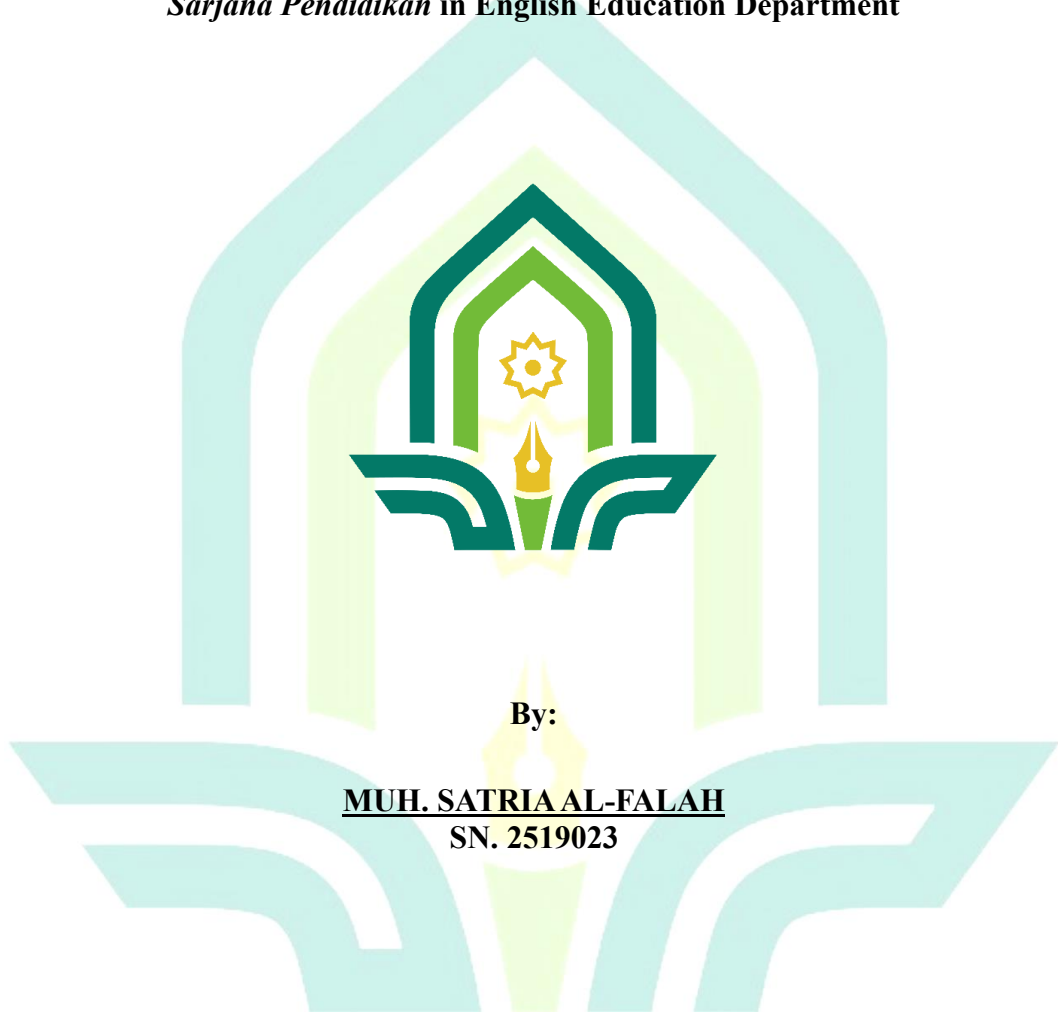


**INVESTIGATING VOCABULARY GAMES AS A METHOD TO
DEVELOP MIDDLE SCHOOL STUDENTS' ENGLISH
VOCABULARY IN EFL CLASS**

A THESIS

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



By:

