

## The Use of Charades Game to Improve Students` Vocabulary Mastery

Pila Santri<sup>1</sup>, Suryani<sup>1</sup>, Ema Dauyah<sup>1</sup>

<sup>1)</sup> Pendidikan Bahasa Inggris, FKIP, Universitas Abulyatama, Jl. Blang Bintang  
Lama Km 8,5 Lampoh Keude Aceh Besar,  
email: pilasantri97@gmail.com, suryani\_b.Ingggris@abulyatama.ac.id,  
emadauyah\_b.Ingggris@abulyatama.ac.id

**Abstract:** *This research is intended to find out the effectiveness of using charades game in improving the students` mastery of English vocabulary. The experimental research was used in this research. The subjects of this research were conducted at second grade of SMAN 1 Kreung Barona Jaya. There are two classes namely experimental class and control class. The experimental class ( XI-MIA 1) consisted of 31 students and the control class (XI-MIA 2) consisted of 30 students. The researcher used pre-test, post-test and also questionnaire to collect the data. The result of pre-test showed the mean score in experimental class is 61,94, while the mean score of control class is 59. After the treatment, the mean score of the post-test in experimental class is 71,14 and the mean score of control class is 67. It means that the mean score of vocabulary mastery test of experimental score is higher than the mean score of control class. So, it can be stated that the use of Charades game has a good effect on students` vocabulary mastery.*

**Keywords :** *charades game, vocabulary mastery, experimental research.*

One of the components that helps the students to master the language is vocabulary. Vocabulary is a basic element of a language. For language learners especially beginners, the vocabulary is often used when they learn to listen, speak, read, and write. Vocabulary is all the words in a language that has different meaning one to another. Without having adequate vocabulary, the student`s will get difficulty in learning English. It means by mastering vocabulay the learners will be easier to communicate with other people fluently and express their opinion or ideas conveniently.

Based on the context above, vocabulary should be the first priority in English language teaching and learning. However, the student still have the difficulty in leaning vocabulary. As we know at the moment the students` interest and understanding of learning English still very low. Based on the researcher`s experience when she was conducted Teacher Practice(PPL) in SMAN 1 Krueng Barona Jaya, there were some problem that faced by the students related to vocabulary. The problems are the students are lack of vocabulary and

motivation, they are also hate English lessons, and they always feel bored when the lesson takes place, so that they found it difficult to express words or time in the teaching learning process.

In increasing the students' ability in mastering vocabulary, the teachers have to think of the best way to improve vocabulary mastery. There are so many approaches, methods, and techniques that can be used by the teacher. One of the techniques that can be used by the teacher to increase the students' ability is by using games. Through game the students can be more motivated, interesting and challenged (Hung & Yu, 2015).

There are some previous studies that relevant to the implementation of language game. One of them is the research conducted by Perveen (2016). He conducted the research by applying games in the classroom to improve students' vocabulary. He made an evaluation checklist and survey questionnaire used as a research tool. The findings were revealed that the game can introduce students to new words or phrases and facilitate deep learning vocabulary in a way that is better and faster than memorizing. The study also showed that Educational games unconsciously help students improve their vocabulary in English. Not only they can facilitate the teaching and learning process but also make the atmosphere attractive.

Another study was conducted by Wulanjani (2016). The study tried to prove whether the Use of Vocabulary Games can Improve Children's Vocabulary in English Language Learning. The study showed that game was very effective in increasing vocabulary of the students. It is considered to use a very fun, suitable and effective with the characteristics of the students as beginner learners. So the result of this study is the use of game in the classroom can make teaching and learning process was even more effective and enjoyable. Therefore this study aims to implement the language game which is charades game as a technique in teaching vocabulary to improve the students' vocabulary in SMAN 1 Krueng Barona Jaya. With the title "The Use Of Charades Game To Improve The Students' Vocabulary Mastery".

Based on the background of study, the research questions in this study can be formulated as follow :

1. To what extend that the use of charades game can improve the students' mastery of

English vocabulary ?

