

A THESIS
**THE EFFECTIVENESS OF CHARADES WORD GAME TO
IMPROVE STUDENTS' VOCABULARY MASTERY
AT THE SECOND GRADE OF MTS DDI KANANG**



BY
JAFAR
REG. NUM. 15.1300.116

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

**THE EFFECTIVENESS OF CHARADES WORD GAME TO
IMPROVE STUDENTS' VOCABULARY MASTERY
AT THE SECOND GRADE OF MTS DDI KANANG**



By

**JAFAR
REG. NUM. 15.1300.116**

Submitted to the English Education of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana of Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at The Second Grade of MTs DDI Kanang

Name of the Student : Jafar

Student Reg. Number : 15.1300.116

Study Program : English Education

Faculty : Tarbiyah


By Virtue of Consultan of degree : SK. Dean of Tarbiyah Faculty Certificate Num: B.1407/In.39.5/PP.00.9/08/2020


Approved by
Consultant Commissions

Consultant : Drs. Amzah Selle, M.Pd. (.....)
NIP : 19671231 200312 1 011

Co-Consultant : Drs. Anwar, M.Pd. (.....)
NIP : 19640109 199303 1 005

Cognizant of:

Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd. 9
NIP 19721216 199903 1 001



ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at The Second Grade of MTs DDI Kanang

Name of the Student : Jafar

Student Reg. Number : 15.1300.116

Study Program : English Education

Faculty : Tarbiyah


By Virtue of Consultant of degree : SK. Dean of Tarbiyah Faculty Certificate Num: B.1407/In.39.5/PP.00.9/08/2020


Date of Graduation : June, 21th 2021

Approved by
Examiner Commissions

Drs. Amzah Selle, M.Pd. ☞	: (Chairman)	
Drs. Anwar, M.Pd.	: (Secretary)	
Mujahidah, M.Pd.	: (Member)	
Wahyu Hidayat, Ph.D. ☞	: (Member)	

Cognizant of:

Tarbiyah Faculty
Dean,

Dr. H. Supudji, S.Ag., M.Pd.,
NIP. 19721216 199903 1 001



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 الحمد لله رب العالمين وبه ذ نستعين على امور الدنيا والدين والصلاة والسلام
 على اشرف الأنبياء والمرسلين و على اله وأصحابه أجمعين

First of all, praise the presence of Allah SWT, who has bestowed mercy, guidance and blessings of Him so that the author could complete the thesis entitled "The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at the Second Grade of MTs DDI Kanang". Shalawat and Salam hopefully it will remain devoted to the great Prophet Muhammad SAW, His Friends and Muslims who continue to uphold the truth.

This thesis is structured as one of the requirements for obtaining a degree of Sarjana Pendidikan (S.Pd.) at Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare. The completion of this thesis cannot be separated from the help and support of various parties, either directly or indirectly. Therefore, on this occasion the writer would like to express his gratitude to his parents, Jamaluddin and Pacia who always be the biggest source of energy and motivation never tired of everlasting affection to encourage him, support to facilitate him.

Thirdly, the writer also owes thanks to his consultant Drs. Amzah Selle, M.Pd. and co-consultant Drs. Anwar, M.Pd. who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this thesis.

Besides, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who have tried to improve the quality of education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare who has arranged a positive education for the students in the Faculty of Tarbiyah.
3. Dr. Arqam, M.Pd as the Head of the English education program at IAIN Parapare who has worked hard to manage education at IAIN Parepare and has helped facilitate in terms of administration.
4. All the lecturers of English Education Program and all the staff of Tarbiyah Faculty IAIN Parepare. Thanks for your time, knowledge, advice and motivation that you have given to the writer since study in this great campus.
5. Nurdin, S.Ag. as the headmaster of MTs DDI Kanang who has given permission to researcher to be able to conduct and observe the research at the school.
6. The writer's comrade in arms, friends from Himpunan Mahasiswa Islam, as a place to gain knowledge and seek organizational experience. They have cared for the writer, always give their pray, love, spirit, and advice so the writer can pass this study. Thank you so much for everything.

Finally, great expectations the writer hope this research report can be useful, good for the writer himself, other students, and all readers in general and may Allah swt always bestow His loving on us. Amin.

Parepare, July 02nd, 2023

The Writer



Jafar

Reg. Num 15.1300.116

DECLARATION OF THE AUTHENTICITY OF THE THESIS

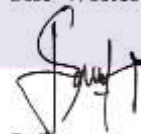
The researcher who signed the declaration below:

Name : Jafar
Student Reg. Number : 15.1300.116
Place and Date of Birth : 04th June 1997
Study Program : English Education Program
Faculty : Tarbiyah
The Title of thesis : The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at The Second Grade of MTs DDI Kanang

Stated this thesis is his own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, July 02nd, 2023

The Writer



Jafar
Reg. Num 15.1300.116

ABSTRACT

Jafar. *The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at the Second Grade of MTs DDI Kanang* (Supervised by Amzah Selle and Anwar)

Based on the preliminary study, the researcher found that students were not interested in learning English especially vocabulary and they do not also give their full attention in the task and without that attracting and interesting the process of teaching vocabulary cannot run well. To overcome the problem, the writer used *Charades* word game. The students hopefully were excited, enthusiastic, and more active.

This study conducted quantitative research in the form of Pre – Experimental design with one group pre-test and post-test. There are independent variable (*Charades Word Game*) and dependent variable (students' vocabulary mastery). The Second grade of MTs DDI Kanang is the population which consist 22 students. The sample was taken by purposive sampling techniques. The instruments that used were vocabulary test and questionnaire.

The result in this research indicated that there was improvement of the students' vocabulary mastery. It indicated by the students' mean score of post-test (82.5) was greater than pre-test (56.8). Even, for the level significant (p) 5% and $df = 21$, and the value of table is 1,720, while the value of t-test is 10,313. It means that the t-test value is greater than t-table ($10.313 \geq 1.720$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From 10 questionnaire, based on the Gutman scale most students interested in learning by applying charades word game.

Keywords: Vocabulary mastery, Charades Word Game

LIST OF CONTENT

	Pages
COVER	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGEMENT	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS	vii
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
PEDOMAN TRANSLITERASI ARAB LATIN	xiv
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Problem Questions.....	4
C. The Objective of the Research.....	5
D. Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research Findings.....	7
B. Some Pertinent Ideas.....	8
1. Concept of Vocabulary	8
2. Concept of Game.....	14
3. Concept of Charades Word Game.....	17

C. Conceptual Framework.....	21
D. Hypothesis	22
E. Variable and Operational Definition.....	22
CHAPTER III METHODOLOGY OF THE RESEARCH	24
A. Research Design	24
B. Location and Duration of the Research	25
C. Population and Sample	25
D. Instrument of the Research	26
E. Procedure of Collecting Data.....	26
F. Technique of Data Analysis	29
CHAPTER IV FINDINGS AND DISCUSSION	33
A. Findings	33
B. Discussion.....	45
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion.....	55
BIBLIOGRAPHY	57
APPENDICES.....	I
BIOGRAPHY OF THE WRITER	XLI

LIST OF TABLES

Number of Tables	The Title of Tables	Pages
3.1	Population Data of the Second Grade Students at MTs Al-Ikhsan DDI Kanang	25
3.2	The Classification Students' Score	30
4.1	The Students' Score in Pre Test	34
4.2	The Students' Score in Post Test	35
4.3	The Mean Score and Standard Deviation Pre Test-Post Test	36
4.4	The Rate Percentage of Frequency	37
4.5	The Worksheet of the Calculation of the Score Pre Test-Post Test	38
4.6	Test of Significance	39
4.7	The Result of Questionnaires	44

LIST OF FIGURES

Number of Figures	The Tittle of Figure	Page
2.1	Framework	21



LIST OF APPENDICES

Number of Appendices	The Title of Appendices
1.	Lesson Plan
2.	Mean Score
3.	Standard Deviation
4.	T-Test
5.	Instruments
6.	Students' Pre Test
7.	Students' Post Test
8.	Students' Questionnaire
9.	List of Vocabularies
10.	T-Table
11.	Documentation
12.	Recommendation
13.	Curriculum Vitae

PEDOMAN TRANSLITERASI ARAB-LATIN

A. Transliterasi Arab-Latin

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	ša	Š	es (dengan titik di atas)
ج	Jim	j	je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	žal	Ž	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	šad	Š	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	Ža	Ž	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	Ha
ء	hamzah	’	apostrof
ي	ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>ḍammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fath}ah dan yā'</i>	ai	a dan i
اُو	<i>fath}ah dan wau</i>	au	a dan u

كَيْف : *kaifa*

هَوَّل : *hauला*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau yā'</i>	ā	a dan garis di atas
ي	<i>kasrah dan yā'</i>	ī	i dan garis di atas
و	<i>ḍammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قِيلَ : *qila*

يَمُوتُ : *yamūtu*

4. Ta marbūtah

Transliterasi untuk *tā' marbūtah* ada dua, yaitu: *tā' marbūtah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūtah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā' marbūtah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūtah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raudah al-atfāl*

الْمَدِينَةُ الْفَادِلَةُ : *al-madīnah al-fādilah*

الْحِكْمَةُ : *al-ḥikmah*

5. Syaddah (Tasydīd)

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbānā*

نَجَّيْنَا : *najjainā*

الْحَقَّ : *al-haqq*

نُعَمٌ : *nu‘ima*

عَدُوٌّ : *‘aduwwun*

Jika huruf ع ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *ī*.

Contoh:

عَلِيٌّ : ‘Alī (bukan ‘Aliyy atau ‘Aly)

عَرَبِيٌّ : ‘Arabī (bukan ‘Arabiyy atau ‘Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (‘) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta‘murūna*

النَّوْعُ : *al-nau‘*

شَيْءٌ : *syai'un*

أَمْرٌ : *umirtu*

8. Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fī Zilāl al-Qur' ān

Al-Sunnah qabl al-tadwīn

9. Lafz al-Jalālah (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *dīnullāh* بِاللَّهِ *billāh*

Adapun *tā' marbūtah* di akhir kata yang disandarkan kepada *lafz al-jalālah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fī rahmatillāh*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf

kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa mā Muhammadun illā rasūl

Inna awwala baitin wudi‘a linnāsi lallazī bi Bakkata mubārakan

Syahru Ramadān al-lazī unzila fīh al-Qur‘ān

Nasīr al-Dīn al-Tūsi

Abū Nasr al-Farābi

Al-Gazāli

Al-Munqiz min al-Dalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-*Walīd* Muhammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Walid Muhammad (bukan: Rusyd, Abū al-Walid Muhammad Ibnu)

Nasr Hāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Nasr Hāmid (bukan: Zaīd, Nasr Hāmīd Abū)

B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subhānahū wa ta'ālā</i>
saw.	=	<i>sallallāhu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-salām</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS Ali 'Imrān/3: 4
HR	=	Hadis Riwayat

CHAPTER I INTRODUCTION

A. Background

In the era of globalization, teachers need to prepare their students to become international citizens. One way that must be prepared for them, namely making English an international language. English is an effective communication tool. Communication includes listening, speaking, reading, and writing. Mastery 4 skills that cannot be separated from the mastery of vocabulary that they have. The more vocabulary students have or increasingly, the more vocabulary they learn/master, the greater the chance they can play a role in the international scene.

To communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transfer for a better life. Burton said without a large vocabulary, it is impossible to use the English precisely and vividly.¹ It means that limited vocabulary made others so difficult to express their idea. So, they are limited in all English skills. Vocabulary is one of the language components that have an important role in the development of language skills because, for a large majority of learners, the ultimate goal of studying is to be able to communicate. Lisa French said:

*“Vocabulary is the collection of words that you hear and read throughout your life. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve.”*²

¹S.H. Burton, *Mastering English Language* (London: the Macmillan Press Ltd, 1982), p.98.

²Lisa French, *Content Area Vocabulary Strategies* (Portland, Maine: Walch Publishing), p.1.

It means that Vocabulary is needed to improve language skills. Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³ In other words, vocabulary has an important role in mastering a language. Although having studied grammar a lot does not guarantee mastery of the language to be good. In listening, students' vocabulary influences their understanding of the teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing of writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Problems in learning English among students today are still commonly found. Based on preliminary observations made by the researcher at MTs DDI Kanang, he found that the fact students having difficulty in achieving a basic competency in English learning and teaching process related vocabulary. This is happen because the students' mastery of English vocabulary is inadequate so that it really disrupts the achievement of competencies as stated in the curriculum. They often have difficulty understanding the meaning of a word because understanding their vocabulary is relatively inadequate so the process of achieving a basic competency will take longer.

