

**STUDENTS' EMOTIONS WHEN LEARNING ENGLISH
VOCABULARY USING VOCARD MEDIA: A NARRATIVE
A THESIS**

**Submitted to fulfill one the Requirement for *Sarjana Pendidikan* Degree at
English Education Department of Faculty of Education and Teacher
Training**



By :

MARIA ULFA DWI PANGESTI

SN. 2520056

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Maria Ulfa Dwi Pangesti

NIM : 2520056

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Student Emotions When Learning English Vocabulary Using *Vocard* Media: Narrative Inquiry”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.



MARIAULFA DWI PANGESTI

NIM. 2520056

NOTA PEMBIMBING

Kepada.

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu'alaikum, Wr. Wb

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara :

Nama : MARIA ULFA DWI PANGESTI

NIM : 2520056

Program Studi : TADRIS BAHASA INGGRIS

Judul : **Students Emotions when Learning English Vocabulary Using
Vocard Media: A Narrative**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana semestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb

Pekalongan, 03 Juli 2024
Pembimbing,



Chubbi Millatina Rokhuma, M.Pd
NIP. 199005072015032005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:


NAME : MARIA ULFA DW PANGESTI
SN : 2520056
TITLE : STUDENTS' EMOTIONS WHEN LEARNING ENGLISH VOCABULARY USING VOCARD MEDIA: A NARRATIVE

Has been examined and approved by the panel of examiners on Friday, 19th July 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Examiner II

