



**THE USE OF *CHARADE GAME* TO TEACH VOCABULARY  
(An Experimental Study of the Seventh Graders of MTs. Miftahul Khoirot  
Branjang in the Academic Year of 2014/2015)**

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**Abstract**

*This article is about the use of charade game to teach vocabulary in the seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. This research is conducted by using quasi-experimental design. The population is all seventh graders of MTs. Miftahul Khoirot Branjang in the academic year of 2014/2015. The researcher chooses 54 students from two classes as the sample of the study, 27 students as experimental groups and 27 students as control group. In the pre-test, the average score of experimental group is 59.70 and the average score of control group is 57.63. Then, the experimental group is taught by using charade game whereas the control group is taught by using conventional method. The results from post-tests show that the average score of experimental group is 87.26 whereas the average score of the control group is 79.26. After calculating by t-test, the result of the t-value is 3.05 and t-table is 2.006. The t-value of the post test is higher than the critical value means that statistically there is significant difference between two groups. Since the experimental group gets higher average scores (87.26 > 79.26), it can be concluded that teaching vocabulary using charade game results better achievement.*

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## INTRODUCTION

In learning foreign language that must be focused first is learning vocabulary. David Wilkins in Thornbury (2002) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed... You can say very little with grammar, but you can say almost anything with words”. McCarthy (1990:8) said, “No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. From the statement, it is clear that vocabulary takes very important role in language. Then, learning vocabulary in the beginning of English learning is a must.

Vocabulary keeps growing and learning it is challenging. What teacher should do to help learners in developing learners' vocabulary is developing their love for vocabulary learning. Teachers must be creative in teaching vocabulary because students often have no interest in learning English especially vocabulary. One of the techniques for teaching vocabulary is using media. One of the functions of teaching using media is to increase the students' motivation. By using media during teaching-learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material the teacher presents.

Changing the feeling that English is difficult and boring should be directed. So, teachers have to apply the appropriate method or media in teaching vocabulary based on students' level. Students should enjoy and have fun in learning vocabulary. Besides game as a media that can provide context in learning vocabulary, it is also challenging and provides enjoyment in teaching and learning process.

Based on the writer's experience in practice teaching, the writer's students tend to have insufficient vocabulary mastery. They are also reluctant to learn English, let alone to develop vocabulary mastery. Although students realize the importance of vocabulary when learning English, most of them learn it passively because of several factors. First, the students are difficult

to understand teacher's explanation. Second, the students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during the lesson. Third, the students are reluctant to memorize words. It can be said that the students do not have motivation to learn new vocabulary. Conversely, they are motivated when they are invited to learn English in a game. Games can catch their attention and increase their motivation with the spirits of competition. Therefore, here, the writer does an experiment to help students to improve their vocabulary mastery through charade game.

## REVIEW OF RELATED LITERATURE

### Definition of Vocabulary

Because the research is related with vocabulary, it is important to know what is meant by vocabulary. There are many definitions of what vocabulary is. According to Linse (2006:121) “vocabulary is the collection of words that an individual knows”. It refers to all the words in a language, the entire vocabulary of a language (Barcroft, 2011: 571). In Oxford Advanced Learners' Dictionary (1995:1331), vocabulary is defined as “all the words that a person knows or uses, or a list of words with their meanings, especially in a book for learning a foreign language”. In addition, Rafinggi (2013: 2) stated that “vocabulary is a collection of words used in the language to communicate”. From the definition above, it comes to a conclusion that vocabulary is all of words used to communicate in a language that not all of them are known by everyone because everyone's vocabulary is some of all words that he or she knows in a language. In addition, when an individual has his or her vocabulary, he or she has collection of words that the amount of words is different from every individual.

### Teaching Vocabulary

Teaching is guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown, 2000:7). As stated before that learning vocabulary is the basic of learning English, teachers' role is as a bridge to help their students to learn vocabulary. Wilga

Rivers in Thornburry (2002: 144) offers ways to teach vocabulary.

*Vocabulary cannot be taught.* It can be presented, explained, included in all kinds of activities, and experienced in all manner of associations ... but ultimately it is learned by the individual. As language teachers, *we must arouse interest in words* and a certain excitement in personal development in this area ... we can help our students by giving them ideas on how to learn, but each will finally learn a very personal selection of items, organized into relationships in an individual way.

It tells that to teach vocabulary for students, teachers only can help direct them how to learn and find the meaning of vocabulary either by presenting, explaining, or including in all kinds of activities, or by experiencing in all manner of associations to it. The thing is to make them interested in learning vocabulary. Then, teaching is a process of helping learners how to learn themselves. As teachers, what must be done in teaching vocabularies is motivating learners to be interested in words.

#### **Charade Game and Conventional Method**

Charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning. Physical language like mime and gestures will be able to facilitate communication, understanding, and participation. Students will be more engaged and more likely to retain what they are taught in the classroom. Excitement and enthusiasm that are resulted in playing charade game can drive lesson content and lesson delivery at the same time.

Teare in Rafinggi (2006:76) states that "charade game is a technique miming the individual parts of a word". It means that this game uses mime to know the meaning of words. Charade game can be conducted in pair or in groups. When charade game is applied in groups, students are encouraged to think cooperatively, it makes them more comfortable in conducting activities in the classroom and outside. In other words, charade game can facilitate students to learn vocabulary. They can learn and play

simultaneously so that they are easy to remember the word.