If students have difficulty understanding the meaning of a word during the learning process, the teacher usually provides a shortcut to them by asking students to find the meaning of the word in the dictionary or tell directly the meaning of the

³Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p.13

word. Although this method if used too often results in unfavorable for students because (1) Only a few students have a dictionary (2) Students become dependent on dictionaries not on understanding the context of words (3) students often wait on the meaning of words that come from the teacher

In reality, learning English especially vocabulary is boring for some students. The technique in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives, and adverbs. They were lazy to memorize the unfamiliar words that they heard or read in the text. They had difficulties in understanding or comprehending the meanings of unfamiliar words and memorizing new words. They had low vocabulary mastery. The class activities depend on the textbook and LKS (Lembar Kerja Siswa) so that the lesson does not run effectively and often makes both students and teacher get bored with the lesson and unmotivated to learn. The students also had low participation in English class.

So, this problem must be solved, this is a challenge for teachers in solving these problems. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need suitable technique and methods, teaching language also needs a suitable techniques and methods. One of the ways in teaching strategies that can make students motivated to learn English is using suitable strategy, such as games.

The use of games not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be work out, tested, and put into competitive situations. The 3 more exciting and interactive the teacher can make the learning

environment, the more teacher tries to introduce games and activities more. The teacher changes shapes and manipulates both language and environment, the better circumstance for students. Games allow students to work cooperatively, compete with other strategies in differently ways, work in a stressful and more productive environment and allow students to have fun. One game that can improve the students' vocabulary mastery is Charades Words Game.

Charades is an acting game. This game is due to the students' act by their body language without speaking and then the other students guess what exactly vocabulary that given by the teacher or their friends. Charade is an acting game. According to Layne, this game has a mixed age team also has the advantage of helping a younger child learn how to act out words.⁴ There are many kinds of Charades that people played; words, phrases, actions, and feelings. This game is due to the students' act by their body language without speaking and then the other students guess what exactly vocabulary that given by the teacher or their friends. That is why the researcher conducted research with the title *The Effectiveness of Charades Words Game to Improve Students' Vocabulary Mastery at the Second Grade of MTs DDI Kanang*.

B. Research Questions

In accordance with the background above, the research questions of this research can be drawn as follow:

1. Is Charades word game effective to improve students' vocabulary mastery at the second grade of MTs DDI Kanang?

⁴Marty Layne, *Learning at Home* (Canada: Sea Change Publication, 2007), p.150.

2. Are the students interested in applying Charades word game to improve students' vocabulary mastery at the second grade of MTs DDI Kanang?

C. Objectives of the Research

As the research questions above, the objectives of this research as follow:

1. To find out whether Charades word game effective to improve students' vocabulary mastery at the second grade students of MTs DDI Kanang.
2. To find out whether the students are interested in using charades word game at the second grades students of MTs DDI Kanang or not.

D. Significances of the Research

This research is expected to give contribution for the teachers, students, and the writer himself. The kinds of contribution that will be gotten by them are going to be described as follow:

1. Teachers

By seeing the result of this research, hope the teacher will release that Vocabulary as the most important basis in learning other skills in language and the teachers are expected to use Charades game as a teaching strategy because by using Charades, teacher can enrich the students' vocabulary mastery.

2. Students

Hopefully, the implementing of charades word game can motivate students to master the vocabulary easily. So that students can achieve the goals of learning the language itself, which can communicate, speak, write, listen, and read well. All of these things require a lot of vocabulary. They will get an enjoyable situation of learning that they won't feel bored.

3. The Future Researcher

To the future researcher, it is expected to use this research as the reference to make their study deeper and more complete. The future researcher should make a new development of the game and expected can modify the game to be more attractive.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented the review of the literature. It covers four major sections: the description of some pertinent ideas, the previous related finding, conceptual framework and variable and operational definition.

A. Previous Related Research Finding

There were some previous researchers on the applying charades word game to improve students' vocabulary mastery:

Hayan Ayu Nur Cahyani in her research "Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at the Second Grade of MTs Assyafi'iyah Gondang, Tulungagung in the Academic Year of 2015/2016" proved that there was an improvement on the students' vocabulary mastery, it can be seen from the mean score of preliminary test was 51.5, the mean score of test in cycle 1 was 68,6 and the mean score of test in cycle 2 was 84.5. In addition there were 4 students (12.5%) who passed Minimum Passing criterion (KKM) in preliminary test. Meanwhile, in the cycle 1, there were 11 students (34.3%) who passed Minimum Passing Criterion (KKM) and it gained which was in the test in cycle 2 there were 27 students (84.4%) who passed Minimum Passing Criterion (KKM). So the criteria of success was achieved.⁵

Mirda Septiana also done her thesis under title "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at The First Semester of The

⁵Hayan Ayu Nur Cahyani, "Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at the Second Grade of MTs Assyafi'iyah Gondang, Tulungagung in the Academic Year of 2015/2016" (Skripsi: State Islamic Institut of Tulungagung, 2016), p. 1

Eight Grade of SMPN 1 Pesarawan in the Academic Year of 2017/2018". The result of her thesis is consulted to do the score of the value significant generated Sig. ($p_{\text{value}} = 0.000 < \alpha = 0.05$). Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that charades game can improve the students' vocabulary mastery. It can be concluded that there is a significant influence of using charades game towards students' vocabulary mastery.⁶

Based on the previous research above, the similarity between research above and this research is that the research focusing on improving vocabulary mastery and achievement. Then the differences between previous research and this research are the first researcher used classroom action research as research design, and the second researcher used quasi-experimental design. Meanwhile, this research used pre-experimental design as research design method.

B. Some Pertinent Ideas

1. The Concept of Vocabulary
 - a. Definition of Vocabulary

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. They will get the better skills that can be reached in using language. There are some experts have different opinion about definition of vocabulary. According to Hornby "vocabulary is the total number of words that make up language. Vocabulary has a very important role in mastering

⁶Mirda Septiana, "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at The First Semester of The Eight Grade of SMPN 1 Pesarawan in the Academic Year of 2017/2018" (Thesis: UIN Raden Intan, Lampung, 2018), p.1

foreign languages, especially English. Vocabulary can be interpreted as a collection of words understood by someone.”⁷ While Xiqin states “vocabulary is defined as the entire stock of words belonging to a branch of knowledge or known by an individual.”⁸

In a broader understanding vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. This indicates that the vocabulary is not merely a collection of words that we memorized and know the meaning of, but also the learning process in arranging these words.

In learning English, we learn to practice to speak, listen, write and read. Those processes involve the sentences even word. English is complex because there are many knowledge to guide us to be master in English such as; grammar, vocabulary, pronunciation, translation, spelling and others. That is why the vocabulary mastery is extremely needed to the students. The teacher must serve great environment in learning. Teaching vocabulary is important aspect that teacher should pay attention to. It is because vocabulary effect to students’ ability in acquiring the four skills; speaking, listening, reading and writing. Vocabulary is important aspect that teacher should pay attention to. It is because vocabulary effect to students’ ability in acquiring the four skills; speaking, listening, reading and writing.

Based on explanations above, the researcher concluded that vocabulary is sum of words, list of words, or a set of words are learned by individual speaker.

⁷Herlina, “Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo” (Jurnal Ilmiah VISI PPTK PAUDNI, 2015) Vol. 10 No.2, p. 114-121.

⁸L. Xiqin, *A Study of Teaching Strategies to Improve Junior High School English Vocabulary* (China: University Guangzhou, 2008). p.2

Vocabulary is just not about word and its meaning but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases. Without Vocabulary, the students cannot master foreign language. Vocabulary gives effect to all skills.

b. Types of Vocabulary

Nation has divided vocabulary in the specific reference, such a word:

- 1) Receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
- 2) Productive vocabulary: knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being to think of suitable for the word if there any.⁹

c. The Importance of Vocabulary

Teaching vocabulary in the early English learning is very important. Students will find difficulties in learning English if they lack vocabulary. The vocabulary much more than grammar is the key to understand what students hear and read in

⁹I.S.P Nation, *Teaching and Learning Language* (New York: New Burry House, 1990), p. 29

school, and to communicate successfully with other people. For this reason it is very important for students to build up a large store of words.¹⁰

Vocabulary is the most important component language because it affects the four language skills. Related to the importance of vocabulary in language learning, Murcia states that vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹¹ Because, we can know and see that the more the people master vocabulary the more they can understand language well. Vocabulary is essence of language. Without a sufficient vocabulary, the students cannot communicate effectively or express their idea in.

There are five importance of vocabulary to use in English, first is an extensive vocabulary aids expression and communication. Communication will not be effective if the message is conveyed in words that are not understood, therefore someone must have extensive vocabulary. Vocabulary is critically important because a word is an instrument for thinking about the meanings which is expresses. The second is Vocabulary size has been directly linked to reading comprehension. Vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills. Without having much vocabulary, a language learner will not be able to master the language skills including reading comprehension. Third is linguistic vocabulary is synonymous with thinking vocabulary. Vocabulary is ultimately expression; having an extensive vocabulary will help you express yourself clearly and communicate well with clarity, a linguistic

¹⁰Shoebottom, *The Importance of Vocabulary*, Frankfurt International School, 2011. Available at <http://esl.fis.edu/parents/advice/vocab.htm> (Accessed on July 15, 2020).

¹¹Murcia, Marianne C, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle. 2001).

vocabulary is also identical to a thinking vocabulary meaning that you will be able to think concise thoughts with precision. The fourth is a person may be judged by others based on his or her vocabulary. Every person's particular vocabulary is unique and often not given much thought or attention as it tends to develop with age and grow and evolve over time. It is ordinarily defined as 'all of the words known and used by a particular person although 'knowing' a word is not as simple as you may think.¹² The fifth is Wilkins once said, without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.¹³ It means that even someone has a good grammar but it will be useless if they don't know many vocabularies.

d. Techniques in Teaching Vocabulary

There are many techniques of vocabulary teaching based on Gairns and Redman, there are mime and gesture, visual aids, verbal explanation, and contextual guesswork.

1) Mime and Gesture.

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock, and so on. In using command, a teacher can give command such as open the door; open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

¹²Sthal Steven A, *Vocabulary Development* (Cambridge: Brookline book) (Accessed on July 12, 2020), p. 3

¹³Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 13.

2) Visual Aids.

In this technique, a teacher can use pictures, photographs, flashcards, and blackboards. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized result. Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students' handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students' mind before he is given the English word because he can understand it from the picture which drawn.

3) Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students' level, the aim and the time allocated. Teacher can explain the synonym, antonym, and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.¹⁴

¹⁴Ruth Gairns and Redman Stuart. *Working with Words: A Guide Teaching and Learning Vocabulary* (New York: Cambridge University Press, 2003), p.23

2. The Concept of Game

a. Definition of Game

Game is an activity with rules. Game is applied to make the students easy to keep new words in their mind. The students looked happy when they played game. They like to move their bodies, such as playing games and singing songs. Furthermore, game also helps the students to improve their motivation in learning English. As the result, they will be more serious to learn.

Game is mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.¹⁵ Game is an activity that has fun and enjoyment value inside of that. Game can motivate the students learn the new vocabulary, because only use the new vocabulary they can win the game.¹⁶ Game is an activity to acquire a particular skill in a way encouraging. If the skills acquired in the game in the form of specific language skills, game is called language games. Learning to play is an integrated activity between learning and playing integrated in a subject matter. These acts are undertakings of creating a fun learning activities, with the ultimate goal of achieving a healthy learning and obtaining optimum quality.

Playing game in teaching vocabulary is very important because teaching through game can create a fun situation and of course can increase students' motivation. Game not only helps the students to encourage them in learning but also

¹⁵Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* (United Kingdom: Cambridge University Press, 2006), p. 1.

¹⁶Virginia French Allen, *Techniques in Teaching Vocabulary* (New York: Oxford University Press, 1983), p. 52.

can help the other teacher to create useful and meaningful context.¹⁷ Definition of game is a structured activity, usually under for enjoyment and sometimes used as an educational tool. Definition of game theory: a set of concept aimed at decision making in situation of competition and conflict as well as cooperation and this paper proposes.¹⁸

b. Types of Game

Games maybe classified according to whether they emphasize skill, chance, reality, or fantasy, as well as according to whether they are strategic or showdown games. In games or skill the outcome depends on the capabilities of the players, as in chess, tennis, or some types of business. Games of skills reward achievement, encourage individual responsibility and initiative, and discourage laziness. However, games of skill have the possible educational disadvantage of discouraging slow learners, dramatizing student inequalities and feeding the conceit of the skillful.

