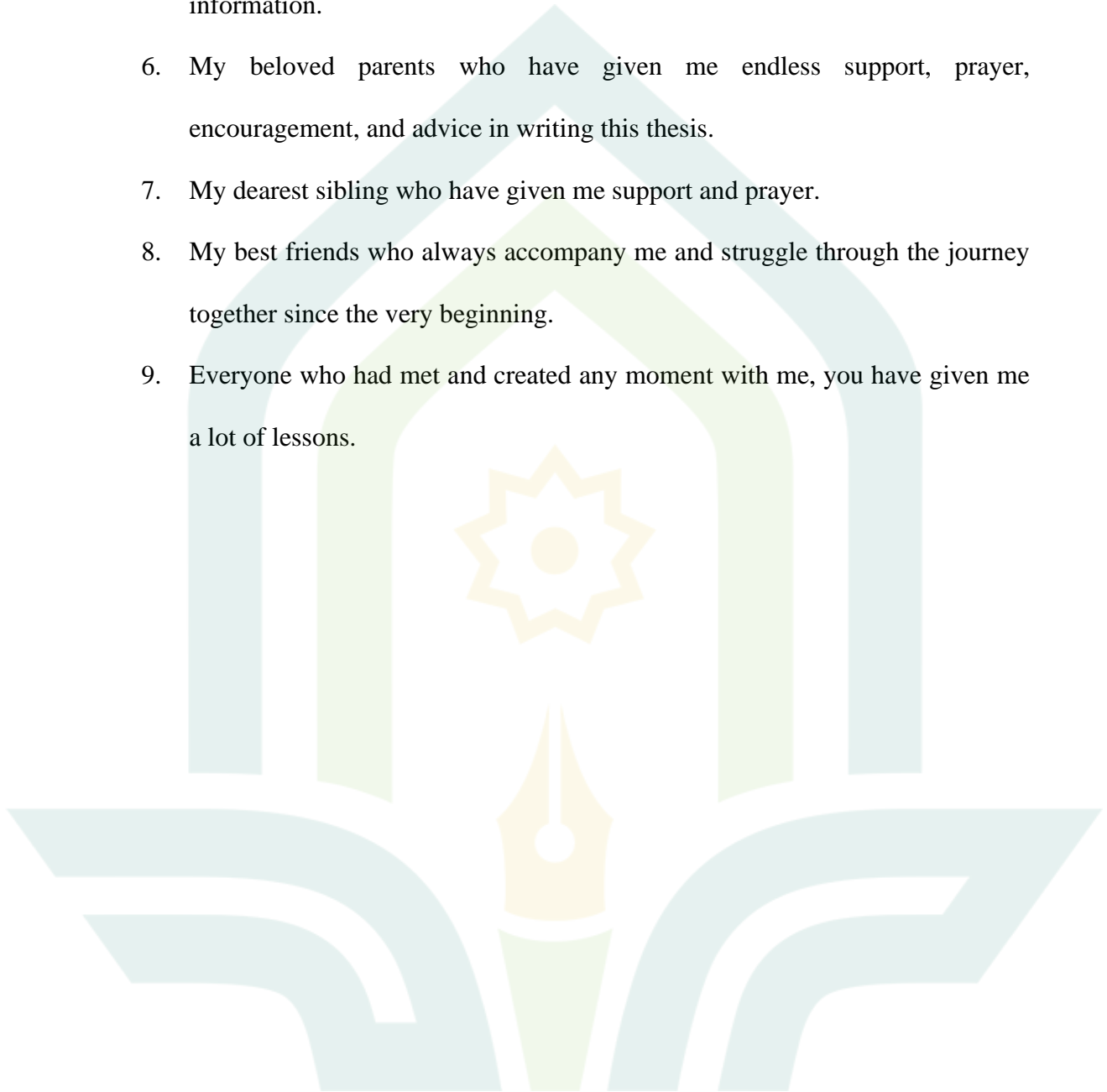**Keywords**: Student experience; Learn vocabulary; Pictionary game

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 thesis entitled **"Students' Experience Vocabulary Learning Through Playing Pictionary Game"** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background

Vocabulary is a significant aspect of language learning that students should study and understand in order to become competent in a foreign language. It might be practical for the students to be able to speak, read, write, and listen to the words that are linked to the target language if they have a large English vocabulary. According to Wilkins, who was cited by Thornbury (2002), very little can be said orally without grammar, whereas nothing can be spoken orally without vocabulary. This concept demonstrates the significance of vocabulary in the process of learning a new language. Students still have difficulty learning or memorizing new vocabulary, do not feel confident communicating with their teachers when answering questions, and feel hesitant to talk to their friends in class activities and outside of class.

Students also cannot translate difficult words, phrases, sentences, and paragraphs from English into Indonesian. The problem that causes students to feel that learning English is difficult is that students are not interested in learning English because the way the teacher delivers the material is monotonous and mostly teacher-centered. Making the students interested in acquiring language is crucial while teaching it to them. According to Diamond and Gutlohn (2006), if we can try and increase students' interest in experimenting with language and words, we will have achieved our objective

of developing the kind of word-conscious students who will study words as lifelong passion. This indicates that it is crucial for the teacher to engage the students in learning new vocabulary through engaging teaching methods.