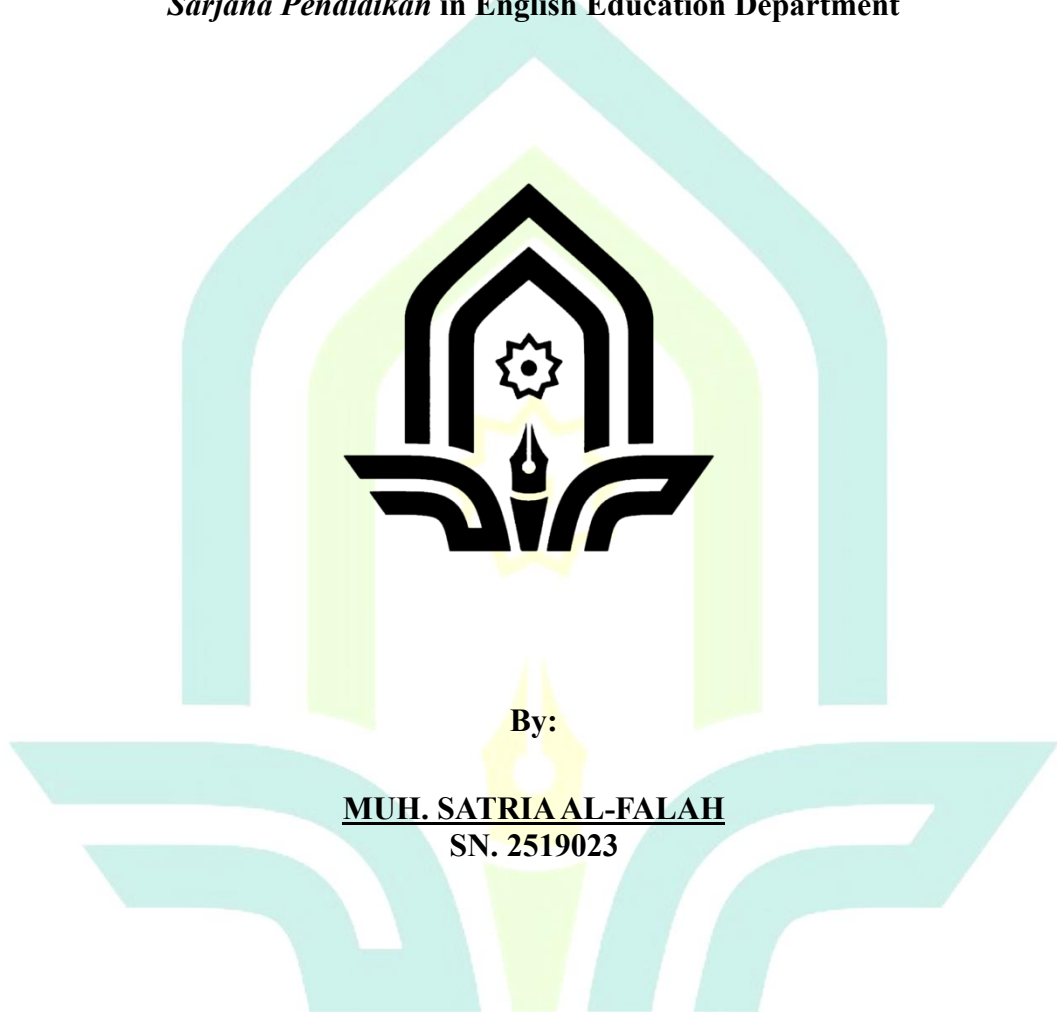
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Assalamu'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

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Judul : **Investigating Vocabulary Games as A Method to Develop Middle School Students' English Vocabulary in EFL Class**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. 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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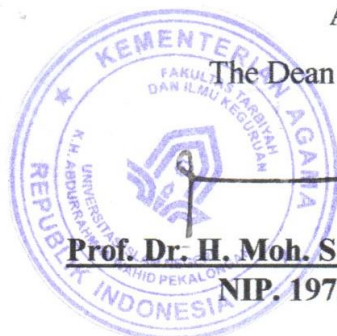
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MOTTO