2. What are the students` responses toward the use of charades game in learning vocabulary ?

According to the problems above, the purposes of study are :

- To find out the effectiveness of using charades game in improve the students` mastery of English vocabulary.
- To know the students` responses toward the use of charades game in learning vocabulary.

The significance of this research is to give information and suggestion to teacher and also the students, on how to improve the students` vocabulary, it can be helpfull to this study provide their students an effective method and technique that will engage the students to express their ideas, feeling, more fun and how to gain or give information from others. This research can be used as a reference for further researchers in improving the students` mastery of English vocabulary teaching.

## **LITERATURE REVIEW**

### **Vocabulary Mastery**

The language learning requires vocabulary mastery. Vocabulary mastery refers to a person`s ability to understand and then skills or knowledge that makes a person easy to understand (Alqahtani, 2015). Moreover vocabulary mastery is the ability to use the lexical items or a word that has full meaning in communication. In order to learn the lexical items. Alqahtani (2015), contends that the students need to have fluency as fluency is a key aspect of improving the lexical ability. Furthermore, in the proses of teaching and learning English vocabulary is one an the important elements.

### **Charades Games**

Charades game is acting out words, actions or feeling in a text or a single person would act out each word or phrase in order, while the other members of your team try to guess what the word is. This game makes the students guess every word by using their gestures, and can help them to remember the meaning of the word. It is an alternative way to teach the vocabularies. By this game, the students encourage thinking that done in groups. It makes them more comfortable in conducting activities in the classroom and

outside, and using this game will facilitate them to learn vocabulary. Charades game not only helps the students in understanding the material but also makes them enjoyable during the learning and gives positive feedback for the teacher in teaching-learning process.

### **Teaching Vocabulary Using Games**

Games have four identical criteria between one another (Mei & Jing, 2000). The first is a game must be more interesting. It means that the students can feel more enjoyable. The second is a game should friendly competition. It means that the game can make the students feel comfortable in learning process. The next is a game keep all of the students involve and fun. It means that the students will be invited to work together and help each other and then a game should be encourage the students to focus on the use of language rather than on the language itself. It means that in using game not only the students feel happy, the students also asked to focus more on the words being played. The last is a game should give the students a chance to learn practice or review specific language material. It means that in using of game the students will be given opportunities in demonstrating the words.

The use of the game, can be an alternative for students' learning especially for the students who are difficult or slow in learning languages. Through games the students can interact, find and experiment with their environment. Using games not only increases the student motivation, but also provides incentives and stimuli to use the language (Bakhsh, 2016).

Furthermore, the students often become impatient and get bored quickly when they face lessons for quite a long time. By involving physical movements in the game, the students will enjoy the learning process more. The games that involve the students to participate in healthy competitions can help them learn more without forcing their participation. Thus, choosing the right game can support healthy competition in the class

### **Charades Game and Vocabulary Learning**

Vocabulary Learning is not only learning about words, but also about how to use it to be the correct used (Septiana, 2018). Vocabulary Learning requires a process. To make

the process effective, students must be in effective conditions to improving vocabulary. Vocabulary Learning through a fun process can help students to learn vocabulary. To make students get fun in learning, teachers must provide techniques that give them pleasure and are actively interactive. It can be concluded that one technique that can meet the characteristics of suitable techniques in teaching students is to use charades games that will make learning more fun.

By using charades games, students do not feel that they are learning something difficult. Through charades games, students become more active. because of that using the game has an important role for teachers and students. Firstly, they have strong motivation and good mastery of vocabulary, Secondly, they are easy to accept English because they learn by playing fun. Thirdly, teaching English vocabulary using games can help teachers in teaching and learning process.

## **RESEARCH METHODOLOGY**

This research used the quantitative method by using experimental research. The experimental research was conducted in two classes; experimental class and control class. There were three meetings for each class. The experimental class was the class that in given the treatment of charades game. While in the control class, it did not apply the charades game. The research instruments that used for this research were the tests (pre-test and post-test), and the questionnaire.