In solving these problems, a teacher needs to find suitable and interesting techniques to increase students' interest and attract their motivation in learning English. One technique that can be applied is to use games. In addition, students are still young and tend to prefer learning in a fun and enjoyable atmosphere. Harmer (2001) states that games can make students more active and enthusiastic about learning vocabulary. Furthermore, Ayu (2018) explains through the use of games as a tool in teaching English vocabulary, the results show various views on how games can be entertaining in teaching young learners.

According to Simpson (2011), teachers should be encouraged to employ games to assist students to practice foreign languages in class. He adds that games can actually be educational because they provide a way to practice new skills and make learning more enjoyable. In addition, Shaptoshvili (2002) asserts that learners can benefit from and enjoy playing games as a technique to practice vocabulary. This indicates that including games in the learning process would help students learn new material more stress-free, especially when it comes to learning English vocabulary.

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. The fact that

games are the most suitable instructional activities for young learners. Nedomová (2007) argues that "young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired." So that, the teachers have to decide the best game for their students. Nedomová (2007) underlines the fact that we "should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc." Teachers have to decide the level of game for the level of the student. Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game. If the game is beyond the students' level, it can make them bored easily in doing that game.

Pictionary is a game where students have to guess words or sentences from photographs, according to Thornbury (2002), as cited in Darmawan&Fatmawati (2019). Pictionary games need teams of students to work together, and each team member gets a turn to draw. To play the Pictionary game, you will need a whiteboard, chalkboard, or smartboard,

markers, and a list or card of vocabulary words. Pictionary games are entertaining activities that can boost students' enthusiasm in learning English. Students who were previously passive can become interested and more active than before through the Pictionary game.

Tahmit and Nastiti (2019) conclude that the Pictionary game is able to improve students' vocabulary mastery in the Fifth grade. The researchers used nouns for the material to do the test. They also said that the Pictionary game also improves students' interest and enthusiasm to learn vocabulary. The difference between the previous study with this research is that previous the study only used observation to conduct research, then this research used observation and interviews to collect data with the participants students of Junior High School. Therefore, the researcher wish to implement the Pictionary game as a technique in teaching vocabulary to students is to find out students' responses to its use and is expected to help motivate students in learning English vocabulary.

1.2 Formulation of the Problem

Based on the focus of this research and discussion about students' experience in learning vocabulary through Pictionary game that as been mentioned in the identifications of the problem, the researcher formulated as follows:

1. How is students' experience in learning English through Pictionary game to master vocabulary?

1.3 Operational Definitions

The following are definitions of terms related to research referred to by the researcher:

1. Pictionary Game: extraordinary game for vocabulary learning because this game depend on words, definitions, and how learner plays the strategy (Dwi, 2017).

2. Vocabulary: the core of language proficiency and the basics of listening, speaking, writing, and reading (Richards and Renandya, 2002).

3. Experience: The process of gaining knowledge or skills from doing, seeing, or feeling something (Cambridge Dictionary).

1.4 Aims of the Study

Based on the problem that has been described, this research aims to students' experiences about learning vocabulary through Pictionary game.

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1.5 Significance of the Study

1. Theoretical use this study will contribute to the theory of Martin and White and support theories related to the student experience

2. Empirical use this study will provide empirical insight about student experience in learning to use Pictionary games

3. Practical use this study provides information for readers about students' experiences playing Pictionary games to vocabulary mastery

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the result and discussion, the findings revealed that Pictionary game brings up various positive and negative things. It is still about the students' learning process when learning vocabulary.If summarized, there are three positive things felt by the students, namely easy to remember, fun learning, and refreshing way. There are also two negative things experienced by the students, namely difficult to guess and respective effectiveness. All of this is based on the experiences of students who have used and experienced Pictionary game as a vocabulary learning method.Actually, there are still many experiences felt by the students when learning vocabulary using the Pictionary game. It depends on how the teacher organizes the students when vocabulary learning takes place.

5.2 Recommendation

In this section the researcher wants to provide several recommendations

1. Other researchers, this study seems to have some limitations. Therefore, further research can be developed by examining the feelings or experiences of teachers who use pictionary games as a medium for teaching vocabulary in the classroom. Thus, research on this topic is only produced from one side, namely students. For further

research, the researcher also wants to suggest to future researchers to expand this research with different topics or methods.

2. Teacher, it is recommended that teachers at other Islamic boarding school foundations can also try using Pictionary games in explaining vocabulary to students. So students can motivate themselves to do things more effectively to achieve their goals. Teachers and media play an important role in the success of student learning which leads to the future. Support from teachers and the use of appropriate media can help reduce basic student problems such as a lack of vocabulary which makes students at minimum grades.

3. Students, by knowing students' difficulties in learning English, especially in the vocabulary section, it is hoped that students will know vocabulary learning strategies that can make it easier for them to learn, such as using the pictionary game so that they can achieve perfect results.

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