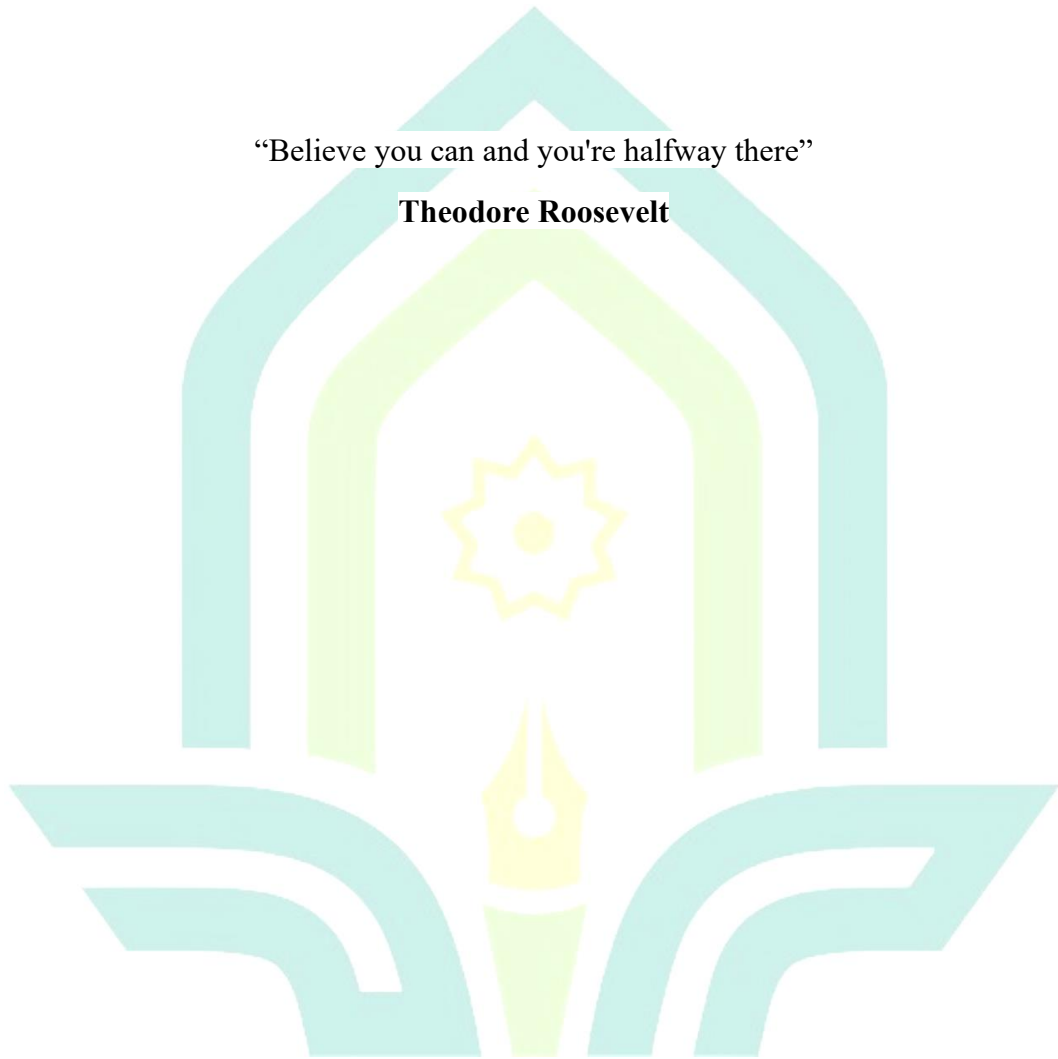
"لَا صَاحِبَ عِلْمٍ مَمْقُوتٌ"

“Tidak pernah ada orang yang berilmu menjadi terhina”

KH. Ahmad Djazuli Utsman – Ploso

“Believe you can and you're halfway there”

