

# CHAPTER I INTRODUCTION

## A. Background of Study

This imposition of English as a core subject suggests that English is an important foreign language for all to learn regardless of their cultural and ethnic background. The main goal of English language education in Indonesia is to develop discourse competence (i.e., the ability of the students to communicate effectively in any form of communicative events through the medium of either spoken or written language). To achieve this goal of discourse competence, the learners need to develop other competencies as well. These competencies include actional competence, linguistic competence, socio-linguistic competence, and strategic competence. Discourse competence is the final goal of language learning, while the other competencies mentioned above provide the foundation for the achievement of the goal. (Depdiknas, 2004)

In the era of globalization, especially with the advent of technology, information, and communication technologies, the world is forced to make positive innovations. One of the most important contributions of learning technology is that it can change conventional education into non-conventional education. To be able to cope with the innovations introduced by the advent of technology, information, and communication technologies, the teaching profession in the 21st century has expanded into a wider profession.

The education system in Indonesia was greatly influenced by the COVID-19 pandemic. Because of the prohibition on interaction between parties, the Ministry of Education issued a policy to close the schools and replace the conventional Teaching Learning Activities with an online system. (Puspitasari, 2020)

According to Harmer (2006), lingua franca refers to a language that is commonly used as a medium of communication among people with different native languages. English has been used as a universal currency to achieve mobility and success around the world, which has made many countries invest more in improving the quality of English language teachers around the world. According to Whitehead (2008), English has played a central role in information and communication technology to achieve technological progress. In Indonesia, the teaching of English as a foreign language has been placed strategically. However, students can only access English at the secondary level and may not get enough exposure outside the classroom to improve their speaking and reading skills. Learner empowerment is therefore required to overcome these challenges.

During the pandemic period, the major problem encountered during the process of teaching and learning was the poor internet connection. This made the teacher's explanations confusing because of the poor signal quality, which made the students not understand the material well. Khoiriyah, Pangastuti, & Purwanto (2020) argued that despite the challenges associated with online learning, interactive media can sustain students' interest.

Teachers play a major role in improving the quality of education. Teachers' pedagogical skills are very important to ensure successful learning processes. As students, they need to keep abreast with modern developments in education, while teachers need to apply modern learning media to ensure students learn continuously. According to Sanjaya, as cited by Sakti (2019), the use of media can be an effective measure to cope with changing situations. Learning media can be radio, television, or any form of media used to achieve the purpose of education. Jennah (2009) asserts that media can attract students' attention, make learning materials easy to understand, make learning processes more varied, and improve the quality of the learning process.

In recent times, the rapid technological progress achieved in the 21st century has affected learning media greatly. It is easy to get any material you wish to learn through Google or YouTube on your smartphone. In addition, technology experts have developed several applications to improve students' motivation to learn, including online games.

As per the information provided by teachers across the area of Pallangga, the learning process remains below par. Students are lacking vocabulary and have poor levels of proficiency. They are also passive learners who are making slow progress with what they have learned over the years. According to the teachers, the vocabulary skills required to master the English language are lacking, especially because of the conventional practice of rote memorization. It was also mentioned that the teachers have not employed online games to deliver the English language to the students during the online learning period due to the pandemic, which lasted for almost three years.

As per the explanation provided by Wright, Betteridge, & Buckby (1996), a game is an activity to help and encourage the learners to develop and maintain their interest. Games are to help the learners enjoy the class activities, especially to overcome vocabulary problems through the provision of stimuli.

As per the rationale provided above, the online game method would be employed to improve the vocabulary of the students, which remains an essential skill to master the English language. Pictionary Game Online has been chosen as the media to deliver the English language to the learners. Pictionary game is a popular game employed to deliver vocabulary to learners ranging from beginners to intermediate levels. According to Koprowski (2004), the advantages of employing the Pictionary game are:

- a) the learners are more active in studying vocabulary;
- b) the game helps to build the learners' self-confidence;
- c) the game attracts the learners' attention;

d) the game improves the learners' vocabulary; and

e) the game provides a fun learning climate.