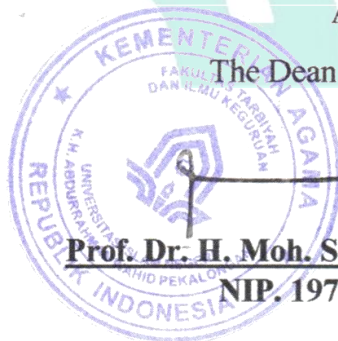

Dr. Nur Kholis, M.A.
NIP. 19750207 199903 1 001

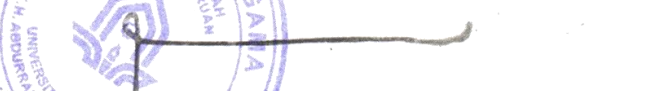

Isriani Hardini, S.S., M.A., Ph.D.
NIP. 19810530 200901 2 007

Pekalongan, 24th July 2024

Assigned by

The Dean of FTIK Pekalongan



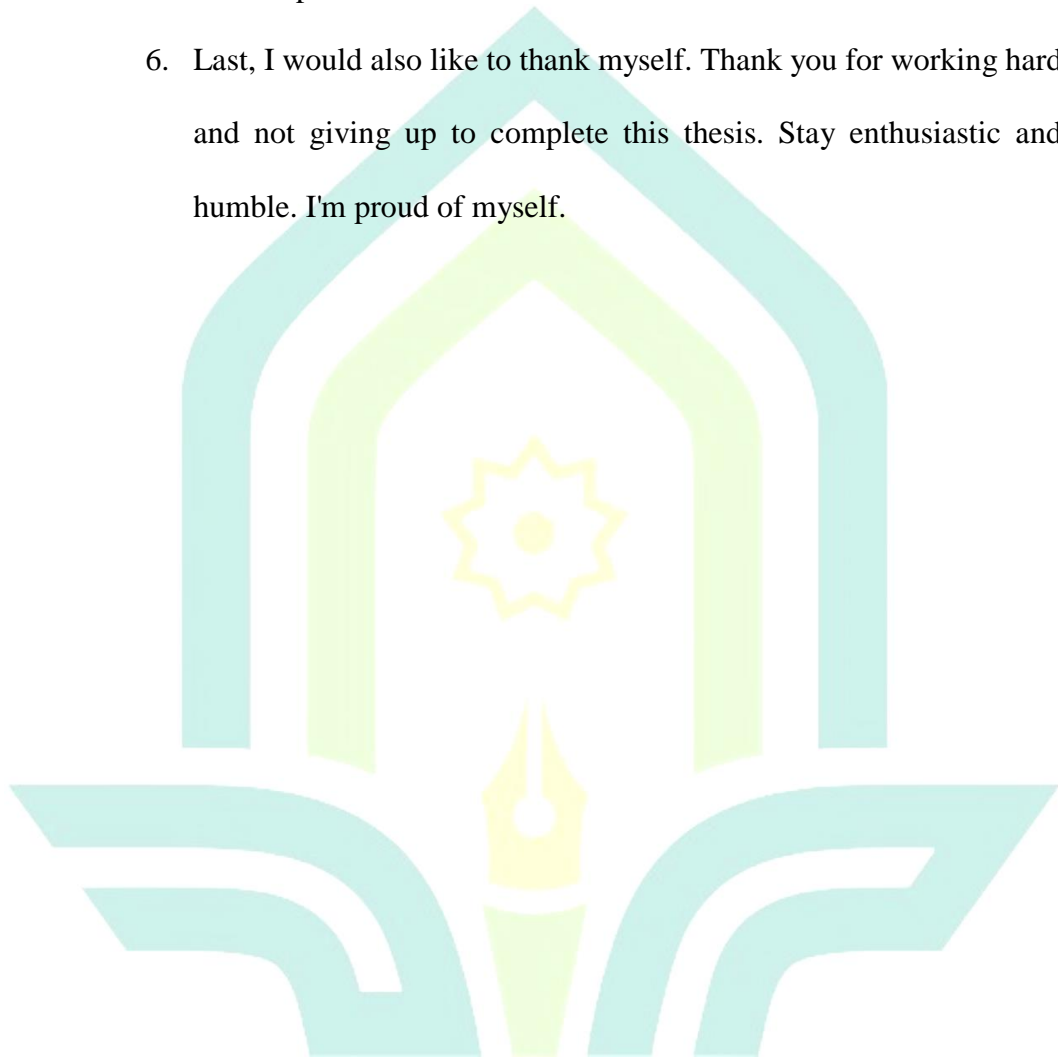

Prof. Dr. H. Moh. Sugeng Solehuddin, M. Ag.
NIP. 19730112 200003 1 001

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5. Fifth, I would like to thank everyone who has contributed and helped me complete this thesis.
6. Last, I would also like to thank myself. Thank you for working hard and not giving up to complete this thesis. Stay enthusiastic and humble. I'm proud of myself.