Theodore Roosevelt



ABSTRAK

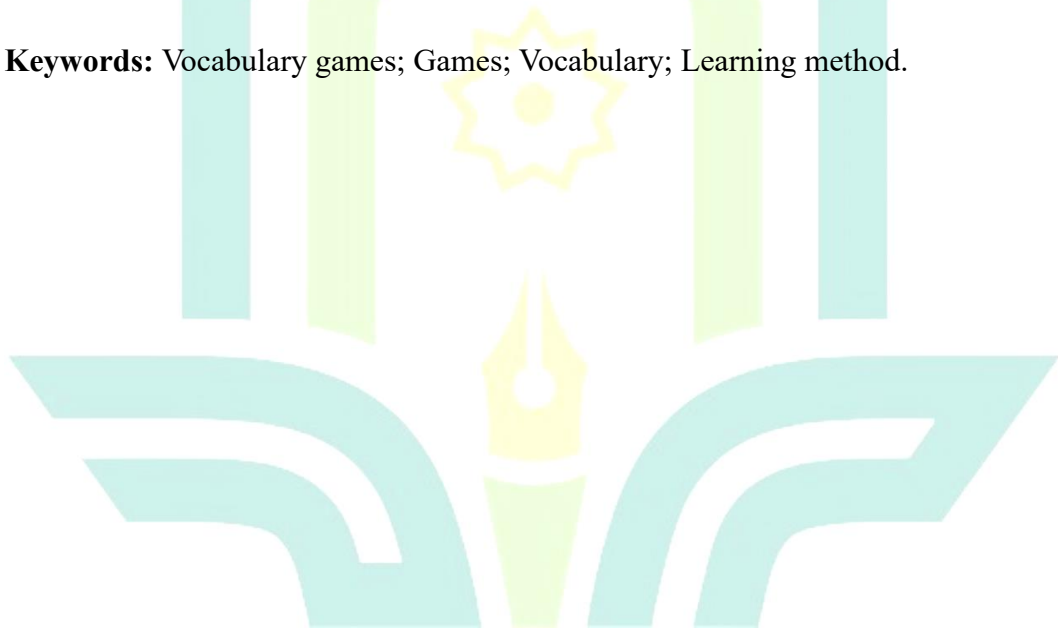
Dalam pembelajaran, siswa membutuhkan inovasi metode pengajaran untuk menarik perhatian siswa. Metode pengajaran ada bermacam-macam, salah satunya melalui Vocabulary Games. Vocabulary Game adalah metode pembelajaran untuk menemukan kosakata dalam bahasa Inggris dengan cara yang menyenangkan bagi siswa. Penelitian ini bertujuan untuk mengetahui bagaimana permainan kosakata dapat mengembangkan kosakata siswa dengan mengamati serta mewawancarai guru bahasa Inggris dan siswa selama di kelas menggunakan metode Vocabulary Games untuk mendapatkan lebih banyak data yang dapat menjelaskan permainan kosakata. Penelitian ini adalah penelitian kualitatif dari jenis narrative inquiry dimana peneliti mengumpulkan data dari wawancara semi-terstruktur yang bertujuan untuk mendapatkan informasi pengalaman nyata dari guru dan siswa selama aktivitas pembelajaran. Penelitian ini melibatkan seorang guru dan lima siswa sebagai informan dari salah satu Madrasah Tsanawiah (MTs) di kabupaten Pekalongan. Hasil dari penelitian ini yaitu ada dua aspek utama, yaitu: (1) faktor penggunaan permainan kosakata yang dapat mengembangkan kosakata bahasa Inggris siswa, meliputi kegembiraan yang dirasakan siswa, kompetisi yang memicu adrenalin siswa, belajar yang menyenangkan. (2) Tantangan dalam menerapkan permainan kosakata untuk mengembangkan kosakata bahasa Inggris siswa, meliputi terbatasnya waktu, permainan membosankan yang diulang, dan kurangnya manajemen kelas. Hasil dari penelitian ini diharapkan dapat mengembangkan metode pembelajaran yang telah ada, dan dapat menjadi pertimbangan guru di Indonesia untuk lebih memperhatikan metode pembelajaran untuk siswa.