In games of chance the outcome is independent of player capabilities, as in dice, roulette, and pure financial speculation. Games of chance have the educational advantages of dramatizing the limitations of effort and skill, humbling the overachievers and encouraging the underachievers. On the other effort, and skill, and may encourage magical thinking and passivity. Games of reality are essentially models or simulations of no play, real world operations, as in theater, fiction, military maneuvers and such games as monopoly and diplomacy. They offer the greatest

¹⁷Mazidatuz Zahro, Bambang Suharjito, dan Sudarsono, "The Effect of Guessing Game on The Eight Year Students' Vocabulary Achievement at SMPN 03 Balung Jember Pancaran" vol. 2 no.3 (August 2013), p. 116 (<https://jurnal.unej.ac.id/index.php/pancaran/article/download/707/525>) (accessed on July 15, 2020).

¹⁸"Game", *Wikipedia The Free Encyclopedia* (<http://www.wikipedia.org/wiki/Game.com>) (accessed on July 15, 2020).

educational potential for student comprehension of structural relationships. Finally, games of fantasy which many persons would not call games at all, while admitting that they do involve play, release the player from conventional perceptions and inhibitions, as in dancing and skiing is emotional refreshment simulation of the imagination.¹⁹

c. The Reason of Using Game

Games are fun activity for language learning. It allow for creativity, and higher order thinking. Most people enjoy playing games, even if they don't know it. They tap into our emotions through pleasure, reward, competition, surprise, and more. Games harness our intrinsic motivations - in this case the desire to learn for the sake of the enjoyment of the learning process - to motivate us. They give us a sense of autonomy, competency, and relatedness motivation. Game players often reach what's known as the "flow" state. Flow, a term coined by psychologist Mihály Csíkszentmihályi, refers to a mental state of complete focus. It's possibly understood the easiest as the feeling athletes refer to as being "in the zone". This flow state is valuable as a framework to understand learners' emotions and what promotes engagement students.²⁰

According to Gerlach²¹, the advantages of using games in the classroom are;

a) The student seeks to solve problems in which he/she is intimately involved b) The student is satisfied when he/she senses a new insight as new ideas and concepts are

¹⁹Irmayanti, "Applying Matching Puzzle Game in Teaching Translation at Second grade students of SMPN 8 Pinrang" (Skripsi Sarjana; Tarbiyah dan Adab: Parepare, 2015), p. 19-20.

²⁰Nick Draeger, "Reasons You Need To Be Using Game For Corporate Training: Elearning Industry: A Journal of Elearning Industry" (<http://www.google.co.id/amp/s/elearningindustry.com/5-reasons-you-need-to-be-using-games-for-corporate-training/amp>) (accessed on July 16, 2020).

²¹Vernon S Gerlach, *Teaching and Media* (New York: Prentice-Hall, 1971). p.399

formulated c) The student is placed in a more realistic environment than in any other form of learning except when the actual experience occurs d) A full range of audiovisual media can be used to create realistic simulated environments. Audiotapes, films, slides, television and other media offer opportunities to capture and distribute useful stimuli e) A high degree of interest is generated through realistic participation.

Generally, game is used to support teaching and learning process. In the past, the teacher formulated the goal of learning base on learners' behavior. To reach it, some media is used by several teachers. Base on their experience using media, audio, etc. the teacher knew that there are differences in process of learning students. Some of the learner is more actively in visual, some of them are good in audio and many learners will be more enjoy when they are learning by using game. From that explanation, game is not just a tool to help the teacher, but also media is a message distributor from the sender to receiver.

3. The Concept of Charades Word Game

a. The Nature of Charades

Charades is one of game that can be used in teaching vocabulary. It will help teachers in teaching and learning English. According Kaduson and Schaefer, *charades* is an excellent game to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development.²² Because this game requires the child to be in the center of attention for a few minutes, it is intrinsically motivating. Games of *Charades* or pantomime that involve body movement and facial expression are fun for children. In

²²Heidi Gerard Kaduson, at al., *Favorite Play Therapy Technique* (Estover: Library of Congress Cataloging in Publication Data, 2003). p.217

addition, *Charades* is a game in miming the individual parts of a word. It means that the game uses mime style to know the meaning of a word.

Charades game can help students in knowing meaning of words. The activities of this game use pantomime style, where the students are involved in this game. This game allows students to engage themselves in physical activities. It also makes them more curious to find out the meaning of the words which the other students mean by acting one word. This game uses exciting ways to define a word, because the students have to guess a word by using their own thinking when the other doing gestures to act the word. It makes the guessing game more interesting, when one student has the different answer with the other student. It can cause classroom more fun and make them are not bored. Because usually all of students in the classroom shouted, everyone shouted so that there are no students who feel sleepy in the classroom. This game also helps students to define or remember the meaning of the word easier by using the different ways from usual.

b. The Benefit of Using Charades Word

Charades gives some advantages in increasing vocabulary. According to Layne states that this game having a mixed age team also has the advantage of helping a younger child learn how to act out words.²³ This game learns how to use the vocabulary words using measures appropriate to the words that we speak. This helps students to define the word, and adjust the action with the spoken word.

Related to same explanation, Himmele states that this game takes them to activities of higher level thinking. It is also a lot of fun when students are asked to do

²³Marty Layne, *Learning at Home* (Canada: Sea Change Publication, 2007), p. 150

this in a group.²⁴ By using the game, students are encouraged to think 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.

The other advantages of using *Charades* as a game in teaching vocabulary are; a) Make the students work in group and know the feeling of teamwork. b) Make the students to provide their own guessing, because everyone is curious when one player acts out the word. c) Increasing students' activeness, either their activeness in acting the words or their activeness in guessing the words which are played. d) Increasing students' confidence in acting the words. e) Help the students to manage their emotions. They should not be nervous when act out the words. f) Classroom activity is more interesting and fun. g) Decrease the number of students who are lazy in the classroom.

c. The Steps in Applying Charades Word Game

Teacher will need to explain and demonstrate how charades works. There are some steps in applying *Charades* according to some experts. According to Dayton, there are some steps in teaching vocabulary by using *Charades*:

- 1) One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.
- 2) The other players try to guess who the acting player working together in two, three or four miming a situation or an activity while the others guess.
- 3) You can have players working together in two, three, or four miming a situation or an activity while the others guess.²⁵

²⁴Persida Himmele & William Himmele, *Total Participation Technique* (Alexandria: Library of Congress Cataloging in Publication Data, 2011), p.72

Moreover, Ellery states that the steps are as follow:

- 1) Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word card and acting out (role playing or pantomiming) the meaning of the word on the card while holding or moving related or symbolic objects. Suggested teacher talk could be “what part of the pantomime helped you to know the word?”.
- 2) Have students give suggestions for what the word might be until the correct word is identified.
- 3) Return to the text, and highlight the words students acted out within the text.²⁶

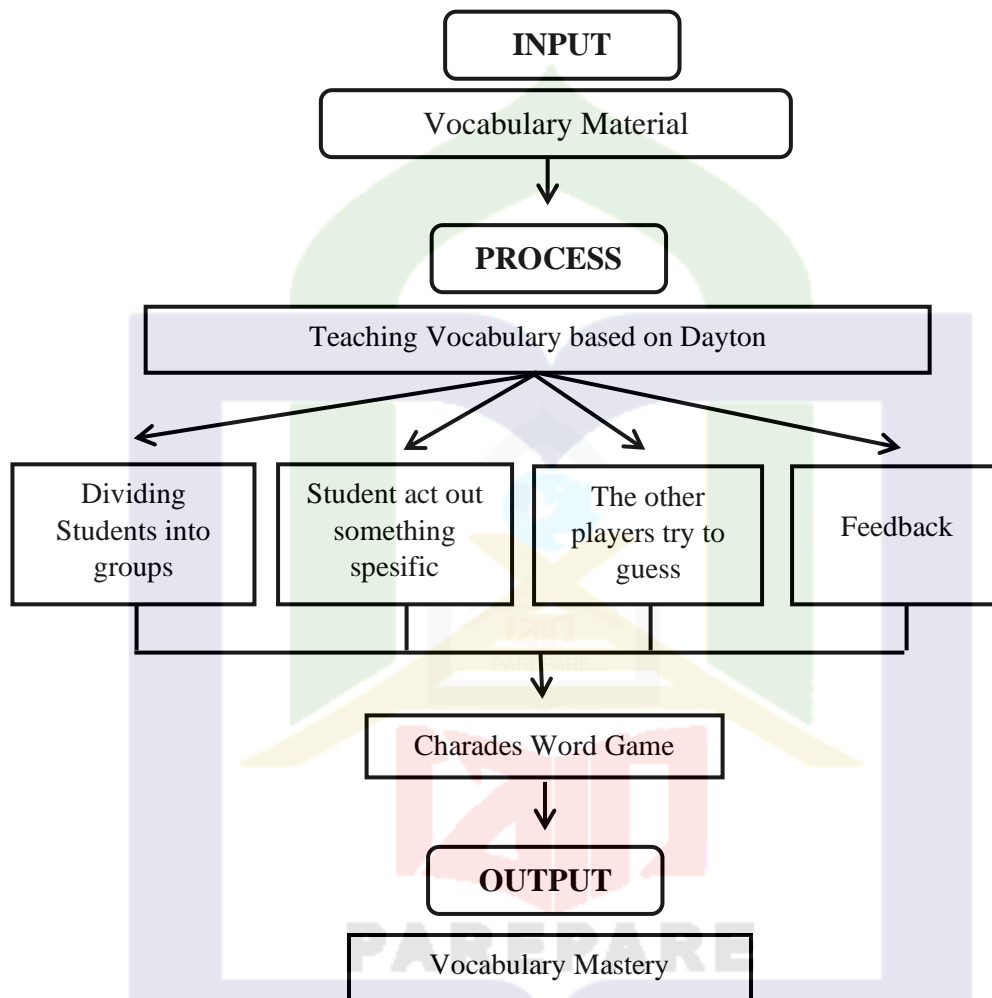
In conclusion, teaching vocabulary by using *Charades* can be modified based on the level of students but the purposes are same to increase students' vocabulary well. Using *Charades* should be suitable with the materials and level of the students. Teacher should give more attention for them in learning process because the students need attention and reward to appreciate their effort. In this game the students more active because students use gestures such as playing cards, acting with pantomime interlocutors addressed to them, with this process students will be more active and increases students' enthusiasm for learning. The researcher chooses one procedure by Dayton because by using this procedure, the students will be easy in learning vocabulary.

C. Conceptual Framework

²⁵Tian Dayton, *Drama Games* (New York: Health Communications, 1990). p.151

²⁶Valerie Ellery, *Creating Strategies Readers* (New York: Library of Congress Cataloging in Publication Data, 2009), p.149.

The main focus on this research is the applying charades word game to improve students' vocabulary mastery. The underlying of this research will give in the following diagram:



From the chart above, there were three stages involved in this research, such as input, process, and output:

In input stage, the researcher wants to collect the main information about students' vocabulary mastery by given vocabulary test before applying the treatment.

In process stage, the researcher will apply the treatment to improve the students' vocabulary mastery. These are teaching vocabulary to students by implementing Charades word game.

In output stage, the researcher will know the effect implementing charades word game in learning vocabulary. It will be possible that the treatment can show the result. It will be improved the students' vocabulary mastery or not.

Based on the explanation above, Charades word game is a guessing game to use actions to describe a word that can be played by students of all ages and levels. The students divide in teams. From team, delegate player in front of the class to act out given word. The other students seat and try to guess the word.

D. Hypothesis

Based on the previous explanation, the researcher formulates the hypothesis as follows:

1. H_a (Alternative Hypothesis): Charades Word Game is effective to improve students' vocabulary mastery at the second grade students of MTs DDI Kanang.
2. H_0 (Null Hypothesis): Charades Word Game is not effective to improve students' vocabulary mastery at the second grade students of MTs DDI Kanang.

E. Definition Operational of Variables

1. Charades Word Game

Charades Word Game is one of game that make students more attractive and enthusiastic in the class by using action (gesture) and facial expression to act some words. In playing charades, students divide into teams and the member of team come forward to demonstrate the word given in turn. The other students guess what is word that demonstrated by their friend.

2. Vocabulary Mastery

Vocabulary mastery in this research is defined the students' ability to identify verbs individually in text, to understand, to memorize the meaning, able to pronounce correctly many verbs contained in several titled in recount text given. The vocabulary provided consists of 20 vocabularies per meeting. The total meeting is as many as 6 meetings. So, the vocabulary that must be mastered by students were 120 vocabularies in 6 meetings later.