As per the rationale provided above, the writer has chosen to employ the Pictionary game online to deliver the English language to the learners because the writer is interested to undertake the research with the title: “Utilizing Pictionary Game Online to Enhance Vocabulary Learning of Selected Primary School Students at Pallangga Gowa.”.

## **B. Rationale for the Research**

This research is based on rationale as follows

1. The teacher seldom utilize movies teaching English to improve the vocabulary learning especially in local areas, such as in Pallangga Primary school of Gowa Regency
2. Much of the teaching method ignore the vocabulary aspect needed for communication. This is because teachers at majority of schools lack of professional training on how to teach English, especially vocabulary.

## **C. Scope of Research**

This research is mainly focused on selected learners of Primary School at Pallangga Area. The sample are majority the neighborhood of the researcher to enable data accessibility and reliability of findings. These learners are familiar with the researchers since they used to be a group of private English lesson.

## **D. Research Questions**

1. Can Movies improve vocabulary learning to selected primary school learners at Pallangga Gowa?
2. To what extend can movie improve vocabulary learning to selected learners at Pallangga primary schools at Gowa Regency?

### **E. Objective of Study**

1. To identify whether movies can improve vocabulary learning to selected Primary school students at Pallangga Gowa
2. To find out how far movies can improve vocabulary learning to selected primary school students at Pallangga Gowa

### **F. Significances of Research**

This research is hoped to have significance for school teachers in improving the learners at primary school level at Pallangga Regency. This research is also hoped to contribute to the classroom research for the improvement of education at primary school level. The research is also expected to become sample of how to teach English to young learners since young learners do not have much complexity in learning English as a foreign language.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Research

Undergraduate research are still insufficient to have contribution in English language teaching especially in South Sulawesi Province. Much of the research conducted in secondary school education focus on how to teach the four skills, such as reading, Speaking, Writing and Listening. The finding of those research remains limited in terms of significance and implication due to the fact that the research is merely conducted to fulfil the requirement for finishing their study.

There are some research that have been done in relation to vocabulary learning in both ESL and EFL contexts. Some undergraduate and postgraduate levels have done research on this topic and the popular findings confirm the effectiveness of movies in improving vocabulary to students especially the EFL students in Indonesian context.

Previous studies have shown clear evidence of the effectiveness of game learning, especially Pictionary, in promoting vocabulary learning outcomes. For example, in 2019, Harmer and Lely carried out a study on "Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction." The main aim of this research study was to examine how Pictionary Game could be used to improve students' vocabulary mastery in the learning and teaching process. Using a secondary data analysis methodology, the researchers were able to synthesize and analyze existing significant theories to support their research inquiry. The research findings

were astounding; they revealed that Pictionary Game is an excellent tool in promoting student engagement in learning processes. The researchers concluded their study by revealing that Pictionary Game presents a fun and engaging learning platform, thus promoting the development of various language skills through student engagement.

Further substantiating the rationale behind the viability of the suggested methodology, another specific study was conducted by Aoues and Souaad (2020), titled "Teachers' Attitudes towards the Use of Pictionary Game to Teach Vocabulary." The major purpose of the current research was to scrutinize the attitudes of teachers towards the incorporation of the Pictionary game method into their practice as educators. To fulfill the purpose of the current research, the authors adopted a quantitative approach to gather data through an online questionnaire survey conducted among twenty-six English teachers at Larbi Ben M'Hidi University. The findings of the current research were extremely positive, confirming that the Pictionary game method is viable to improve students' vocabulary skills to a great extent.

In addition to the teachers' perspective on the Pictionary game method, another specific study was conducted by Kartini and Kareviati (2021) focusing on the learners' perspective towards the Pictionary game method. The title of the current research was "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 major purpose of the current research was to scrutinize the students' response to the implementation of the Pictionary game method in their English language learning process. The findings of the current research confirmed that the Pictionary game method is

extremely effective in drawing out students' motivation towards learning the language, which is a major factor that can play a significant role in language acquisition. Moreover, the current research indicated that the Pictionary game method is extremely popular among students and can change the learning environment to a great extent by encouraging students to learn English vocabulary in a creative and entertaining manner without any fear or tension.