Kata kunci: *Vocabulary games; Permainan; Kosakata; Metode pembelajaran.*

ABSTRACT

In learning, students need innovative teaching methods to attract students' attention. There are various teaching methods, one of which is through Vocabulary Games. Vocabulary Game is a learning method to find vocabulary in English in a fun way for students. This study aims to find out how vocabulary games can develop students' vocabulary by observing and interviewing English teachers and students during class using the Vocabulary Games method to get more data that can explain vocabulary games. The research is a qualitative research of narrative inquiry type where the researcher collected data from semi-structured interviews which aimed to get the real experience information from the teacher and students during learning activities. This study involved a teacher and five students as informants from one of the Madrasah Tsanawiah (MTs) in Pekalongan district. The results of this study are two main aspects, namely: (1) the factors of using vocabulary games that can develop students' English vocabulary, including the excitement felt by students, competition that triggers students' adrenaline, fun learning. (2) Challenges in applying vocabulary games to develop students' English vocabulary, including limited time, repeatedly boring games, and lack of class management. The finding of this research is expected to develop existing learning methods, and expected to be a consideration for teachers in Indonesia to pay more attention to learning methods for students.

Keywords: Vocabulary games; Games; Vocabulary; Learning method.



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 research proposal research “**Investigating Vocabulary Games as A Method to Develop Middle School Students' English Vocabulary in EFL Class**” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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1. *Enclosure 1: Interview Question*
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is a fundamental and critical aspect of language learning (Bakhsh, 2016). It should be taught first even before grammar, even though grammar plays an important role in the language formation process. Without a proficient vocabulary, one's intended message or meaning may not be understood accurately. To develop students' vocabulary, teachers should instead utilize innovative teaching strategies, such as using teaching aids and technologies or applying game-based methods. The translation method only aids in memorization, whereas a student's vocabulary proficiency encompasses spelling, pronunciation, comprehension, contextual usage, and theme understanding (Permana, 2020).

Teaching vocabulary to middle school students is more difficult than teaching teenagers or adults because they are easily distracted. Students often have short attention spans and high physical energy levels. In addition, students are very connected to their environment and are more interested in physical and tangible (Pertiwi et al., 2020). Students like to have fun and play, so teachers must choose vocabulary teaching methods that suit them. Vocabulary games are an effective way to avoid students' laziness, also they play a special role in foreign language teaching. Both students and teachers will benefit from using games during class. In addition, teachers can achieve maximum results by applying the use of vocabulary games (Bakhsh, 2016). In addition, students are

not supposed to be sitting still spending time in their chair and talking to their teacher only. It is the teacher who should provide a variety of experiences and a series of activities without boring them (Uysal and Yavuz, 2015).

Vocabulary games have several advantages for learning a language. It offers an enjoyable and relaxed learning atmosphere for students. After learning and practicing new words, students can use language without pressure by playing games. When playing a game, they are focused on the message rather than the language. In the context of games, anxiety levels can decrease, speaking fluency is developed, and communicative ability can be reached (Wulanjani, 2016). Furthermore, vocabulary games are not for fun only but also create a sense of communication and predictability. Since the language used in any activity is unpredictable, teachers should encourage students to actively construct language for themselves. In addition, because of the creative language skills that students bring to a classroom, teachers should provide a communicative atmosphere where students can express themselves (Bakhsh, 2016).

