

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In Indonesian schools, English is a subject. English was formerly taught in secondary schools, but with the 1994 Curriculum revision, it started to be taught at the primary level, or grades 4-6. Due to K-13's cancellation of this policy, only secondary-level instruction will now be required.

As mentioned above, there have been a number of curricular changes in Indonesian English language instruction. There have also been several popular learning systems and techniques that originated in the West that have been adopted, modified, and improved.<sup>1</sup>

English is a global language, which means that many nations throughout the world have adopted it as a language of instruction. Many people also use English to communicate internationally and as a basis for knowledge, research, and technology. In order to communicate anywhere, anytime, or in any situation, English is crucial.<sup>2</sup>

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<sup>1</sup> Iwan Setiawan, "Pengajaran Bahasa Inggris Dalam Kurikulum 2013: Suatu Tinjauan Dan Perspektif," JIPKIS: Jurnal Ilmiah Pendidikan Dan Keislaman, no. 1967 (2021): 104–12, <https://jipkis.stai-dq.org/index.php/home/article/view/12>.

<sup>2</sup> Fathul Munir, "The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students," Journal Of English Language Teaching and Linguistics 1, no. 1 (2016): 13–37.

In order to study English, pupils need to master four abilities. They are doing all four speaking, listening, reading, and writing. In addition to the four English skills, students should have a solid command of vocabulary, pronunciation, and grammar in order to assist their mastery of the four language skills.<sup>3</sup> Students require vocabulary since it may be used as a tool to develop all aspects of their English abilities in order to master the skill. People who have a large vocabulary are better at speaking the language than those who have a small vocabulary.

In his book "*How to teach vocabulary*," Thornbuny asserts that "you can scarcely speak without grammar and you cannot communicate without vocabulary," which demonstrates the significance of vocabulary.<sup>4</sup> This claim is further backed by Richards & Rodgers (2002) who was cited by Uni Wannu et al., (2021) who claim that vocabulary is the fundamental component of speaking, reading, and writing. Vocabulary is crucial for learning the basics of a language, especially English.<sup>5</sup>

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<sup>3</sup> Syafrizal and Haerudin, "*The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners*," Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP 5, no. 1 (2018): 40, <https://doi.org/10.33394/jo-elt.v5i1.2296>.

<sup>4</sup> Scott Thornbury, *How to Teach Vocabulary*, 2002.

<sup>5</sup> Uni Wannu Purba et al., "*The Use of Pictionary Game in Teaching Vocabulary to Second Grade Students of SMPN 1 Raya*," Pioneer: Journal of Language and Literature 14, no. 1 (2021): 156–66.

When teaching English, particularly vocabulary, the instructor must be creative in their material selection and capable of capturing the students' attention. To aid in the process of teaching and learning, the teacher must use a few different methods. As a result of their greater enthusiasm, activity, and ease of adaptation than adults, teaching English to young learners differs from teaching it to adults. Since young children still enjoy playing, teachers must use imagination and creativity to develop interesting lesson plans for their students.<sup>6</sup>

Following an interview with an English instructor on October 15 and 17, 2022, certain issues were identified. First of all, the pupils were sleepy and bored in class and the environment was not favorable. The issues arose as a result of the pupils' demand for a more engaging exercise to acquire English vocabulary, and the second a result of the learners lack of vocabulary and a limited learning vocabulary and struggles to retain words or even understand some of the ones they don't know. The teacher often uses the traditional ways in teaching.

Based on the concerns mentioned above, the researcher is interested in using game for teaching vocabulary. Because, one of the beneficial ways to understand the difficulty was by using a game. Therefore, play is more about the environment and context in which

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<sup>6</sup> Syafrizal and Haerudin, “*The Implementation of Vocabulary Building Strategy in Teaching English Vocabulary to Young Learners.*”

children engage than the verbal content or actual physical objects, tools, or assistance that children manage.<sup>7</sup>

The researcher is enthusiastic about using games, particularly the Pictionary is a fantastic game for vocabulary lessons, according to Karam (2013), who was cited by Dwi Lidya (2017). Pictionary is a picture-based word game, according to Imamura (2012) as cited by Dwi Lidya (2017). Pictionary gives students the chance to expressively use vocabulary terms. Students' ability to synthesize knowledge is enhanced by learning to express themselves through pictures.<sup>8</sup> And there are two articles that can supported Pictionary game can help for improving students' vocabulary.