In the area of digital integration, Rahman, Choo, and Li (2016) carried out a study with the title "The Use of e-Pictionary in Vocabulary Instruction." This study was unique because the focus of the study was on educational technology, and the researchers developed specific software using Spring Pro 6.2 to improve the vocabulary of English as a Second Language (ESL) learners. The "E-Pictionary" developed in this study included words from different genres with the general theme of "World of Knowledge," and each word included a visual aid to help learners cognitively visualize the word and understand its meaning. The process of instruction involved a specific spelling approach whereby the teacher spelled the word, the learners listened to the spelling, the teacher guided the learners to spell the word, and finally, the learners were encouraged to spell the word on their own. This approach highlighted the importance of visual support and guided practice in improving vocabulary learning.

## **B. Discussion of Theory**

There are some theories that the writer used to support this study. These theories will be used to guide the writer to expand and enrich the study of "The Utilization of Movies to enhance vocabulary learning for selected primary students at Pallangga Gowa. The discussion of theory will focus on the

understanding of the nature of vocabulary which is considered important in language learning. The following are the nature of vocabulary that the researcher is willing to focus on doing research for the selected learners of primary school students at Pallangga Gowa Regency. It is based on some principles for making the teaching of vocabulary relevant for young learners at primary school level.

### **C. Vocabulary**

#### **a. Definition of Vocabulary**

Vocabulary can be described as the foundation of language acquisition since it represents an indispensable part of a speaker's ability to effectively communicate. Vocabulary, therefore, represents an indispensable part of the four language skills since it determines a speaker's ability to effectively communicate. Vocabulary can be defined as the knowledge of the meanings of words. However, for a speaker to be effective in the language, they need to not only be aware of the meaning of the word but also the application of the word in a given context to form a complete sentence. Vocabulary's paramount importance to a speaker's ability to effectively communicate is well captured by the following quote from David Wilkins, as cited by Thornbury (2002): "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Vocabulary's paramount importance to a speaker's ability to effectively communicate suggests that while grammar represents the guidelines for effective communication, vocabulary represents the content of the message. Vocabulary

acquisition, therefore, represents the most fundamental part of a language learner's ability to effectively communicate. Vocabulary's impact on a speaker's ability to effectively communicate is evident in the four language skills. Vocabulary's impact on a speaker's ability to effectively communicate in the listening skill suggests that a student's vocabulary determines their ability to comprehend the instructor's message. Vocabulary's impact on a speaker's ability to effectively communicate in the speaking skill suggests that the words a student chooses to use determine the message they intend to pass to the audience. Vocabulary's impact on a speaker's ability to effectively communicate in the reading skill suggests that a student's vocabulary determines their ability to comprehend the author's message. Vocabulary's impact on a speaker's ability to effectively communicate in the writing skill suggests that a student's vocabulary determines the ability to effectively pass the intended message to the reader.

As per the above-mentioned theoretical explanations, vocabulary could be defined as an essential component of language, which holds a pivotal position in the successful accomplishment of communication.

#### **b. Kinds of Vocabulary**

Scrivener (1994) states that vocabulary could be classified into two distinct kinds based on the learner's level of proficiency and ability to use the language: active vocabulary and passive vocabulary.

##### **a) Active Vocabulary (Productive Vocabulary)**

Active vocabulary could be defined as the words learned by the learners,

which have been completely internalized and are readily available to the learners for use. It includes words learned by the learners, which not only mean the right word but are also pronounced correctly by the learners. This type of vocabulary comes under the term “productive” because the learners use the words to express themselves during the accomplishment of speaking and writing skills to convey their thoughts and ideas.

b) *Passive Vocabulary (Receptive Vocabulary)*

Passive vocabulary, also known as receptive vocabulary, includes words learned by the learners, which are recognized and comprehended by the learners during the accomplishment of any task, but the learners are not able to pronounce the words correctly on their own. It comes under the term “receptively” because the learners are able to understand the words during the accomplishment of reading and listening skills, but the learners lack the confidence and ability to use the words during the accomplishment of speaking and writing skills.