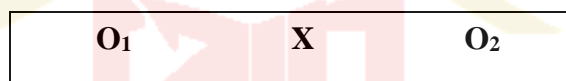
CHAPTER III

RESERCH METHOD

This chapter described about the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data.

A. Research Design

The research used experimental design. An experimental design is the traditional approach to conducting quantitative research.²⁷ The researcher used pre-experimental design which is applying in one group pre-test and post-test design. One group pre-test post-test design is a single group measured or observed not only after being exposed to a treatment of some sort, but also before.²⁸ Pre test (O₁) was given to the students before implementing treatment through Charades word game (X) and post test (O₂) was given after students get treatment, one group pre test post-test design described below.



Where:

O₁ : Pre Test

X : Treatment

O₂ : Post Test²⁹

²⁷John W. Creswell, *Educational Research* (United State of America: Person, 2012), p. 294.

²⁸Jack R. Fraenkel, Norman E. Wallen and Hellen H. Hyun, *How to Design and Evaluate Research in Education*, Eight Edition (New York: McGraw-Hill, 2012), p. 265.

²⁹Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010), p. 111.

B. Location and Duration

The location of the research took a place at MTs DDI Kanang and the researcher used 1 month for collecting the data.

C. Population and Sample

1. Population

The researcher decided to take the second grade students of MTs DDI Kanang. From those number of students which can be seen in the following table:

Table 3.1 The Total of The Second Grade Students of MTs DDI Kanang.

No	Class	Number of students
1.	VIII-1	20
2.	VIII-2	22
3.	VIII-3	22
4.	VIII-4	20
5.	VIII-5	22
6	VIII-6	20
The Total of Students		126

(Source: Administration of MTs Al-Ikhsan DDI Kanang Academic Year 2021/2022)

2. Sample

In determining sample, researcher used purposive sampling technique, therefore it take one class. Purposive sampling also referred to as judgment sampling, is the process of select a sample that is believed to be representative of given population.³⁰ In this research, the researcher took the class VIII-2 which were consist of 22 students as the sample of this research, the researcher choose the sample based on their capability on learning English. They have small vocabulary and find it

³⁰L.R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Edition. (USA: Pearson Education Inc, 2012), p. 141.

difficult to focus on English lessons, of course this class is also teacher's recommendation. So it is suitable to take them as the sample.

D. Instrument

In this research, in collecting the data the researcher used test and questionnaire.

1. Test

The researcher used vocabulary test as instrument. The test applied for pre-test and the post-test. The pre-test was aimed to know the students' vocabulary mastery before the treatment and the post-test was aimed to find out whether the students' vocabulary developed after the treatment.

2. Questionnaire

In this research, the researcher distributed the questionnaires to the students to measure the students' interest through Charades Word Game. The questionnaires were distributed after the treatment given by the researcher.

E. Procedure of Collecting Data

The procedures of collecting data are as follows:

1. Pre-test

Before giving treatment to the students, the researcher distributed a vocabulary test. The test given consisted of a vocabulary test to know the student's ability before being treated.

2. Treatment

After giving a pre-test to the students, the researcher gave treatment for six meetings.

a. First Meeting

The researcher started by greeting the students. Then he introduced himself and his aim to enter the class. Before teaching the students by applying Charades Word Game, he explained how the step in applying the game. Then the researcher divided the students into several groups. The researcher has to make sure that all students involved and participated in the game. Students played the game by following the procedures in applying charades word game.

Firstly, the teacher distributed the recount text with the title “My Holiday with Family” to groups. After that, researcher asked the students to read the recount text and asked them to find the verbs in the text individually. The researcher provided 20 minutes to the students for doing the task. After that, the researcher prepared 20 cards which is consist some vocabulary about verbs. He asked one student to choose one of 20 cards then the student has to act the verb that on the cards. The other students have to guess the verb which be acted. After the verb can be guessed, then it is the turn to the other students to act the verbs. The turn will be decided by the previous student who acted the verb. He/she should point the next student from the other groups who will be the next actor.

This activity keep going until all of 20 verbs are acted by 20 students and all the verbs can be guessed by the students. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

b. Second Meeting

The Researcher greeted the students. Researcher gave quiz to students about the verbs that have been taught in the previous meeting. After that, the students were divided into several groups. Each group would be distributed recount text with the titled “Checking with the Dentist” and they would be asked to look for verbs in the text. Then, Students played the game by following the procedures in applying charades word game as explained early in the first meeting.

c. Third Meeting

The Researcher greeted the students. Researcher gave quiz to students about the verbs that have been taught in the previous meeting. After that, the students divided into several groups. Each group would be distributed recount text with the titled “Our Activities on the weekend” and they would be asked to look for verbs in the text. Then, Students played the game by following the procedures in applying charades word game as explained early in the first meeting.

d. Fourth Meeting

The Researcher greeted the students. Researcher gave quiz to students about the verbs that have been taught in the previous meeting. After that, the students divided into several groups. Each group would be distributed recount text with the titled “Traveling Abroad” and they would be asked to look for verbs in the text. Then, Students played the game by following the procedures in applying charades word game as explained early in the first meeting.

e. Fifth Meeting

The Researcher greeted the students. Researcher gave quiz to students about the verbs that have been taught in the previous meeting. After that, the students divided

into several groups. Each group would be distributed recount text with the titled “Visiting Marry” and they would be asked to look for verbs in the text. Then, Students played the game by following the procedures in applying charades word game as explained early in the first meeting

f. Sixth Meeting

The Researcher greeted the students. Researcher gave quiz to students about the verbs that have been taught in the previous meeting. After that, the students divided into several groups. Each group would be distributed recount text with the titled “My Bad day on Sunday” and they would be asked to look for verbs in the text. Then, Students played the game by following the procedures in applying charades word game as explained early in the first meeting

3. Post Test

After the treatment, the researcher carried out a post-test. It is intended to know the treatment success or not. The post-test has a same procedure with the pre-test.

F. Technique of Data Analysis

The data that collected through the test was analyzed by using quantitative analysis employed statically calculation to test the hypothesis. The steps are as follow:

1. Scoring the students’ Vocabulary of Pre-test and Post-test

$$Score = \frac{\text{Students correct answer}}{\text{The Total Number Of Item}} \times 100$$

2. Classifying the score five levels classification as follow:

Table 3.1 The Classification Students' Score

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

(Dirjen Pendidikan Dasar dan Menengah)³¹

3. Finding out the mean score by using the formula as follow:

$$X = \frac{\sum Xi}{n}$$

Where:

X : Mean

$\sum Xi$: Total score

N : The total number of students.³²

4. Calculating of standard deviation of the students' pre-test and post-test scores by the T-test value using the formula as follow:

$$SD = \sqrt{\frac{ss}{N}}, \text{ where } ss = \sum X^2 - \frac{(\sum X)^2}{N}$$

³¹Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah Tentang, *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p. 2.

³²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 298.

Where:

SD : The Standard Deviation

SS : The Square Root of the Sum Of Square

$\sum x^2$: The Sum of Square

$(\sum X)^2$: The total Square of the Sum

N : Total number of Sum.³³

5. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : Test of Significance

D : The mean score of difference (X1-X2)

$\sum D$: The sum of the total score

$\sum D^2$: The Square of the sum score of difference

N : The total sample.

³³L.R. Gay, *Educational Research Competencies for Analysis and Application* (Pearson Education Ltd: Merrill Prenticc Hall, 2006), p. 297-298.

6. Calculating the rate percentage of the students' score to know their interested in learning English through Charades Word Game by using the following formula:

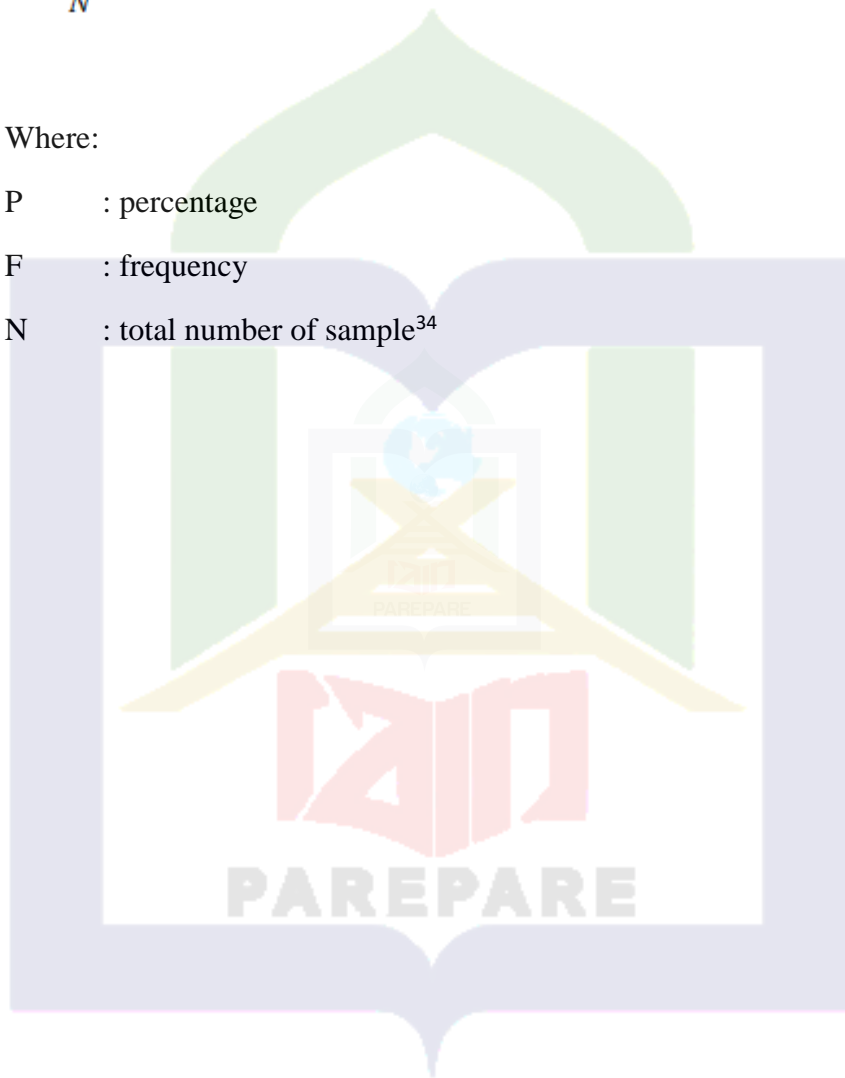
$$P = \frac{F}{N} \times 100 \%$$

Where:

P : percentage

F : frequency

N : total number of sample³⁴



³⁴L.R. Gay, *Education Research, Competencies for Analysis and Application, Second Edition* (New York: Charles E. Merrill Publishing Company, 2006), p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the findings and the discussions of the research. It provided information about description of the findings including the data collected, data process and the discussion about students' vocabulary mastery after being taught by implementing Charades word game.

A. Finding of the Research

In this study, researchers used test to solve the first research question by collecting the necessary data in the form of students' vocabulary mastery before and after being taught by applying charades word game. There are two types of test used in this research, pre test used to know the students' vocabulary mastery before implementing charades word game and the post test used to know the students' vocabulary mastery after implementing charades word game. Meanwhile, Questionnaire was conducted to answer the second research question; are the students interested in using charades word game to improve students vocabulary mastery. The data process findings through these instruments are elaborated as follows.

1. Finding through Vocabulary Test

a. The Result of Pre Test

The Pretest was conducted at the first meeting on Saturday, February 13th, 2021 started at 9.15 am. The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment by applying charades word game which were analyzed and resulted in the information as shown in the following table.