In the article "*The Students' Responses Toward The Implementation of Pictionary Game in Teaching Vocabulary to The Seventh Grade Students'in One of Junior High School in Cimahi*", The use of the pictionary game aided students in understanding the subject. Throughout the teaching and learning process, they were highly engaged

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<sup>7</sup> Janina Gruss, "Games as a Tool for Teaching English Vocabulary to Young Learners," World Scientific News 53(2) (2016) 67-109 53, no. 2 (2016): 67–109.

<sup>8</sup> Lidya Efiza Dwi, "Improving Students' Vocabulary Mastery Through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru," Al-Ishlah: Jurnal Pendidikan 9, no. 2 (2017): 1–16.

and attentive. It is possible to conclude that the Pictionary Game is an extremely effective method of engaging students in learning.<sup>9</sup>

Second article in the title “*The Comparison Using Chain Word and Pictionary Game Toward Vocabulary Mastery*”, Students play the word, a pictionary game in which they identify words from drawings. It is more beneficial to students' vocabulary in the eighth grade of SMP1 Pekalongan than the chain word game. According to research findings, there is a discernible difference in the results between the experimental and control classes' pre- and post-test scores.<sup>10</sup>

## **B. Identification of Problems**

Discerning the background of the research above, the researcher identifies some difficulties as follows:

1. The learners lack of vocabulary.
2. The learners still have difficulty remembering the vocabulary.
3. The procedure employed by the educator to benefit vocabulary action is less fascinating to the learners.

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<sup>9</sup> Rianda Rita Ayu, Sofian, and Eusabinus Bunau, “*The Effect of Using Pictionary Games on Students' English Vocabulary*,” 2018.

<sup>10</sup> Syaifudin Latif Darmawan and Grassilia Nenny Fatmawati, “*The Comparison of Using Chain Word and Pictionary Game Toward Vocabulary Mastery*,” *Intensive Journal* 2, no. 1 (2019): 1–8.

**C. Research Problems**

1. How is the effectiveness of Pictionary game for improving students' vocabulary?
2. How is the teacher using Pictionary game for improving students' vocabulary?

**D. Research Objective**

1. To know how effective the Pictionary game for improving vocabulary.
2. To know how teacher using Pictionary game for improving students' vocabulary.

**E. Scope of Problem**

The problems in this research are limited as follows:

1. Vocabulary.
2. Teaching method used to improve vocabulary is using Pictionary game.
3. The research is conduct on seventh-grade students' of SMPN 2 Cimanuk.

## **F. Research Benefits**

This study is presumed to have a substantial contribution to the quality development of language teaching, either theoretically, practically, or pedagogically.

### **1. Theoretically**

For the learners, using Pictionary games in vocabulary learning can encourage young people to increase their courage to master English vocabulary. This research can provide educators with a summary of teaching vocabulary using a game as a teaching medium. Further, this research will provide a point of view about how the Pictionary game impacts language learning.

### **2. Practically**

This research is wanted to earn learners extra effective and appreciate learning English. Moreover, it is wanted to improve the educator's technique in teaching vocabulary. Educators can formulate teaching aids for teaching English.

### **3. Pedagogically**

In SMPN 2 Cimanuk such as the learners still has lack story in vocabulary. The educators just gave them descriptions of elements they understood and then asked the learners. The learners were also passive in the class and only attended to the educator's description.

And the learners did not have the confidence to study English vocabulary.