**c. Factors Cause Difficulty to Learn Vocabulary**

According to French and Virginia (1986), there are a multitude of factors that cause students to experience difficulties in learning vocabulary. These difficulties are not caused by a single factor but can be attributed to the students themselves or the learning context they are in. French and Virginia assert that some of the internal factors that cause students to experience difficulties in learning vocabulary include

a lack of motivation to learn, laziness in the learning process, and a lack of interest in the subject matter. Moreover, the physical health of the students can affect their ability to learn new information.

On the other hand, the authors assert that some external factors cause students to experience difficulties in learning new information. These factors include the students' experience with the curriculum design, the learning techniques used by the instructor, and the learning media used in the classroom. In addition, the students' lack of vocabulary knowledge is another factor that causes students to experience difficulties in learning new information.

Besides the general factors that cause students to experience difficulties in learning new information, some professional failures on the part of the instructor can cause students to experience a lack of vocabulary knowledge. First, teachers may not have the insight needed to know the English words that are more important and needed by their students, thus causing students to learn English words that are not important or useful to their daily lives. Secondly, teachers may not know how to encourage their students to apply their new learning in real life situations outside the classroom, which is very important in vocabulary learning. Thirdly, teachers may not know how to find or use techniques to determine how much new information students have learned and retained over time.

## **D. Movies**

### **a. Definition of Movies**

Move can general be defined as any show that show lively of the event that may attract the attention of many people around the world.

Movies are generally used for multiple purposes such as to entertain the young people and also can be utilized for educational purposes such as in teaching especially teaching the vocabulary acquisition. The movies are superior in language teaching because learners can watch movie and listen to the way native speakers express their ideas and this will become authentic material for EFL learners in Indonesia.

Movies and games have a basic similarity in their nature as both can be defined as dynamic tools that can be effectively used to facilitate the teaching-learning process. According to Huyen & Thu-Ngak (2003), games have traditionally been viewed as merely a “time-filling” activity in most English classrooms. However, this perspective does not fully recognize the educational potential that games offer in the learning environment. Although games are entertaining, their contribution to the teaching and learning process is highly beneficial.

In the incorporation of games into the school curriculum, a positive impact can be seen with respect to the interest and motivation of the students, especially with respect to the learning of vocabulary. The interest to learn the vocabulary increases since the activity seems to be an enjoyable task rather than a burden. This motivation level can be taken to a higher level if the medium of learning includes a visual component, for instance, movies or

video games. With the help of these media, the students can observe the natives directly, including their gestures while they converse with each other. This helps them to understand the usage of the language even without the occurrence of a natural dialogue situation.

### **b. Principles of Teaching the Tools**

However, in order to optimize the use of games in the teaching and learning process, the teacher must use critical judgment in choosing the type of game to use. According to Tyson (1998), the teacher must make sure that the chosen game is not only fun but is appropriate for the educational objectives. Moreover, the game must have a specific goal or function other than being used for fun. The game must have an element of friendly competition. It must keep the interest of all the students engaged. It must encourage the students to take a focused approach to the educational materials provided by the teacher. Moreover, the game must provide the students with the chance to learn or review specific language content. Indeed, the game is a powerful teaching tool. It is the only tool that can completely engage the students. This is a critical component in the teaching of languages.

Furthermore, in the teaching of languages, the use of games is supported by several guidelines given by Ersoz (2000). First of all, the teacher must exercise critical judgment in choosing the type of game to use. The teacher must make sure that the chosen game is appropriate for the class in terms of the level of proficiency in the target language as well as the type of participation. Moreover, the teacher must exercise caution in the use of the

game. The teacher must never force students to participate in the game. Indeed, the use of games in the teaching of languages is supported by the fact that some students may feel shy to participate in the game. Forcing students to participate in the game will only make them anxious. Indeed, forcing students to participate in the game will never yield the expected educational outcome. Moreover, the teacher must provide the students with explicit instructions on how to play the game.