Table. 4.1 The Students' Score in Pre Test

No	Students	Correct Answer	Max Score	Score (X ₁)	(X ₁) ²	Classification
1	FJ	11	100	55	3025	Poor
2	RA	10	100	50	2500	Poor
3	MTR	12	100	60	3600	Fair
4	MAN	10	100	50	2500	Poor
5	FS	12	100	60	3600	Fair
6	RSI	11	100	55	3025	Poor
7	SY	11	100	55	3025	Poor
8	RA	12	100	60	3600	Fair
9	NH	11	100	55	3025	Poor
10	KRN	14	100	70	4900	Fair
11	MNA	9	100	45	2025	Poor
12	DW	11	100	55	3025	Poor
13	MJ	15	100	75	5625	Good
14	RSY	12	100	60	3600	Fair
15	NI	11	100	55	3025	Poor
16	SR	13	100	65	4225	Fair
17	GFR	13	100	65	4225	Fair
18	MF	9	100	45	2025	Poor
19	DS	9	100	45	2025	Poor
20	ER	10	100	50	2500	Poor
21	YL	11	100	55	3025	Poor
22	WH	13	100	65	4225	Fair
<i>Total</i>				$\Sigma X = 1250$	$\Sigma X^2 = 72350$	

Source : Primary Data Processing)

Based on the result of pre-test, having calculated the mean score of pre-test and standard deviation, the data showed that the mean score of pre-test was 56.8 and the standard deviation based on the calculation of students' score in pre-test of table 4.1 was 7.94. From that analyzing, it could be seen that most of students' ability in vocabulary was still low.

b. The Students' Score in Post Test

Meanwhile, the students' score on post-test would be presented in the following table:

Table 4.2 The Students' Score in Post Test

No	Students	Correct Answer	Max Score	Score (X ₁)	(X ₁) ²	Classification
1	FJ	19	100	95	9025	Very Good
2	RA	15	100	75	5625	Good
3	MTR	16	100	80	6400	Good
4	MAN	18	100	90	8100	Very Good
5	FS	14	100	70	4900	Fair
6	RSI	15	100	75	5625	Good
7	SY	16	100	80	6400	Good
8	RA	15	100	75	5625	Good
9	NH	19	100	95	9025	Very Good
10	KRN	16	100	80	6400	Good
11	MNA	15	100	75	5625	Good
12	DW	13	100	65	4225	Fair
13	MJ	17	100	85	7225	Good
14	RSY	18	100	90	8100	Very Good
15	NI	19	100	95	9025	Very Good

To be Continued

Continued Table 4.2

16	SR	16	100	80	6400	Good
17	GFR	17	100	85	7225	Good
18	MF	17	100	85	7225	Good
19	DS	16	100	80	6400	Good
20	ER	17	100	85	7225	Good
21	YL	19	100	95	9025	Very Good
22	WH	16	100	80	6400	Good
<i>Total</i>				$\Sigma X = 1815$	$\Sigma X^2 = 151225$	

(Data Source : Primary Data Processing)

Based on the result of post-test, having calculated the mean score of post-test and standard deviation, the data showed that the mean score of pre-test was 82.5 and the standard deviation based on the calculation of students' score in pre-test of table 4.2 was 8.42. From that analyzing, it could be seen that almost of 22 students' vocabulary mastery was very good because there was an improvement of students' score.

c. The result of the pre-test and post-test were presented in the following

Having calculated the result of the students' pre-test and post-test, the mean score and standard deviation of the students' vocabulary mastery are presented in table 4.3 below:

Table 4.3 The Mean Score and Standard Deviation of The Pre-test and Post-test

Test	Mean Score	Standard Derivation (SD)
Pre Test	56.8	7.94
Post Test	82.5	8.42

(Data' source: The Mean Score and Standard Deviation of the Pre-test and Post-test)

The data in table 4.3 indicates that there was an improvement while doing pre-test up to post-test. In pre-test had score 56.8 and the post-test score increased become 82.5. The standard deviation of pre-test was 7.94 (SD) while the standard deviation of the post-test was 8.42 (SD).

As the result at this item was the mean score and standard deviation of the post-test were greater than the mean score and standard deviation in pre-test. It means that the students' vocabulary mastery had improvement after doing the learning process that used in class.

d. The Rate Percentage of the Frequency of the Pre-test and Post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.4 The Rate Percentage of Frequency of the Pre Test and Post Test

No	Classification	Score	Frequency		Percentage	
			Pre test	Post Test	Pre Test	Post Test
1.	Very Good	86-100	0	6	0%	27%
2.	Good	71-85	1	14	5%	64%
3.	Fair	56-70	8	2	36%	9%
4.	Poor	41-55	13	0	59%	0%
5.	Very Poor	≤ 40	0	0	0%	0%
Total			22	22	100%	100%

(Data Source : Primary Data Processing)

The data of the table above showed the students' percentage of pretest were most common in poor score namely 13 students (59%). Whereas the percentage of posttest indicated that there was increasing percentage a great majority of the students in vocabulary mastery because there were 14 students (64%) had gotten good scores. In other words, it can be said that the rate percentage of students in post-test was greater than the rate percentage in the pre-test. So, it can be concluded that there was an increasing percentage after doing pretest up to posttest.

e. T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.5 The Worksheet of the Calculation of the Score on Pre-Test and Post-Test on the Students' vocabulary Mastery

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
----	----------------	----------------	--------------------------------	--------------------------------	------------------------------------	---

1.	55	95	3025	9025	40	1600
2.	50	75	2500	5625	25	625
3.	60	80	3600	6400	20	400
4.	50	90	2500	8100	40	1600
5.	60	70	3600	4900	10	100
6.	55	75	3025	5625	20	400
7.	55	80	3025	6400	25	625
8.	60	75	3600	5625	15	225
9.	55	95	3025	9025	40	1600
10.	70	80	4900	6400	10	100
11.	45	75	2025	5625	30	900
12.	55	65	3025	4225	10	100
13.	75	85	5625	7225	10	100
14.	60	90	3600	8100	30	900
15.	55	95	3025	9025	40	1600
16.	65	80	4225	6400	15	225
17.	65	85	4225	7225	20	400
18.	45	85	2025	7225	40	1600
19.	45	80	2025	6400	35	1225
20.	50	85	2500	7225	35	1225
21.	55	95	3025	9025	40	1600
22.	65	80	4225	6400	15	225
Total	1250	1815	72350	151225	565	17375

(Data Source : Primary Data Processing)

In order to know whether or not the mean score was different significantly from the pre-test and post-test at the level of significance 0,05 with the degree of freedom (df) = N-1, where N = number of sample (22), so (df) = 21. After obtaining the degree of freedom, the t-table at the degree of freedom 21 in significant degrees of 0,05 (5%), the table is **1.720**. The following table shows the result of the t-test calculation:

Table 4.6 The Test of Significance

Variable	T-test	T-table value
Pre-test and post-test	10.313	1.720

(Data' Source : The Test of Significance)

Table 4.8 above shows that the value of t-test (10.313) was greater than t-table (1.720). It indicated that implementing charades word game could significantly improve the vocabulary mastery of the second grade students of MTs DDI Kanang.

f. Hypothesis Testing

The level significant (α) 5% and Df = 21 and the value of the t-table is 1.720 while the value of t-test is 10.313, it can be concluded that the t-test is higher than t-table (**10.313** > 1.720). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted. It has been found that there was improvement on students' vocabulary mastery after being taught by implementing charades word game.

2. Finding The Students' Interested through Questionnaire

To answer the second research question , the researcher used questionnaire to know students' interested in learning by applying charades word game. On Saturday, March 13th, 2021, the researcher distributed questionnaires to students after participating in the learning process from the first meeting to the sixth meeting. The results of questionnaire was presented as follows:

Table Item 1. Apakah game charades word dapat menambah penguasaan kosakata anda?

No.	Category	Frequency	Percentage
1.	Yes	17	77%
2.	No	5	23%

(Data Source: Questionnaire Number 1)

The table above indicates that 17 students (77%) choose yes and 5 students (23%) choose no. It means that most of the students think charades word game can improve their vocabulary. It means that most students interested in learning vocabulary by applying charades word game.

Table Item 2. Apakah guru anda pernah melakukan permainan ini?

No.	Category	Frequency	Percentage
1.	Yes	0	0%
2.	No	22	100%

(Data Source: Questionnaire Number 2)

The table above indicates that all of students choose yes. It means that charades word game is a new and very interesting game for students. It means that most students interested in learning vocabulary by applying charades word game.

Table Item 3. Apakah anda tertarik mempelajari bahasa inggris dengan game charades?

No.	Category	Frequency	Percentage
1.	Yes	20	91%
2.	No	2	9%

(Data Source: Questionnaire Number 3)

The table above indicates that 20 students (91%) choose yes and 2 students (9%) choose no. It means that charades word game is a very interesting game for students. It means that most students interested in learning vocabulary by applying charades word game.

Table Item 4. Apakah anda aktif di dalam kelas saat melakukan game Charades ?

No.	Category	Frequency	Percentage
1.	Yes	15	68%
2.	No	7	32%

(Data Source: Questionnaire Number 4)

The table above indicates that 15 students (68%) choose yes and 7 students (32%) choose no. It means that charades word game is attractive game for students. It means that most students interested in learning vocabulary by applying charades word game

Table Item 5. Apakah anda termotivasi untuk belajar dengan menggunakan game charades?

No.	Category	Frequency	Percentage
1.	Yes	17	77%
2.	No	5	23%

(Data Source: Questionnaire Number 5)

The table above indicates that 17 students (77%) choose yes and 5 students (23%) choose no. It means that students become enthusiastic about learning by playing charades word game. It means that most students interested in learning vocabulary by applying charades word game

Table Item 6. Apakah anda mengerti kosakata yang diajarkan melalui game charades?

No.	Category	Frequency	Percentage
1.	Yes	16	73%
2.	No	6	27%

(Data Source: Questionnaire Number 6)

The table above indicates that 16 students (73%) choose yes and 6 students (27%) choose no. The vocabulary given is very easy for students to understand. It means that most students interested in learning vocabulary by applying charades word game

Table Item 7. apakah anda bingung saat melakukan games charades?

No.	Category	Frequency	Percentage
1.	Yes	8	36%

2.	No	14	64%
----	----	----	-----

(Data Source: Questionnaire Number 7)

The table above indicates that 8 students (36%) choose yes and 14 students (64%) choose no. Charades word game does not make students confused in playing it, it's just that this game is very fun to play especially in learning vocabulary. It means that most students interested in learning vocabulary by applying charades word game

Table Item 8. Apakah anda merasa game charades sangat cocok diterapkan dalam mempelajari kosakata?

No.	Category	Frequency	Percentage
1.	Yes	16	73%
2.	No	6	27%

(Data Source: Questionnaire Number 8)

The table above indicates that 16 students (73%) choose yes and 6 students (27%) choose no. Students think that Charades word game is very suitable to be applied in the class to learn English vocabulary. It means that most students interested in learning vocabulary by applying charades word game

Table Item 9. Apakah game charades dapat memecahkan masalah anda dalam penguasaan kosakata bahasa inggris?

No.	Category	Frequency	Percentage
1.	Yes	14	64%
2.	No	8	36%

The table above indicates that 14 students (64%) choose yes and 8 students (36%) choose no. Students think that they can solve their problems in vocabulary through charades word game. It means that most students interested in learning vocabulary by applying charades word game.

Item 10. Apakah anda merasa percaya diri saat melakukan permainan charades word di kelas?

No.	Category	Frequency	Percentage
1.	Yes	18	82%
2.	No	4	18%

(Data Source: Questionnaire Number 10)

The table above indicates that 18 students (82%) choose yes and 4 students (18%) choose no. Students are more confident when participating in learning through charades word game. It means that most students interested in learning vocabulary by applying charades word game.

4.7 The Result of data questionnaire about the students' interested in learning vocabulary through Charades Word Game by Guttman Scale

Respondent	Question Item										Total
	1	2	3	4	5	6	7	8	9	10	
1	1	1	2	2	2	1	1	2	2	2	16
2	2	1	1	2	2	2	1	2	2	2	17
3	2	1	2	1	2	2	1	2	2	1	16
4	2	1	2	2	2	2	1	2	1	2	17
5	2	1	2	2	1	2	1	1	2	2	16
6	2	1	2	2	2	1	2	2	1	2	17
7	2	1	2	1	2	2	1	2	1	2	16

8	1	1	2	1	2	2	1	2	1	1	14
9	2	1	2	2	2	2	2	2	2	2	19
10	2	1	2	2	1	2	1	2	2	1	16
11	2	1	2	1	2	2	2	2	1	2	17
12	2	1	2	1	2	2	1	1	1	2	15
13	1	1	2	2	1	1	1	2	2	2	15
14	2	1	2	2	2	2	2	2	2	2	19
15	2	1	2	1	2	1	1	2	2	2	16
16	1	1	1	2	1	1	1	1	2	2	13
17	2	1	2	2	2	2	2	2	1	2	18
18	2	1	2	2	2	2	2	2	2	1	18
19	1	1	2	2	2	2	1	2	2	2	17

To be Continued

Continued Table 4.7

20	2	1	2	1	1	2	2	1	1	2	15
21	2	1	2	2	2	2	2	1	2	2	18
22	2	1	2	2	2	1	1	1	2	2	16
TOTAL											361

B. Discussion

This section explained profoundly the discoveries of this investigate in understanding with fundamental speculations which were explained in chapter II. It pointed to portray the accomplishment of the destinations of the investigate after the analyst exercises. The primary objective is to discover out that that applying charades word game is able to improve students vocabulary mastery or not at the second grade of MTs DDI Kanang. Besides, the second objective is to explain are the students

interested in learning vocabulary by applying charades word game at the second grade students of MTs DDI Kanang. These objectives are discussed in the following paragraphs for the further explain.