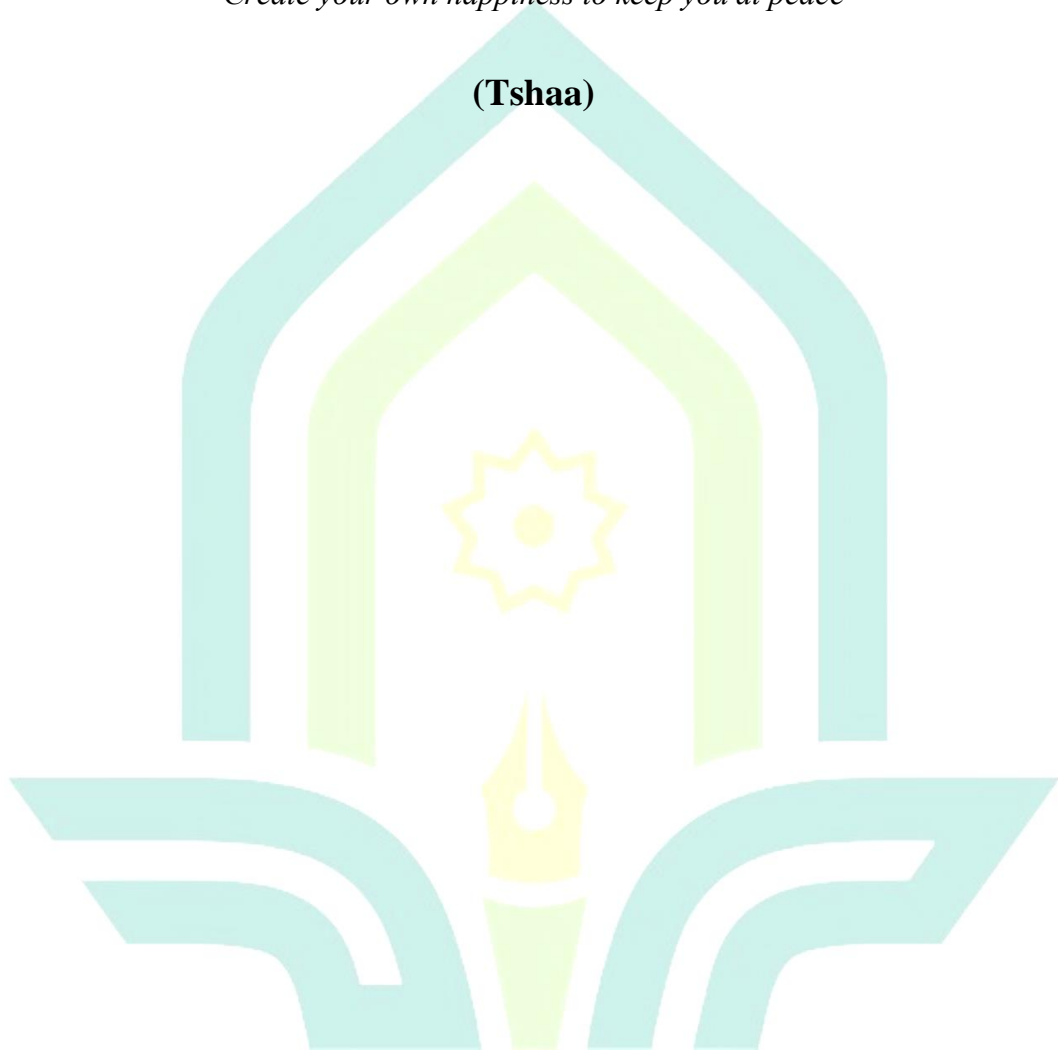
MOTTO

“Success is getting what you want. Happiness is wanting what you get”

(Dale Carnegie)

“Create your own happiness to keep you at peace”

(Tshaa)



ABSTRAK

Penelitian ini berdasarkan keingintahuan peneliti terhadap emosi siswa saat belajar kosakata Bahasa Inggris menggunakan vocard media. Emosi menjadi salah satu hal yang penting untuk diperhatikan dalam setiap pembelajaran. Media pembelajaran yang baik adalah media yang bisa memberikan respon positif terhadap emosi atau suasana belajar siswa. Peneliitian ini bertujuan untuk mengetahui dan mendeskripsikan emosi siswa saat belajar kosakata Bahasa Inggris menggunakan media vocard yang ada di Pondok Pesantren tersebut. Rumusan masalah pada penelitian ini adalah bagaimana emosi siswa saat belajar kosakata Bahasa Inggris menggunakan media vocard?.

Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian naratif inkuiri. Ciri dari penelitian kualitatif dengan desain naratif inkuiri adalah adanya wawancara dan observasi yang kemudian menceritakan hasil pengalaman dari para siswa. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki emosi yang positif saat belajar kosakata Bahasa Inggris menggunakan media vocard. Para siswa terlihat antusias, mampu menjawab pertanyaan dari guru dan percaya diri untuk maju kedepan menjawab pertanyaan dari guru.