Students at one of the middle schools in Kajen, Pekalongan have a basic understanding of the English language since they have never been exposed to it formally before. Ahsan (Personal communication, March 5, 2024) explains that the majority of the students did not learn the English language in elementary school. Therefore, their understanding is basic. This lack of understanding often leads to confusion, boredom, and complaints when the teacher instructs using traditional methods and techniques. Another obstacle

for students is their lack of interest in learning English. Many students do not pay attention to their teacher during class, and some students fall asleep while the teacher was explaining. In response, the school's English teacher has introduced vocabulary games to develop their English vocabulary ability. This game can also help students' English comprehension and expand their vocabulary. According to Bakhsh (2016), teaching vocabulary through games is crucial for students because it keeps the learning process enjoyable and interesting, and also it motivates them to use language confidently and creatively.

Seeing the importance of vocabulary used in the English language, the research of Investigating Vocabulary Games as a Method to Develop Middle School Students' English Vocabulary in EFL Class become an urgency to be conducted. This research is conducted to see the use of vocabulary games in developing students' vocabulary proficiency.

1.2 Formulation of Problems

Based on the research background of the study, there are two the research problem of this study:

1. How can the use of vocabulary games method develop students' English vocabulary?
2. What are the challenges in implementing vocabulary games to develop students' English vocabulary?

1.3 Operational Definitions

To anticipate misunderstanding about some terms in this study, the researcher presents some clarity related to the study below:

1. Vocabulary Games : A method to be inspiring, fun, and efficient, promoting vocabulary retention and a tool for enhancing the ability to infer meanings of new vocabulary. (Ngoc Vu et al., 2021).
2. EFL : EFL (English Foreign Language) is mainly used by non-native English learners, such as Indonesian learners of English in Indonesia (Si, 2019).
3. Middle School : A school usually includes grades six to eight (Schuchat et al., 2017).

1.4 Aims of The Study

This study aims to find out how vocabulary games could develop students' vocabulary by observing the English teacher teach during class using the vocabulary games method and interviewing some students and the teacher to get more data that could explain vocabulary games.

1.5 Significance of The Study

1. Theoretical : This research presents the results and the theory from Piaget to education which is useful as a reference for developing knowledge about vocabulary games.
2. Empirical : In the empirical aspect, the research contributes to the existence of the knowledge of vocabulary games that comes from the students and teacher's experiences.
3. Practical : The research helps the teacher in the way of delivering a vocabulary lesson that is considered boring and difficult by students.