In order to properly apply the Pictionary game as a vocabulary learning activity, Thornbury (2002) has developed a set of steps that can be taken to ensure maximum engagement and retention of the vocabulary words among the students. This process transforms a mere game activity into a learning exercise through the following steps:

- a) The game starts with dividing the students into equal groups or teams. The number of students per team can vary depending on the number of students present in the class.
- b) Each team then chooses one representative to go to the front of the class. This representative is referred to as the "artist." The artist's task is to draw the vocabulary word or phrase provided by the teacher.
- c) The teacher then provides the vocabulary word or phrase written on a card or a list to the artists only from their respective teams. It is very important that the vocabulary word or phrase is not revealed to the rest of the students in the team but only to the artist.

- d) The teacher then gives a signal to the artists to start drawing the vocabulary word or phrase on the board or a digital drawing tool without writing the word or phrase itself.
- e) In the meantime, while the artist is drawing, the other members of the team are observing and collaborating with each other to try and guess the word in English. This stage promotes fast thinking skills.
- f) The first team to do this is awarded a point. After this, the teacher asks all the students to write the word in their notebooks. This is done to ensure that the students are focused on the word, especially as it is written.
- g) In order for all the students to participate, a new artist is picked from each group for the next round. This is done throughout the game, ensuring that each student gets a turn to be the artist.
- h) The game ends after a predetermined number of rounds, after which the points are tallied. The winning team is the one with the most points, thus ensuring that the students feel a sense of accomplishment at the end of the game.

Thornbury (2002) points out that the learning process should not just end at the winning team. He says, “At the end of the game, groups can use the pictures as memory prompts in order to recall and write down

the expressions that came up in the game, and then to put them into a sentence to show what they mean” (p. 104). This is a follow-up action that is supposed to ensure the students understand the vocabulary. Moreover, the teacher can review the class, possibly by watching the recordings of the class, to see how much the students have managed to retain. This is where the teacher can ask the students to jot down the notes, thus ensuring the students connect the visual images with the language.

#### **E. Some Principles of Watching the Movie/Film**

According to Triandini (2017), there are rules that learners should follow:

- 1) The movie is played once without sound to activate the cognitive process of the learners. Then it is played once again to extract the vocabulary contained in the movie.
- 2) Next, the movie is played once again to identify the words that may be unfamiliar to the learners to make it more effective memorization.
- 3) Furthermore, the learners is instructed to jot down or list of vocabulary that they can recall during the play. In this stage, the teacher can replay the movie to make sure that the vocabulary is already recalled and memorized.

Furthermore, the learning process can be extended beyond the classroom by allowing students to review the visual materials or recorded sessions at their own leisure. This flexibility enables students to revisit the content independently, reinforcing their memory. The teacher can then conduct a follow-up review to verify that the content

was fully understood, ensuring that the entertainment value of the game translates into actual comprehension.

An essential aspect of the Pictionary game's implementation is the psychological safety it affords the participants. It is vital that the "artist" is granted the authority to draw and visualize their interpretation of the vocabulary without facing criticism regarding their artistic ability. By establishing an environment free from judgment, students feel more confident in expressing their understanding of the word, which encourages risk-taking—a crucial element in language acquisition.

Moreover, the teacher must ensure a pedagogical balance between the inherent fun of the game and the rigors of language skill development. Chidah (2014) emphasizes this necessity, noting that the "teacher also needs to integrate learning vocabulary through this game with one or two of the four language skills" (p. 14). For instance, the teacher could easily incorporate the writing component into the activity. This helps to ensure that learners do not see vocabulary as a "free component" not linked to the rest of language use. Rather, the teacher incorporates the requirement for written output on the game to guarantee learners are learning new vocabulary and writing simultaneously. Finally, the teacher assumes a pivotal role in the process, helping learners more intensely to develop strategies to memorize vocabulary more rapidly and effectively, thereby reinforcing the educational potential of the game.