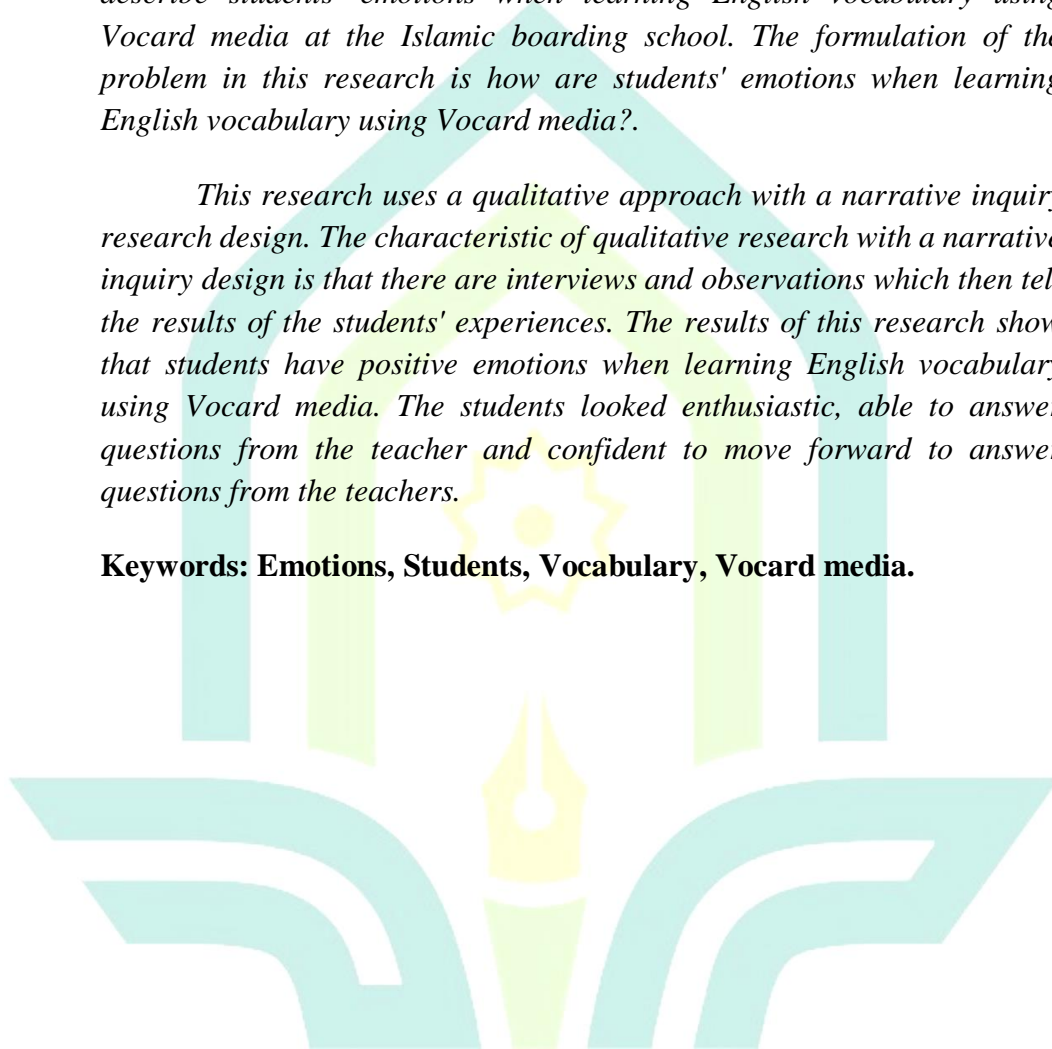
Kata Kunci: Emosi, Siswa, Kosakata, Vocard media.

ABSTRACT

This research is based on the researcher's curiosity about students' emotions when learning English vocabulary using Vocard media. Emotions are one of the important things to pay attention to in every lesson. Good learning media is media that can provide a positive response to students' emotions or learning atmosphere. This research aims to find out and describe students' emotions when learning English vocabulary using Vocard media at the Islamic boarding school. The formulation of the problem in this research is how are students' emotions when learning English vocabulary using Vocard media?.

This research uses a qualitative approach with a narrative inquiry research design. The characteristic of qualitative research with a narrative inquiry design is that there are interviews and observations which then tell the results of the students' experiences. The results of this research show that students have positive emotions when learning English vocabulary using Vocard media. The students looked enthusiastic, able to answer questions from the teacher and confident to move forward to answer questions from the teachers.