1. The Discussion on Implementing the Charades Word Game to Improve Students Vocabulary Mastery

The first meeting was conducted on Saturday, February 13th, 2021 at MTs DDI Kanang. The school situation at that time had begun to return to normal after the Covid-19 outbreak. However, the learning process is carried out according to health protocols, the sitting position of the students keeps a distance from each other. After obtaining research permission from the school, the researcher then the researcher entered class VIII -2 at 9.15 a.m. The lesson was started by praying together and checking attendance list. Then, the researcher informed the activities that would be conducted in the meeting. He introduced herself and gave information about his aim with the students made the students interest to do the next instruction of the researcher. In this section, the teacher did not give treatment. The researcher gave work of pre-test with consist 20 questions. It purposed to know the students' improvement in vocabulary before getting the treatment. The students did the test until break time came. 22 students took the pre test smoothly.

The second meeting was conducted on Wednesday, February 17th, 2021. The researcher re-entered the class beginning with pray together and checking attendance list. Then, before started the learning process, researcher asked several question related to what vocabulary they knew. This is done to refresh the students' knowledge about what the vocabulary looks like. After that, she motivated the students before teaching material by applying Charades Word Game and how to play the game.

In understanding how to play Charades word game, researcher provide opportunities for students to ask what they don't understand. After making sure all students understand how to play charades. Then, the researcher divided the students into several groups. This allowed all students to play an active role in the learning process. The students were seen enthusiastically participating in the game. It was only held one section and the lesson took more one hour. The topic at the time is about verb. Researcher gave some vocabularies about verbs contained in a text. Vocabulary of verbs that is meant here is the vocabulary of verbs. So that students can practice it. In the session class there were 20 words of verbs must be learned of students.

The researcher taught vocabulary by applying Charades word game used procedures based on Dayton. The implementation of Charades word game can be explained as follows: first, the researcher divided students into several groups. Second, The researcher distributed the recount text with the title "My Holiday with Family" to groups, after that, researcher asked the students to read the recount text and asked them to find the verbs in the text individually. The researcher provided 20 minutes to the students for doing the task.

After that, the researcher prepared some cards or sheets that had been written a verb on the cards or sheets themselves. The teacher called the students who had to act the verbs. The students came forward to take the card and act it. The other students should guess the verb that has been acted individually After the verb can be guessed, then it is the turn to the other students to act the verbs. The turn will be decided by the previous student who acted the verb. He/she should point the next student from the other groups who will be the next actor. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked

the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

The third meeting was on February 20th, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given so that the researcher gave quiz to students about the verbs that have been taught in the previous meeting. Then, the students continued to learn by applying Charades Word Game. The students played Charades word game by following the procedures based on Dayton. The steps to play the game are the same as in the previous meeting. The researcher distributed recount text with the titled “Checking with Dentist”. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

The fourth meeting was on February 24th, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given so that the researcher gave quiz to students about the verbs that have been taught in the previous meeting. Then, the students continued to learn by applying Charades Word Game. The students played Charades word game by following the procedures based on Dayton. The steps to play the game are the same as in the previous meeting. The researcher distributed recount text with the titled “Our Activities on weekends”. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

The fifth meeting was on February 27th, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given so that the researcher

gave quiz to students about the verbs that have been taught in the previous meeting. Then, the students continued to learn by applying Charades Word Game. The students played Charades word game by following the procedures based on Dayton. The steps to play the game are the same as in the previous meeting. The researcher distributed recount text with the titled “Traveling Abroad”. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

The sixth meeting was on March 03rd, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given so that the researcher gave quiz to students about the verbs that have been taught in the previous meeting. Then, the students continued to learn by applying Charades Word Game. The students played Charades word game by following the procedures based on Dayton. The steps to play the game are the same as in the previous meeting. The researcher distributed recount text with the titled “Visiting Marry”. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

The seventh meeting was on March 06th, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given so that the researcher gave quiz to students about the verbs that have been taught in the previous meeting. Then, the students continued to learn by applying Charades Word Game. The students played Charades word game by following the procedures based on Dayton. The steps to play the game are the same as in the previous meeting. The

researcher distributed recount text with the titled “My Bad day on the Sunday”. Finally, the researcher reviewed all the verbs and asked the meanings to the students. The researcher asked the students to learn about the materials in the home, so that the students prepared to do test in the next meeting.

After doing treatment for six meetings, on March 10th, 2021 the researcher conducted a post-test and distributed the questionnaire to know how is the students interested in learning vocabulary by applying charades word game. The first objective of this research is to find out the improvement of the result of vocabulary test which was applied in pre-test and post-test. The result revealed that was statistically significant improvement of student’s gain score in vocabulary test after being though by applying Charades word game. Based on the data provided in classification table based on the vocabulary, clearly to see that there were no one students who got very good, one (5%) student got good score, eight (36%) students got fair score, thirty three (59%) students got poor score and no one students got very poor score. Whereas in the post-test, six (27%) students got very good score, fourteen (64%) students got good score, two (9%) students got fair score and no one students got poor and very poor score. From the result, the researcher concluded that the students’ vocabulary mastery improve from poor score up to good score classification.

In addition, the mean score of pre-test was and the mean score of post-test was. As conclusion, the mean score of post-test (82.5) was greater than pre-test (56.8). Even, for the level significant (p) 5% and $df = 21$, and the value of table is 1.720 while the value of t-test is 10.313. It means that, the t-test value is greater than t-table ($10.313 \geq 1.720$). Thus, it can be concluded that the students’ vocabulary mastery is significant better after getting the treatment. The null hypothesis (H_0) is

refused and the alternative hypothesis (H1) is accepted. So it can be concluded that the treatment have been effective. It means that learning vocabularies through Charades word game was effective to improve the students' vocabulary mastery.

In the preface study that the researcher did in MTs DDI Kanang, it was found through the observation that students had difficulties in vocabulary. They easily felt bored in the process of learning in the class because the teacher tended to use monotonous teaching media. First, the teacher rarely asked the students to actively participate in the learning process. Second, it was because of the teacher who rarely used teaching strategies that made the students actively participate, even asked the students to actively learn with their classmate to gain their confidence. They were also hesitant in expressing their knowledge about vocabulary in front of their friends. The teachers' method in teaching vocabulary was mainly using old method . It is considered as serious problem for students, As consequences the students lack in vocabulary mastery. Students who lack of vocabulary sometimes can not deduce the meaning of a word from the context. The researcher concluded that one of the main factor which made the students lack in vocabulary mastery caused by the method or media used in class is monotonous. That's what should be special concern of teacher to use media to help students in solving their vocabulary problems.

Reflecting on the result of this research, it was found that Charades Game improved students' vocabulary about of verbs. It is supported by Sudiargo stated that a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self-confidence, and finally bring them and

facilitator closer, which eventually help to lower the tension and anxiety that prevent students from acquiring the language.³⁵

Based on the finding of the research, it showed that the students' behavior has changed during the teaching and learning process using Charade Game and it affected their improvement in their vocabulary, especially about name of hobbies. It could be seen in teaching and learning process when they were enthusiastic and did not hesitate anymore to involve in the teaching learning process, they also very active in participating, such as they came in front of the class by themselves. The students were also more focused in teaching and learning activity because they kept their attention on playing Charade Game, they could learn vocabulary then they also could play a game.

Furthermore, Charade Game not only helped to entertain the students, but also was functioned as a media to improve students' vocabulary. As stated by Rafinggi et al stated that Charades game can help students in knowing meaning of words.³⁶ Because the activities of this technique using pantomime style cues and engage students in physical activity and provoke curiosity of students to find out.

By using Charade Game in the classroom, the students could also enjoy learning vocabulary with game. The students also could gain the connection with each other and they can help each other in the teaching learning process. In conclusion, from the result of analysis, the research finding of the classroom action research was satisfactory. The students' vocabulary about verbs improved by applying Charades Game. It means that the research question was answered.

³⁵Sudiargo et al, *English Teaching and Learning* (Malang: Malang University, 2003), p. 220

³⁶D.L Rafinggi and M.K Ikhsan, *Teaching Vocabulary by Using Charades Techniques for Young Learners* (Journal of English Language Teaching, 2013) Vol.5 No. 1 (ejournal-S1.stkip-pgri-sumbar.ac.id).

2. The Discussion of the finding through the questionnaire

The questionnaire was successfully filled by 22 respondents that taken on March 6th, 2021. The students' interested in learning vocabulary by applying charades word game to improve students' vocabulary at the second grade of MTs DDI Kanang has been and analyzed by using Guttman scale. From 10 items of questionnaires, most of students answered very positively. In the item 1 that 17 students (77%) chose yes and 5 students (23%) chose no. It means that most of the students think charades word game can improve their vocabulary. In the item 2 that no one students chose yes and all students (100%) chose no. It means that charades word game is new and very interesting game for students. In the item 3 that 20 students (91%) chose yes and 2 students (9%) chose no. It means that most of the students interested in learning vocabulary by applying charades word game. In the item 4 that 15 students (68%) chose yes and 7 students (32%) chose no. It means that charades word game is attractive game for students.. In the item 5 that 17 students (77%) chose yes and 5 students (23%) chose no. It means that most of the students become enthusiastic about learning by playing charades word game. In the item 6 that 16 students (73%) chose yes and 6 students (27%) chose no.

It means that vocabulary given is very easy to understand for students. In the item 7 that 14 students (64%) chose yes and 8 students (36%) chose no. It means that most students didn't make students confused in playing charades. In the item 8 that 16 students (73%) chose yes and 6 students (27%) chose no. It means that most of the students think that charades word game is very suitable to be applied in the class to learn Vocabulary. In the item 9 that 14 students (64%) chose yes and 8 students

(36%) chose no. It means that most of the students can solve their problems in vocabulary through charades word game. In the item 10 that 18 students (82%) chose yes and 4 students (18%) chose no. It means that most of the students are more confident when participating in learning vocabulary.

It is also supported by Kaduson and Schaefer, charades is an excellent game to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development.³⁷ Because this game requires the child to be in the center of attention for a few minutes, it is intrinsically motivating. This game's activities included a mime game in which the students participated. This game encouraged students to participate in physical activity and made them more curious to find out the meaning of the words that the other students meant by playing out one verb. Since the students had to guess a word by using their own thinking before the game started, it was a fun way to describe a word. When one student got a different answer than the other, it made the game more fun. It has the ability to make the classroom more exciting for the students and keep them from being bored. Since all of the students in the classroom normally screamed, everybody shouted in order to reduce the number of students who were passive in the classroom.

From result of the questionnaire, it found that the students interested by applying charades word game in learning Vocabulary. So, it is enough clear that Charades word Game can used to help students in learning English to improve their vocabulary.

³⁷Heidi Gerard Kaduson, at al., *Favorite Play Therapy Technique* (Estover: Library of Congress Cataloging in Publication Data, 2003). p.217

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion of the research about the improvement vocabulary mastery by applying charades word game at the second grade students of MTs DDI Kanang.

A. Conclusions

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

- 5.1.1 From the findings and the discussion in the chapter IV, the researcher concluded that applying charades word game significantly improved the students' vocabulary mastery at second grade of MTs DDI Kanang. The evidence was the increasing mean score of pre-test from 56.8 (Poor) to 82.5 (Good) in the post-test. T-test result in which the value of the t-test was 10.313 than t-table was 1,720 at the level significance and degree of freedom (df) was 21.
2. The finding of questionnaire showed that the students' interested learning vocabulary by applying charades word game. It's mean that the students were very excited about this lesson. They were more active, enthusiastic, and felt that the implementation of *Charades* was helpful for them in improving their vocabulary mastery.

B. Suggestion

Based on the research, the researcher gives some suggestions as follow:

- 5.2.1 For teachers
 - a. Teachers are expected to motivate the students in vocabulary mastery

- b. The teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 For Students

- a. The students should be more active and not afraid of making mistakes during teaching learning process.
- b. The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.
- c. Students have to learn more and improve their vocabulary mastery by using Charades and the other game.

5.2.3 For The Future Researcher

- a. It is expected to the future researcher to use this research as the reference to make their study deeper and more complete.
- b. The future researcher should make a new development of the game. She/he is expected can modify the game to be more attractive..

