

CHAPTER I

INTRODUCTION

1.1 Research Background

Human communication relies heavily on language as it provides us with a means to express ourselves, conveying ideas, thoughts, emotions, and opinions (Bucholtz & Hall, 2007). English is commonly recognized as a universal language and has been incorporated into the education system in Indonesia at different levels, including elementary, junior, and senior high schools, among others. This move aims to equip the younger generation with the necessary language skills to cope with the demands of the globalized world (Baumeister & Vohs, 2002).

The teaching of English to young learners has been a relatively new development in Indonesia, spanning just over two decades (Prayatni, 2019). However, several obstacles and challenges have emerged during this period. One of the issues pertains to human resources, particularly the availability of qualified English language teachers. Additionally, primary school students are primarily occupied with play and are often unable to focus on the teacher's instructions. Moreover, students' ability to comprehend abstract concepts presented through textbooks is inadequate. To enhance comprehension, Musthafa (2013) suggests considering three learning styles: direct experience, physical activities, and embedding learning within present-tense situational contexts.

Teaching English to elementary school students poses unique challenges when it comes to fostering an interactive and productive learning atmosphere. Educators have a pivotal role in devising instructional approaches that meet the specific requirements of their students. One promising technique is the integration of educational games, including Pictionary games, into the English language learning curriculum. The objective of this study is to investigate the strategies employed by teachers to incorporate Pictionary games into their English language instruction for fourth, fifth, and sixth-grade students at SDN 2 Peraan Tengah. By examining the implementation of Pictionary games in the classroom setting, this research aims to shed light on the effectiveness of this approach and its impact on students' language learning outcomes.

Purwaningsih (2011) corroborates this by identifying various factors that impact early-aged students' ability to learn English. Furthermore, she notes that early childhood is characterized by unique, expressive, active, egocentric, exploratory, enthusiastic children, and that educators should consider using media that aligns with these traits. The tendency of children to prefer learning through play is also a crucial factor, as theoretical learning alone is suboptimal for teaching English to children. Given the rapid evolution of technology, children can easily learn English through interactive applications or related media.

Pictionary games involve using drawings and words to enhance communication skills in English. In the context of elementary school education, Pictionary games can be an exciting alternative to improve student

participation and engagement in English language learning. However, it is important to understand the steps taken by teachers in implementing this game in the classroom to ensure effective learning outcomes.

SDN 2 Peraan Tengah is one elementary school where teachers have already implemented Pictionary games in teaching English to fourth, fifth, and sixth-grade students. This research aims to explore and analyze the steps taken by teachers in implementing this game in the classroom. By understanding these steps, we can assess the students' response while using Pictionary games in enhancing students' English communication skills.

To prevent boredom among students, teachers should use creative teaching methods that encourage student-centered learning, as suggested by Musthafa (2013), Prayatni (2019), and Sukarno (2012). This will enable students to learn in an explorative manner and minimize their disinterest, in line with the fundamental principles of young learner education. As there is potential for further research in this area, the researcher aims to investigate innovative teaching media that can bring more variety to classroom activities.

Pictionary games involve using drawings and words to enhance communication skills in English. In the context of elementary school education, Pictionary games can be an exciting and interactive learning media that can significantly improve students' speaking abilities and participation levels in the classroom. By incorporating Pictionary games into English language lessons, teachers can create a dynamic learning environment that encourages students to actively engage in verbal communication.

Through this research, it is expected to provide empirical evidence on how Pictionary games, as a learning media, can effectively improve students' speaking abilities and increase their participation in English language learning. By actively engaging in the game's drawing and verbal communication activities, students can practice and enhance their vocabulary, pronunciation, and fluency. This research will shed light on the specific techniques and strategies employed by teachers to maximize the benefits of Pictionary games in developing students' speaking skills.

The Pictionary Game emphasizes creative thinking and finding alternative ways to communicate a message without using words or verbal communication (Hamer & Lely, 2019; Peterson, 2017; Tahmit & Nastiti, 2019). Therefore, being an artist in the game does not require exceptional drawing skills or expertise in art. Furthermore, the Pictionary game is an innovative teaching tool that has not been extensively studied by previous researchers (Daulay, 2021; Gasc et al., 2018; Hamer & Lely, 2019; Peterson, 2017; Rusyda & Suparman, 2014; Tahmit & Nastiti, 2019). Most of these studies suggest that incorporating the Pictionary game in English language teaching yields positive effects on student motivation and achievement. The game's impact also highlights the use of engaging and interactive learning media, which effectively helps prevent boredom.

To address these challenges, it is proposed to conduct qualitative research focused on utilizing innovative learning media for teaching elementary students. Specifically, the Pictionary game is chosen as the media for this study, taking into consideration various factors. One reason is the

limited availability of English teaching resources and media for teachers, particularly for elementary students. Additionally, the Pictionary game is expected to provide an innovative approach to stimulate student-centered teaching and learning, ultimately facilitating more effective and optimal learning outcomes for students.

The aim of this research is to investigate the implementation of Pictionary games in the classroom and the response of students towards this approach. The study focuses on exploring how teachers incorporate Pictionary games into their teaching practices and how students perceive and respond to these activities. The research will be conducted in various classrooms, specifically targeting students in grades four to six. By observing the implementation of Pictionary games and collecting feedback from the students, the study aims to gain insights into the effectiveness of this teaching method and understand the students' reactions and engagement during the gameplay. The findings of this research will provide valuable information for educators and curriculum developers to enhance language learning experiences through the use of interactive and engaging activities like Pictionary games.

With this research, it is hoped that the use of Pictionary games as a learning media in teaching English to fourth, fifth, and sixth-grade students at SDN 2 Perean Tengah can be further promoted and refined. Teachers can gain valuable insights on how to effectively incorporate Pictionary games into their lessons, fostering a communicative and interactive learning environment that motivates students to actively participate and improve their speaking

abilities. Furthermore, the findings of this research can contribute to the broader field of English language education, providing evidence-based recommendations for utilizing games as effective learning media for language development at the elementary school level.

1.2 Research Problems

Considering the aforementioned context, the research background leads us to formulate the research problem in the following manner.

1. How is the Pictionary game implemented on English learning activity at SDN 2 Perean Tengah?
2. How is the students' response for the implementation of Pictionary games in English learning activity at SDN 2 Perean Tengah?

1.3 Research Objectives

Regarding the research questions stated above, the research aims to achieve two main objectives, which are:

1. To identify the Pictionary game implementation on English learning at SDN 2 Perean Tengah.
2. To identify about the students' response for the implementation of Pictionary games in English learning at SDN 2 Perean Tengah.

1.4 Research Significance

The significance of the study can be understood from both theoretical and practical perspectives. Theoretical significance lies in the multiple objectives it serves, such as equipping students with effective strategies to improve their vocabulary understanding and aiding teachers in implementing this method in their classrooms. Furthermore, the study contributes to the readers' comprehension of the application of this approach in vocabulary teaching and learning.

On the other hand, the practical significance of the study is manifested in its potential impact on vocabulary expansion and the overall learning experience in English classrooms. By incorporating the Pictionary game, it is expected that students will not only expand their vocabulary but also find joy and engagement in the learning process. The researcher encourages English teachers to consider integrating this strategy as an alternative and effective approach to teaching vocabulary to their students.