Keywords: Emotions, Students, Vocabulary, Vocard media.



PREFACE

Praise be to the presence of Allah SWT who has given mercy and grace to the researcher so that the thesis entitled "**Students' Emotions When Learning English Vocabulary Using Vocard Media: Narrative Inquiry**" can be completed. The researcher also convey prayers and greetings to the Prophet Muhammad SAW who has brought us from the dark era to the bright era. It is was submitted to the English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill the requirements for Sarjana Pendidikan degree at the Faculty of Education and Teacher Training, UIN K.H Abdurrahman Wahid Pekalongan. This proposed 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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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a means of communication between countries, both verbally and in writing. The fact that practically all worldwide sources of information in a variety of life domains use English is extremely significant. As an international language, English occupies the highest level because to rule the world you must be able to master English. Good English language skills will have a positive impact on every individual.

According to Suyanto (2015), three important components in learning English must be mastered correctly, namely vocabulary, grammar, and pronunciation. Of these three components, vocabulary is an important component that cannot be forgotten. Before someone masters grammar, someone will first learn vocabulary which will later be arranged to form complete sentences that can be understood by anyone. Vocabulary is the basic element of a language. Therefore, without knowing a large vocabulary, communication will be hampered. Therefore, someone needs to study to learn vocabulary well because this is a fundamental ability (Conderman, Hedin, & Bresnahan, 2013).

In formal education, English is one of the subjects that is highly promoted by the government. The government reads about the great opportunities that a student can get if they can master English fluently. Apart from formal educational institutions, non-formal educational institutions currently also make English one of the main languages that must be practiced, such as implementing mastery of

English in Islamic boarding schools. Islamic boarding schools are creating curricula that go beyond merely religious subjects in tandem with the advancements and requirements in science. Islamic boarding schools have now developed and updated the curriculum which adopts general science as an additional science outside the scope of Islamic science, namely English.

In the Kajen district, there is an Islamic boarding schools that implements additional English language activities. This program aims to provide soft skills to students who will later become the nation's next generation. However, the program has not run optimally because several factors must be addressed. There are many reasons why students have difficulty remembering vocabulary such as difficulty writing a word, difficulty spelling of a few of the word, and difficulty remembering the meaning of a few of the words they have already remembered. There are several factors that also add their difficulties such as different backgrounds of students, and different in their levels of intelligence. Some of teachers also feel that if they often use a conventional methods that make students faster bored, and uninterested.

From these problems, several teachers took the initiative to carry out learning using Vocard. Vocard is a new media that has recently been used at the Islamic boarding school. Therefore, in this case the researcher is interested in finding out students emotions studying English using Vocard.

1.2 Formulation of the Problem

The research question of this study is:

How are students' emotions in learning English vocabulary using vocard media?

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Student : Student is a person who comes to school to obtain or study some kind of education (Sardiman, 2003).
2. Emotion : Emotions refer to a characteristic feeling and thought, a biological and psychological state and a series of tendencies to act (Goleman, 2002).
3. English Learning : Learning English is to develop the ability to speak English contextually and in accordance with the context as well as the circumstances and situations of the student's daily life. It is to produce a form of learning English that is more relevant to the language needs of the learner. Wijaya (2015).
4. Vocard : A card-shaped learning media containing pictures and words in English.

1.4 Objective of the Study

This study aims to find out how students' emotions when learning English vocabulary using Vocard media.

1.5 Significances of the Study

The research entitled "Student Emotions in Learning English Vocabulary Using Vocard Media: Narrative Inquiry" is generally expected to provide empirical, and practical benefits.

1. Empirical : The author believes that readers will gain more insight from this research regarding students' emotions in learning English vocabulary using vocard media.

2. Practical : This research provides information for readers about students' emotions in learning English Vocabulary using vocard media.



CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusions of the results that have been carried out in a more concise form

5.1 Conclusion of the Findings

The conclusion of this research is that the use of vocard media has several emotional influences on students at one of the Islamic boarding schools in Pekalongan. Students feel comfortable, confident and relaxed when learning English vocabulary using vocard media.