BIBLIOGRAPHY

- Arikunto, Suharsimi . 2009. *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi*. Jakarta: Bumi Aksara.
- Ayu Nur Cahyani, Hayan. 2016. "Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at the Second Grade of MTs Assyafi'iyah Gondang, Tulungagung in the Academic Year of 2015/2016)". Skripsi: State Islamic Institut of Tulungagung.
- Burton, S.H. 1982. *Mastering English Language*. London: the Macmillan Press Ltd.
- Creswell, John W. 2012. *Educational Research*. United State of America: Person.
- Dayton, Tian . 1990. *Drama Games*. New York: Health Communications.
- Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktorat Jendral Pendidikan Dasar dan Menengah. 2005. *Penilaian Perkembangan Anak Didik*. Jakarta: Depdiknas.
- Draeger, Nick. "Reasons You Need To Be Using Game For Corporate Training: Elearning Industry: A Journal of Elearning Industry" (<http://www.google.co.id/amp/s/elearningindustry.com/5-reasons-you-need-to-be-using-games-for-corporate-training/amp>)
- Ellery, Valerie. 2009. *Creating Strategies Readers*. New York: Library of Congress Cataloging in Publication Data.
- French Allen, Virginia. 1983. *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
- French, Lisa. *Content Area Vocabulary Strategies*. Portland, Maine: Walch Publishing.
- Gairns, Ruth and Redman Stuart. 2003. *Working with Words: A Guide Teaching and Learning Vocabulary*. New York: Cambridge University Press.
- Gay, L.R. 2006. *Educational Research Competencies for Analysis and Application*. Pearson Education Ltd: Merrill Prentice Hall.
- Gay, L.R, Goeffrey E. Mills, and Peter W. Airasian. 2012. *Educational Research Competencies for Analysis and Applications*, Tenth Edition. USA: Pearson Education Inc.
- Gerard Kaduson, Heidi at al. 2003. *Favorite Play Terapy Technique*. Estover: Library of Congress Cataloging in Publication Data.
- Herlina. 2015. "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo". Jurnal Ilmiah VISI PPTK PAUDNI. Vol. 10(2).

- Himmele, Persida & William Himmele. 2011. *Total Participation Technique*. Alexandria: Library of Congress Cataloging-in-Publication-Data.
- Irmayanti. 2015. "Applying Matching Puzzle Game in Teaching Translation at Second grade students of SMPN 8 Pinrang". Skripsi Sarjana; Tarbiyah dan Adab: Parepare.
- Layne, Marty. 2007. *Learning at Home*. Canada: Sea Change Publication.
- Murcia, Marianne C. 2001. *Teaching English as a Second or Foreign Language*. USA: Heinle & Heinle
- Nation, I.S.P. 1990. *Teaching and Learning Language*. New York: New Burry House.
- R. Fraenkel, Jack at al., 2012. *How to Design and Evaluate Research in Education*, Eight Edition. New York: McGraw-Hill.
- Septiana, Mirda. 2018. "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at The First Semester of The Eight Grade of SMPN 1 Pesarawan in the Academic Year of 2017/2018". Thesis: UIN Raden Intan, Lampung.
- Sugiono. 2010. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta).
- S Gerlach, Vernon. 1971. *Teaching and Media*. New York: Prentice-Hall.
- Shoebottom. 2011. *The Importance of Vocabulary*. Frankfurt International School. Available at <http://esl.fis.edu/parents/advice/vocab.htm>
- Steven A, Sthal. *Vocabulary Development* (Cambridge: Brookline book) (Accessed on July 12, 2020)
- Sudijono, Anas. 2014. *Pengantar Statistik Pendidikan*. Jakarta: PT.Raja Grafindo Persada.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. England: Pearson Education Limited.
- Wikipedia *The Free Encyclopedia* "Game", Online (<http://www.wikipedia.org/wiki/Game.com>).
- Wright, Andrew, David Betteridge and Michael Buckby. 2006. *Games for Language Learning*. United Kingdom: Cambridge University Press.
- Xiqin, L. 2008. *A Study of Teaching Strategies to Improve Junior High School English Vocabulary*. China: University Guangzhou.
- Zahro, Mazidatuz., at al. 2013. "The Effect of Guessing Game on The Eight Year Students' Vocabulary Achievement at SMPN 03 Balung Jember Pancaran".

Appendix 1. Lesson Plan

LESSON PLAN ONE	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	My Holiday with Family
5. Time	90 Minutes
6. Description	This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	<p>After completing the course, the students are able:</p> <p>a. Identifies the verbs in the recount and narrative text.</p> <p>b. Work on problems about verbs in the recount and narrative text.</p> <p>c. Students are able to do problems about verbs in the recount and narrative text.</p>
8. Materials and Equipment	<p>a. Paper</p> <p>b. cards</p> <p>c. Marker</p>

	d. Dictionary
	e. Recount Text or Narrative Text
9.	<p>Procedure Activities</p> <p>a. The teacher greets and motivates the students</p> <p>b. The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.</p> <p>c. The teacher asks students to create a group consists of 8 students</p> <p>d. the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.</p> <p>e. the teacher ask them to find the verbs in the text individually.</p> <p>f. One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.</p>
10.	<p>Evaluate</p> <p>a. The researcher will review all the verbs and asks the meanings to the students.</p>
11. Closing	<p>a. The teacher asks the students’ difficulties during teaching and learning process.</p> <p>b. The teacher concludes the material.</p> <p>c. The teacher closes the meeting.</p>

LESSON PLAN TWO	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	Checking with Dentist
5. Time	90 minutes
6. Description	Course This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	Course After completing the course, the students are able: d. Identifies the verbs in the recount and narrative text. e. Work on problems about verbs in the recount and narrative text. f. Students are able to do problems about verbs in the recount and narrative text.
8. Materials and Equipment	a. Paper b. cards c. Marker d. Dictionary e. Recount Text or Narrative Text

9.	Procedure Activities
a.	The teacher greets and motivates the students
b.	The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.
c.	The teacher asks students to create a group consists of 8 students
d.	the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.
e.	the teacher ask them to find the verbs in the text individually.
f.	One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.
10.	Evaluate
a.	The researcher will review all the verbs and asks the meanings to the students.
11.	Closing
a.	The teacher asks the students’ difficulties during teaching and learning process.
b.	The teacher concludes the material.
c.	The teacher closes the meeting.

LESSON PLAN THREE	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	Our Activities on the weekend
5. Time	90 minutes
6. Description	Course This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	Course After completing the course, the students are able: <ul style="list-style-type: none"> a. Identifies the verbs in the recount and narrative text. b. Work on problems about verbs in the recount and narrative text. c. Students are able to do problems about verbs in the recount and narrative text.
8. Materials and Equipment	<ul style="list-style-type: none"> a. Paper b. cards c. Marker d. Dictionary e. Recount Text or Narrative Text

9.	Procedure Activities
a.	The teacher greets and motivates the students
b.	The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.
c.	The teacher asks students to create a group consists of 8 students
d.	the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.
e.	the teacher ask them to find the verbs in the text individually.
f.	One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.
10.	Evaluate
a.	The researcher will review all the verbs and asks the meanings to the students.
11.	Closing
a.	The teacher asks the students’ difficulties during teaching and learning process.
b.	The teacher concludes the material.
c.	The teacher closes the meeting.

LESSON PLAN FOUR	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	Traveling Abroad
5. Time	90 Minutes
6. Description	This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	<p>After completing the course, the students are able:</p> <ul style="list-style-type: none"> a) Identifies the verbs in the recount and narrative text. b) Work on problems about verbs in the recount and narrative text. c) Students are able to do problems about verbs in the recount and narrative text.
8. Materials and Equipment	<ul style="list-style-type: none"> a. Paper b. cards c. Marker d. Dictionary e. Recount Text or Narrative Text

9.	Procedure Activities
a.	The teacher greets and motivates the students
b.	The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.
c.	The teacher asks students to create a group consists of 8 students
d.	the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.
e.	the teacher ask them to find the verbs in the text individually.
f.	One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.
10.	Evaluate
a.	The researcher will review all the verbs and asks the meanings to the students.
11.	Closing
a.	The teacher asks the students’ difficulties during teaching and learning process.
b.	The teacher concludes the material.
c.	The teacher closes the meeting.

LESSON PLAN FIVE	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	Visiting Marry
5. Time	90minutes
6. Description	Course This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	Course After completing the course, the students are able: a) Identifies the verbs in the recount and narrative text. b) Work on problems about verbs in the recount and narrative text. c) Students are able to do problems about verbs in the recount and narrative text.
8. Materials and Equipment	a. Paper b. cards c. Marker d. Dictionary e. Recount Text or Narrative

	Text
9.	<p>Procedure Activities</p> <p>a. The teacher greets and motivates the students</p> <p>b. The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.</p> <p>c. The teacher asks students to create a group consists of 8 students</p> <p>d. the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.</p> <p>e. the teacher ask them to find the verbs in the text individually.</p> <p>f. One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.</p>
10.	<p>Evaluate</p> <p>a. The researcher will review all the verbs and asks the meanings to the students.</p>
11.	<p>Closing</p> <p>a. The teacher asks the students’ difficulties during teaching and learning process.</p> <p>b. The teacher concludes the material.</p> <p>c. The teacher closes the meeting.</p>

LESSON PLAN SIX	
1. Subject	English
2. School	MTs DDI Kanang
3. Class	VIII-2
4. Topic	My Bad Day on Sunday
5. Time	90Minutes
6. Description	Course This course prepares the students to be able to understand the meaning in a simple short essay in the form of recount and narrative related to the environment.
7. Objectives	Course After completing the course, the students are able: a) Identifies the verbs in the recount and narrative text. b) Work on problems about verbs in the recount and narrative text. c) Students are able to do problems about verbs in the recount and narrative text.
8. Materials and Equipment	a. Paper b. cards c. Marker d. Dictionary e. Recount Text or Narrative

	Text
9.	<p>Procedure Activities</p> <p>a. The teacher greets and motivates the students</p> <p>b. The teacher introduce <i>Charades Word Game</i> and explain the steps how to play it.</p> <p>c. The teacher asks students to create a group consists of 8 students</p> <p>d. the teacher will distribute the narrative text with the title “Visiting Marry” to groups and ask them to read the text.</p> <p>e. the teacher ask them to find the verbs in the text individually.</p> <p>f. One student choose one of 20 cards then he has to act the verb that has been written on the cards. The other students have to guess the verb which be acted.</p>
10.	<p>Evaluate</p> <p>a. The researcher will review all the verbs and asks the meanings to the students.</p>
11.	<p>Closing</p> <p>a. The teacher asks the students’ difficulties during teaching and learning process.</p> <p>b. The teacher concludes the material.</p> <p>c. The teacher closes the meeting.</p>

Appendix 2. Students' Mean Score in Pre Test and Post Test**STUDENTS' MEAN SCORE IN PRE TEST AND POST TEST****STUDENT'S MEAN SCORE IN PRE TEST**

$$\begin{aligned} X &= \frac{\sum x_i}{n} \\ &= \frac{1250}{22} \\ &= 56.8 \end{aligned}$$

STUDENTS' MEAN SCORE IN POST TEST

$$\begin{aligned} X &= \frac{\sum x_i}{n} \\ X &= \frac{1815}{22} \\ X &= 82.5 \end{aligned}$$

Appendix 3. The Standard Deviation

STANDARD DEVIATION

Standard Deviation in Pre Test

$$\begin{aligned}
 \text{Where } SS &= \sum X^2 - \frac{(\sum X)^2}{N} & SD &= \sqrt{\frac{SS}{N-1}} \\
 &= 72350 - \frac{(1250)^2}{22} & &= \sqrt{\frac{1327.3}{22-1}} \\
 &= 72350 - \frac{1562500}{22} & &= \sqrt{\frac{1327.3}{21}} \\
 &= 72350 - 71022.7 & &= \sqrt{63.20} \\
 &= 1327.3 & &= \mathbf{7.94}
 \end{aligned}$$

Standard Deviation in Post Test

$$\begin{aligned}
 \text{Where } SS &= \sum X^2 - \frac{(\sum X)^2}{N} & SD &= \sqrt{\frac{SS}{N-1}} \\
 &= 151225 - \frac{(1815)^2}{22} & &= \sqrt{\frac{1487.5}{22-1}} \\
 &= 151225 - \frac{3294225}{22} & &= \sqrt{\frac{1487.5}{21}} \\
 &= 151225 - 149737.5 & &= \sqrt{70.83} \\
 &= 1487.5 & &= \mathbf{8.42}
 \end{aligned}$$

Appendix 4. Calculated Value with T-Test

Calculated Value with T-Test

To Find out D used formula as follow:

$$D = \frac{\sum 565}{22} = 25.68$$

The Calculation of the T-test Value

$$t = \frac{D}{\sqrt{\left(\frac{\sum D^2 - (\sum D)^2}{N(N-1)}\right)}} \quad t = \frac{25.68}{\sqrt{\left(\frac{17375 - 14510.2}{462}\right)}}$$

$$t = \frac{25.68}{\sqrt{\left(\frac{\sum 17375 - \frac{565^2}{22}}{22(22-1)}\right)}} \quad t = \frac{25.68}{\sqrt{\left(\frac{2864.8}{462}\right)}}$$

$$t = \frac{25.68}{\sqrt{\left(\frac{\sum 17375 - \frac{319225}{22}}{22(21)}\right)}} \quad t = \frac{25.68}{\sqrt{6.20}}$$

$$t = \frac{25.68}{2.49} \quad t = 10.313$$

Note.