The differences attributed to the application of the experimental treatment evaluated by comparing the pre-test and post-test scores. This research was intended to investigate the use of charades games to improve students` vocabulary mastery at SMAN 1 Kreung Barona Jaya.

## **RESULT AND DISCUSSION**

### **The Test Result in Both Class**

#### **Test**

After the data from the test analyzed, the test can be seen in the following table:

**Table.1 The Score of Pre-Test and Post-Test**

Class	Pre-Test	Post-Test	T-Score
Experimental	61,94	71, 14	4,23
Control	59	67	3,77

Based on the data above, the t-value of the experimental class was 4.23 and the control class was 3.77. This result shows that there is a significant difference between pre-test and post-test in both classes. The critical value of the t-score for freedom of 31-30 samples was 2.15 at a significance level of 5% (0.05). So, t-score = 4.23 is higher than t-table = 3, 77.

### Questionnaire

Most of the students got greater percentage after the experiment was conducted. It is evident from the results of the questionnaire which showed that charades game succeeded in increasing the students' vocabulary. Then questionnaire result also showed that the students felt more active and more interested in having fun things in the learning process, especially in learning English vocabulary. The students had positive responses toward the statements given. Therefore, it can be concluded that the implementation of Charades game improve the students' vocabulary mastery at the second grade students of Krueng Barona Jaya.

### DISCUSSION

Based on the findings of the study, the researcher discussed the answer of the research questions. The first research question is "To what extend that the use of charades game can improve the students' mastery of English vocabulary ?". Based on the research result, the implementation of language games was effective than control class that were not taught by Charades game. It was proven by data analysis that has been shown before. The

result shows that the value of t-score (4,23) was higher than t-table (3,77) at the significance level 5%, it means that the Alternative Hypothesis ( $H_a$ ) was accepted. Hence, language game technique is able to improve students' vocabulary mastery at the second grade of SMAN 1 Kreung Barona Jaya, Aceh Besar. So, Charades game was effective in improving students' vocabulary mastery.

The second research question is "What are the students' responses toward the use of charades game in learning vocabulary". Based on the questionnaire result, it was found that most of the students chose strongly agree and agree for each statement. It can be proven from the enthusiasm of students in the class who feel more energized, active, not feeling bored, and then more confident. It means that Charades game is effective in improving their vocabulary mastery.

By using Charades games, the students are able to generate ideas and also provide motivation and attention in the teaching and learning process. In addition, using Charades games can be considered successful and the results of the study also showed that the average score of students test after the application of the game increased. Finally, Charades game can be used as an alternative media that can be applied in teaching and learning English vocabulary. Students can easily accept material delivered by the teacher in class and the students are more enthusiastic.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After doing the research at SMA Negeri 1 Krueng Barona Jaya, there are three conclusions that can be drawn from this research they are :

1. Charades game can improve the students' vocabulary mastery. The result of t-score indicated that there was a difference between the score of pre-test and post-test of experimental class and control class. The t-score pre-test of experimental class was 4,23 and control class was 3,77.
2. The use of Charades game could be an effective way in teaching and learning vocabulary. It was showed by the respond at the students' in the classroom. They feel confident and enjoyable.

3. The result of the questionnaire showed that most of the students had a positive responses toward the effectiveness of Charades game in improving the students' vocabulary mastery. The use of Charades game in improving vocabulary mastery made the students more fun, and challenging during learning proces.

### **Suggestion**

On the basis of the result and to complete this research, some suggestions are presented in an effort to improve the students' vocabulary mastery as follow:

- a. Charades game would be very helpful to improve students' ability in vocabulary mastery, so the teacher needs to maintain using action learning strategy as an alternative technique of the teaching process in the second grade students of senior high school.
- b. By using Charades game the students can generate their ideas as many they can. The students can be more enjoyable in learning process, and also they can develop and improve their vocabulary.
- c. It is suggested for further researchers to use Charades game to enhance the students' vocabulary mastery in improving vocabulary. This technique is very helpful for the students who are difficult in mastering vocabulary.
- d. The timing in the application of the game needs to be considered. Sometimes, for each stage it feels lack of time.

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