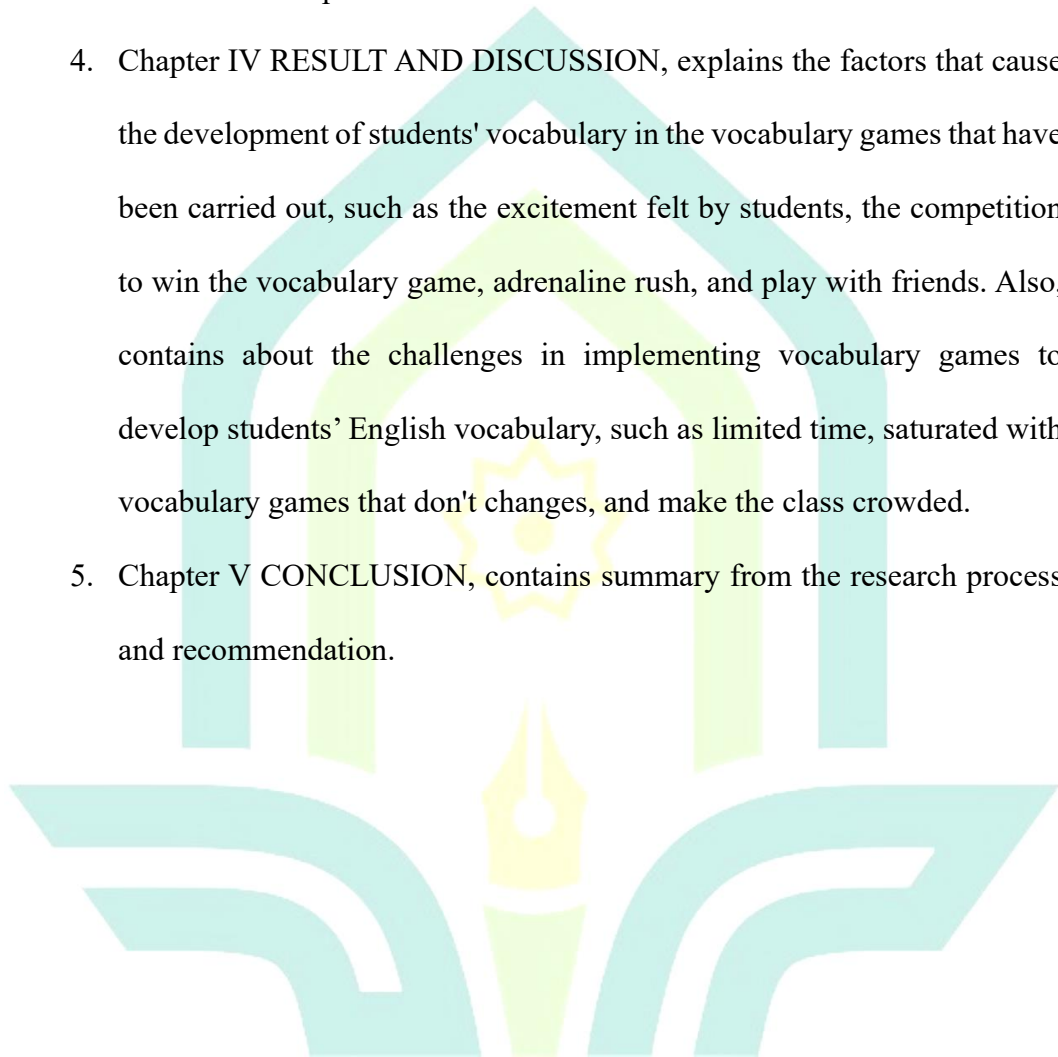
1.6 Systematics of Writing

This research consists of five chapters. In order to be more systematic and focused on a thought, the discussion of this thesis is organized in detail as follows:

1. Chapter I INTRODUCTION, includes the background of study, formulation of the problems, operational definitions, aims of the study, significance of the study, and systematics of writing.
2. Chapter II THEORETICAL BACKGROUND, explains various theoretical descriptions, including an explanation of the vocabulary games

learning methods, the factors that influence vocabulary game method, previous study and conceptual framework.

3. Chapter III RESEARCH PROCEDURE, contains of research design, research context, settings and participants, data collection, data analysis, and research steps.
4. Chapter IV RESULT AND DISCUSSION, explains the factors that cause the development of students' vocabulary in the vocabulary games that have been carried out, such as the excitement felt by students, the competition to win the vocabulary game, adrenaline rush, and play with friends. Also, contains about the challenges in implementing vocabulary games to develop students' English vocabulary, such as limited time, saturated with vocabulary games that don't changes, and make the class crowded.
5. Chapter V CONCLUSION, contains summary from the research process and recommendation.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results and discussions, the findings revealed that the vocabulary method can develop students' vocabulary. Through the vocabulary method, students' vocabulary is developed because of several factors, namely excitement, competition, and fun learning. However, the vocabulary game also has a several challenges in implementation, namely limited time, repeatedly boring game, and lack of class management, which the boring game aspect is only argued by a student.

5.2 Recommendation

Based on the results of the research, the following are the implications and recommendations for further related research which are recommended by the researcher. The suggestions are taken as follows:

The researcher suggests that a teacher could develop their teaching method in the classroom, whatever the lesson taught to students. Because, students willingly accept a lesson by getting their interest. To get students' interest, it could be from any method, such as game method. If teachers have students' attention, it takes a short time to make students understand. Finally, teachers follow students' interest, not the otherwise. Moreover, this research can be a guide for teachers in various regions to implement the method of learning vocabulary. Besides that, this research can also be used as a reference to create a better teaching and learning environment.

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