## G. Previous Study

1. Yulika Setiawati, "*The Use of Pictionary Game to Improve the Seventh Grade Students' Vocabulary Achievement at MTsN 6 Jember*". (2019) The aim of the Pictionary game could increase the seventh-grade students' effective participation and vocabulary achievement at MTsN 6 Jember in two cycles. The finding of the observation in Cycle 2 indicated that 80% of learners were classified as effective, and the average score of the learners was 76.<sup>11</sup>
2. Welliam Harmer and Ledy Nur Lely, "*Using Pictionary Game to Increase Learners' Vocabulary Mastery In English Language Instruction*". (2019) This article contains how to use the Pictionary game to improve vocabulary in the teaching and learning process. This game can improve the imagination of learners, and will help the event of the leisure students in the classroom. And it can be concluded in using this game provides language learning into fun.<sup>12</sup>

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<sup>11</sup> Yulika Setiawati, "*The Use of Pictionary Game to Improve The Seventh Grade Students' Vocabulary Achievement at MTsN 6Jember*" (Jember University, 2019).

<sup>12</sup> Welliam Hamer and Ledy Nur Lely, "*Using Pictionary Game to Increase Learners' Vocabulary Mastery In English Language Instruction*," JEES: Journal of English Education Studies 2, no. 1 (2019): 43–51.



The first previous study, researcher focuses on improving vocabulary by using game, and focusing vocabulary learning on material Noun, Verbs, Adjective and Adverb because is this in accordance with the basic competency (Kurikulum 2013).

The second of previous study, reseacher focuses on his Pictionary game teaching method. And the results of the research is, by using Pictionary game can provide a postive effect and energy on students' in English vocabulary learning. Students' feel enjoying and happy in the use of this game. And the results of the vocabulary test which increased after the implementation of Pictionary game.

The difference from previous study is researcher focuses on how this game can improve vocabulary in seven-grade of SMPN 2 Cimanuk. And its vocabulary learning focuses on Noun (Classroom Objects) because is this in accordance with the basic competency (*Kurikulum Merdeka*).<sup>13</sup>

## **H. Assumption and Hypothesis**

### **1. Assumption**

Students need to master a sufficient number of words to speak clearly in a foreign language, according to Huyen and Nga.

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<sup>13</sup> Herbert Puchta and Jeff Stranks, “*English in Mind Second Edition*,” 2010.

Vocabulary is seen as one element that unites the four abilities of speaking, listening, reading, and writing, Tayes says.<sup>14</sup>

Teachers find it difficult to teach children in a way that yields positive results. To effectively work with the kids, the teacher has to use the right teaching strategies. The topic of vocabulary education in EFL classes is one of the most often discussed topics among teachers.<sup>15</sup>

A researcher has proposed a form of Pictionary that allows students to use vocabulary terms they have learned in class to express themselves, but the rules must be significantly modified for use in the classroom.<sup>16</sup> By applying this game that can assist or facilitate teachers in presenting subject matter such that it is easily assimilated by students.

## 2. Hypothesis

Based on the theories assumption above, the researcher formulates the hypothesis as follow: there is a significant difference

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<sup>14</sup> Aseel Tayes Jabor, "Assessing the Techniques Used by Teachers of English in Teaching Vocabulary Contextually in Secondary Schools," *Journal of Language Studies* 1, no. 1 (2017): 113–28.

<sup>15</sup> Omer Elsheikh Hago Elmahdi, "Challenges for Methods of Teaching English Vocabulary to Non-Native Students," *Advances in Social Sciences Research Journal* vol.7, No. (2020): 556–75.

<sup>16</sup> Dwi, "Improving Students` Vocabulary Mastery Through Pictionary Board Game at Grade IV B of Elementary School 36 Pekanbaru."

of the students' vocabulary achievement after being taught through the Pictionary game.

## **I. Research Organization**

This paper is divided into five chapters, each of which contains some points that explain the chapter.

Chapter I Introduction contains the background of the study, identification of problem, research of problem, research objective, scope of problem, research benefits, previous study and organization of writing.

Chapter II Theoretical Foundation; this chapter includes theorists from experts who have conducted the research related to this research.

Chapter III Method of The Research, contains a research method, time and place, population and sample, instrument data, data collection technique, and data analysis technique.

Chapter IV Result and Dissussion.

Chapter V Conclusion and Suggestion.