The procedures of charade game are as follows:

- 1) The teacher explains the rules and demonstrates how charade Game works.
- 2) The teacher finds one of the students to select one of cards provided by the teacher. The card contains vocabulary and its meaning or its picture.
- 3) The student as the one player acts out something specific, such as pretending or describing to be doing a certain activity such as washing, cutting, folding, and so on.
- 4) The other students try to guess what the acting player is doing.
- 5) Then, the teacher groups the class into three. In turn, each members of groups as one player move forward in front of the class to act or mime what the vocabulary he or she gets in order to be guessed by the others.
- 6) Each members in teams try to guess what the player acts.
- 7) The quickest one guessing correctly the vocabulary collects a point for his or her group.
- 8) The group with the most points is the winner.

Conventional teaching is the common teaching method used by the teachers for carrying out the teaching learning process in the classroom situations. According to Chhabra (2013:4), "In this method, the teacher talk more or less continuously to deliver the facts and ideas worth remembering but the class does not converse with the teacher. This implies that it is one of the autocratic teaching strategies". In conventional method, teaching vocabulary focuses on teaching rules and practicing it in translating. The activity in classroom are routines such as lecturing, translating activities, drills, memorizing rules, and isolating item or lexis. The activity lacks of context and practise similar to real life situation.

## METHODS OF INVESTIGATION

In conducting this study the writer uses quasi experimental research. Quasi experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Cresswell, 2012: 626). The procedures of the research are as follows; The researcher assigns intact groups of experimental and control treatments, administers a pre-test for both groups, conducts experimental treatment ( charade game) to the experimental group only, and then administers a post-test to assess the differences between the two groups. The treatment, charade game is only given to the experimental class while the control class is taught conventionally. The pre-test and post-test result of each group is calculated so that the researcher finds the means of the results. The means of scores are then compared and analyzed by using t-test formula in order to know whether or not there is significant difference between both groups.

## DISCUSSION

The research problems of the study are: “how is the difference of achievement between students taught by using charade game and students taught by conventional method?”, and “how is the effectiveness of using charade game to teach vocabulary”. The research problems were answered by using quantitative approach. Before continuing the research, the try out test as the instrument of the research is checked whether it has validity and reliability or not. The result showed that 26 items of the try out test were said to be valid because  $r_{xy} > r\text{-table}$ , and 4 items were said to be invalid. For example, item 1 was valid because its  $r_{xy}$  was 0.544 greater than  $r\text{-table}$  0.388. The computation of reliability also showed that the test is reliable because it obtained 0.876 greater than  $r\text{-table}$  0.388. The pre-test is then conducted. On the pre-test, the experimental group achieved 59.70 averages, and the control groups achieved 57.63 averages. The averages of the two groups did not have significant differences proved by the calculation of normality, homogeneity, and t-test. The pre-test

scores of the experimental groups is said to be normally distributed since  $X^2$  obtained  $3.81 < 7.82$  as in the chi square table, and the control class pre-test is said to be normal since  $X^2$  obtained  $3.19 < 7.82$ . The pre-test result of the two groups is homogen since  $F$  obtained  $1.008 < 1.453$  as in  $F\text{-table}$ . The t-test calculation showed that there was no significance difference since  $t$  obtained is  $0.854 < t\text{-table}$  2.006.

After conducting the treatment, there was a significant difference between the experimental group result and the control group result. The average score of the experimental group was 87.26 higher than the result of the control group 79.26. The variance of experimental group was 98.83 higher than the control group 86.62. The post-test of the experimental group was normally distributed ( $6.28 < 7.82$ ) and so the post-test of the control class ( $7.46 < 7.82$ ). The result of the two groups' post test was homogen ( $1.14 < 1.42$ ) so that t-test can be computed. The t-test computation indicated that after getting the treatment, there is significance difference ( $t$  obtained  $= 3.05 < 2.006 = t\text{-table}$ ) between the experimental group achievement and the control group achievement. The first research problem about the difference of the two groups was answered, students taught by using charade game got better vocabulary mastery than those who were taught by conventional method.

The second research problems about the effectiveness of using charade game to teach vocabulary was answered by the statement that charade game is effective to be used to teach vocabulary. It is based on the result that before treatment, the experimental group got score averages of 59.70 and after treatment they got average scores 87.26 compared to control group that got average scores 57.63 in pre-test and got 79.26 in post-test. It showed that charade game is effective to be used to teach vocabulary to the seventh graders of MTs. Miftahul Khoirot Branjang.

## CONCLUSION

There is a different result between students taught by using charade game and students taught by using conventional method. In pre-test, there

is no significant difference between the two groups. After treatments, post-test is conducted. There is a significant difference of the post test results, the experimental group achieves 87.26 on the average and the control group achieves 73.26 on the average. From the results, the experimental group achieves higher score than the control group.

The use of charade game is effective to improve vocabulary mastery of the students. The t-test measurement for  $\alpha = 5\%$  with  $dk = 27 + 27 - 2 = 52$  obtains 3.05 whereas the t-table obtains 2.006. Since the t-test measurement is higher than t-table, it is found that the experimental group taught by using charade game achieved vocabulary mastery better than the control group.

There are some factors that support the effectiveness of charade game in teaching vocabulary to the students. Charade game is new in English class for them because their teacher has not used it before. The game is attractive so that they can easily activate their memorization of new vocabularies they have got in playing this game. They feel free to be creative in acting new vocabularies. The game helps them learning vocabulary better and easier, it is proven to be one of the effective ways in teaching vocabulary to the seventh graders students.

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