Based on the results of interviews and observations conducted by the researcher, this research shows that there are only positive emotions that arise when students learning English vocabulary using vocard media at this Islamic boarding school. It turns out, vocard media has positive impact on students' emotions. Students find it easier to memorize English vocabulary, more confident in answering questions from the teachers, and do not feel burdened when studying. Therefore, the emergence of positive emotions can help students' in learning English vocabulary.

5.2 Recommendation

In this section, the researcher suggests that readers can take advantage of this article. Besides, the future researchers can continue this research with a depth investigations and add more references related to the process of learning English vocabulary for students using media or use other research design to explore students English vocabulary skills. The researcher also suggest that teachers can

create creative media for teaching English vocabulary so that it will make it easier for students to learn.



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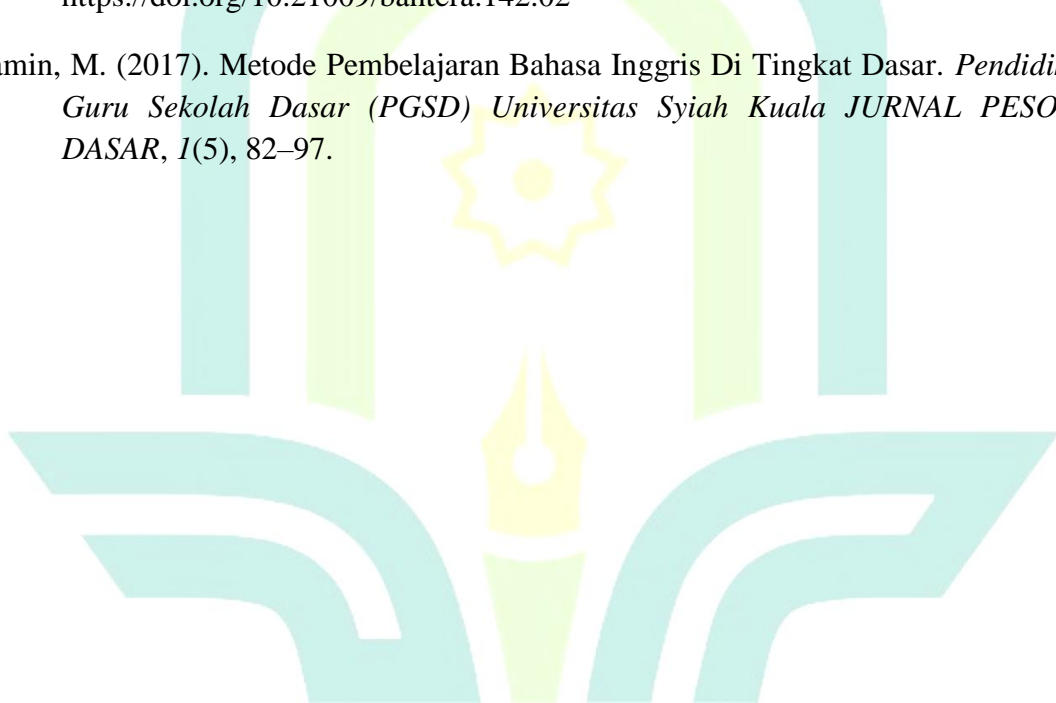
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Enclosure 4: Curriculum Vitae

CURRICULUM VITAE

Name : Maria Ulfa Dwi Pangesti

Student Number : 2520056

Place and Date of Birth : Brebes, 10th May 2003

Gender : Female

Address : Desa Sigentong RT 03 RW 02, Kecamatan
Wanasari Kabupaten Brebes 52252

Educational Background :

1. SD Negeri Sigentong 02
2. MTs Sunan Kalijaga Siwuluh
3. MAN 1 Brebes
4. English Educational Department, Faculty of
Education and Teacher Training, UIN K.H
Abdurrahman Wahid Pekalongan