For Level of Significance (α) = 5% atau 0,05

Degree of Freedom (Df) = N-1 = 22 - 1 = 21

T-Table = 1.720

Appendix 5. Instruments of The Research

PRE TEST

Name :

Class/NIS :

Visiting Marry

1. I visited marry in her home.
2. Marry live with her uncle, Robert.
3. I came with my brother.
4. Marry welcomes us well.
5. She said to us "don't be shy, I live alone now".
6. My uncle went to America for two weeks.
7. He fetches his wife there.
8. In the Marry house, we sit in the sitting room talking.
9. We talked about our hobbies.
10. Marry describes his passion.
11. I explained my passion.
12. Marry loves surfing.
13. He really wanted to go surfing with my uncle and me.
14. My brother listened to our explanation.
15. After we eat together,
16. We bought a farewell gift to marry
17. The next day, my brother and I said goodbye to marry
18. before we went home,
19. I gave him a farewell gift.
20. Marry looks pleased with our arrival at his home

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

a. <u>Datang</u>	h. <u>Berpamitan</u>	o. <u>Membicarakan</u>
b. <u>Menjemput</u>	i. <u>Berkunjung</u>	p. <u>Menjelaskan</u>
c. <u>Menyambut</u>	j. <u>Pergi</u>	q. <u>Menyukai</u>
d. <u>Tinggal</u>	k. <u>Duduk</u>	r. <u>Makan</u>
e. <u>mengatakan</u>	l. <u>Mendeskrripsikan</u>	s. <u>Mendengarkan</u>

ANSWER:

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

POST TEST

NAME :

CLASS :

My Unforgettable Moment

1. A few months ago, I went to Cermin beach with my family.
2. The trip there took about 1,5 hours.
3. We left from Medan at 07.30
4. We used a car
5. We arrived there about 09.00 o'clock.
6. As arrived there, my parents rented a hut to take a rest.
7. I and my brother shared the same room.
8. My father told us to clean our stuff first
9. We immediately ran towards the beach.
10. It looked sunny day with the blue sky
11. and I felt a gentle breeze.
12. I couldn't swim.
13. I just played with white sand
14. We built a sand castle.
15. I took a selfie with the background of beautiful beach.
16. At noon, I began to feel hungry.
17. I approached the rented hut.
18. Apparently, my mother had prepared food for us.
19. I said that it was delicious.
20. All of us enjoyed the beauty of nature created by God.

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

a. Berkata	k. Meninggalkan	r. Bermain
b. Mempersiapkan	l. Mengambil	s. Berfoto
c. Berenang	m. Pergi	t. Mulai
d. Menyuruh	n. Berlari	u. Mendekati
e. Menggunakan	o. Merasakan	v. Menikmati

ANSWER:

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

QUESTIONNAIRE

Nama :

Kelas :

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan!
2. Berilah tanda checklist (✓) pada salah satu jawaban “Ya” atau “Tidak”!
3. Jawablah dengan jujur sesuai dengan keadaan yang sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan!
5. Terimakasih atas bantuan dan kerjasamanya!

No.	Pertanyaan	YA	TIDAK
1.	Apakah game Charades word dapat menambah kosakata anda?		
2.	Apakah guru anda pernah mengaplikasikan game Charades di kelas?		
3.	Apakah anda tertarik mempelajari bahasa inggris dengan game Charades?		
4.	Apakah anda aktif di dalam kelas saat melakukan game Charades?		
5.	Apakah anda termotivasi untuk belajar dengan menggunakan game charades?		
6.	Apakah anda mengerti kosakata yang diajarkan melalui game Charades?		
7.	Apakah anda bingung saat memainkan games Charades?		
8.	Apakah menurut anda game Charades sangat cocok diterapkan dalam mempelajari kosakata?		
9.	Apakah game charades dapat memecahkan masalah anda dalam penguasaan kosakata bahasa inggris?		
10.	Apakah anda merasa percaya diri saat melakukan permainan Charades word di kelas?		

Appendix 6. Students' Pre Test

PRE TEST

Name : Fatimah Azzahrah

Class/Nis : VIII.2

Visiting Marry

1. I visited marry in her home.
2. Marry live with her uncle, Robert.
3. I came with my brother.
4. Marry welcomes us well.
5. She said to us "don't be shy, I live alone now".
6. My uncle went to America for two weeks.
7. He fetches his wife there.
8. In the Marry house, we sit in the sitting room talking.
9. We talked about our hobbies.
10. Marry describes his passion.
11. I explained my passion.
12. Marry loves surfing.
13. He really wanted to go surfing with my uncle and me.
14. My brother listened to our explanation.
15. After we eat together,
16. We bought a farewell gift to marry
17. The next day, my brother and I said goodbye to marry
18. before we went home,
19. I gave him a farewell gift.
20. Marry looks pleased with our arrival at his home

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

- | | | |
|---------------|--------------------|--------------------|
| a. Datang - | k. Berpamitan | o. Membicarakan |
| b. Menjemput | l. Berkunjung | p. Menjelaskan |
| c. Menyambut | j. Pergi | q. Menyukai |
| d. Tinggal | k. Duduk | r. Makan |
| e. mengatakan | l. Mendeskripsikan | s. Mendengarkan |
| f. Membeli | m. Menginginkan | t. Pulang ke rumah |
| g. Memberikan | n. Terlihat | |

ANSWER:

- | | |
|---|--|
| 1. ...menjemput X | 11. ... membicarakan duduk X |
| 2. ...tinggal ✓ | 12. ... membicarakan datang X |
| 3. ...datang ✓ | 13. ...menginginkan ✓ |
| 4. ...berkunjung X | 14. ...mendeskripsikan X |
| 5. ...mengatakan ✓ | 15. ...makan ✓ |
| 6. ...duduk X | 16. ...membeli ✓ |
| 7. ...membicarakan X | 17. ...berpamitan ✓ |
| 8. ...terlihat X | 18. ...Pulang ke rumah ✓ |
| 9. ... berkunjung menyukai X | 19. ...mendeskripsikan ✓ |
| 10. ...menjelaskan X | 20. ...pergi X |

g true
ll false

45
Poor

-Appendix 2. Instruments of The Research

PRE TEST

Name : Ahmad Fauzi Hamzah

Class/Nis : VIII - 2

Visiting Marry

1. I visited marry in her home.
2. Marry live with her uncle, Robert.
3. I came with my brother.
4. Marry welcomes us well.
5. She said to us "don't be shy, I live alone now".
6. My uncle went to America for two weeks.
7. He fetches his wife there.
8. In the Marry house, we sit in the sitting room talking.
9. We talked about our hobbies.
10. Marry describes his passion.
11. I explained my passion.
12. Marry loves surfing.
13. He really wanted to go surfing with my uncle and me.
14. My brother listened to our explanation.
15. After we eat together,
16. We bought a farewell gift to marry
17. The next day, my brother and I said goodbye to marry
18. before we went home,
19. I gave him a farewell gift.
20. Marry looks pleased with our arrival at his home

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

- | | | |
|-----------------|--------------------|--------------------|
| a. Datang ✓ | h. Berpamitan ✓ | o. Membicarakan |
| b. Menjemput ✓ | i. Berkunjung ✓ | p. Menjelaskan ✓ |
| c. Menyambut ✓ | j. Pergi ✓ | q. Menyukai ✓ |
| d. Tinggal ✓ | k. Duduk ✓ | r. Makan |
| e. mengatakan ✓ | l. Mendeskripsikan | s. Mendengarkan ✓ |
| f. Membeli ✓ | m. Menginginkan ✓ | t. Pulang ke rumah |
| g. Memberikan | n. Terlihat ✓ | |

ANSWER:

- | | |
|---|------------------------------|
| 1. <u>Datang</u> X | 11. <u>men</u> X ? |
| 2. <u>tinggal</u> ✓ | 12. <u>menyukai</u> ✓ |
| 3. <u>mengatakan</u> <u>berkunjung</u> X | 13. <u>mendeskrpsikan</u> X |
| 4. <u>menyambut</u> ✓ | 14. <u>berpamitan</u> X |
| 5. <u>mngatakan</u> ✓ | 15. <u>makan</u> ✓ |
| 6. <u>Pergi</u> ✓ | 16. <u>membicarakan</u> X |
| 7. <u>membeli</u> <u>terlihat</u> X | 17. <u>menginginkan</u> X |
| 8. <u>berkunjung</u> <u>duduk</u> ✓ | 18. <u>pulang ke rumah</u> ✓ |
| 9. <u>menjelaskan</u> X | 19. <u>membeli</u> X |
| 10. <u>menyukai</u> <u>mendengarkan</u> X | 20. <u>menjemput</u> X |

8 True
12 False

40
Poor

POST TEST

NAME : Fatimah Azzahrah

CLASS : VIII-2

My Unforgettable Moment

1. A few months ago, I went to Cermin beach with my family.
2. The trip there took about 1,5 hours.
3. We left from Medan at 07.30
4. We used a car
5. We arrived there about 09.00 o'clock.
6. As arrived there, my parents rented a hut to take a rest.
7. I and my brother shared the same room.
8. My father told us to clean our stuff first
9. We immediately ran towards the beach.
10. It looked sunny day with the blue sky
11. and I felt a gentle breeze.
12. I couldn't swim.
13. I just played with white sand
14. We built a sand castle.
15. I took a selfie with the background of beautiful beach.
16. At noon, I began to feel hungry.
17. I approached the rented hut.
18. Apparently, my mother had prepared food for us.
19. I said that it was delicious.
20. All of us enjoyed the beauty of nature created by God.

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

- | | | |
|----------------------------|---------------------------|------------------------|
| z Berkata | k Meninggalkan | z Bermain |
| h Mempersiapkan | k Mengambil | z Berfoto |
| e Berenang | m Pergi | x Mulai |
| d Menyuruh | n Berlari | x Mendekati |
| e Menggunakan | o Merasakan | x Menikmati |
| f Sampai/Tiba | p Membangun | w Menyewa |
| z Berbagi | q Terlihat | |

ANSWER:

- | | |
|--------------------------------|---------------------------------|
| 1. <u>pergi</u> ✓ | 11. <u>merasakan</u> ✓ |
| 2. <u>mengambil</u> ✓ | 12. <u>berenang</u> ✓ |
| 3. <u>meninggalkan</u> ✓ | 13. <u>bermain</u> ✓ |
| 4. <u>menggunakan</u> ✓ | 14. <u>menyuruh</u> ✗ |
| 5. <u>sampai / tiba</u> ✓ | 15. <u>berfoto</u> ✓ |
| 6. <u>menyewa</u> ✓ | 16. <u>mulai</u> ✓ |
| 7. <u>berbagi</u> ✓ | 17. <u>membangun</u> ✗ |
| 8. <u>mendekati</u> ✗ | 18. <u>mempersiapkan</u> ✓ |
| 9. <u>berlari</u> ✓ | 19. <u>berkata</u> ✓ |
| 10. <u>terlihat</u> ✓ | 20. <u>menikmati</u> ✓ |

3 ~~true~~ false
17 true

85 good

POST TEST

NAME : Nur Aiyah Fadhillah

CLASS : VIII - 2

My Unforgettable Moment

1. A few months ago, I went to Cermin beach with my family.
2. The trip there took about 1,5 hours.
3. We left from Medan at 07.30
4. We used a car
5. We arrived there about 09.00 o'clock.
6. As arrived there, my parents rented a hut to take a rest.
7. I and my brother shared the same room.
8. My father told us to clean our stuff first
9. We immediately ran towards the beach.
10. It looked sunny day with the blue sky
11. and I felt a gentle breeze.
12. I couldn't swim.
13. I just played with white sand
14. We built a sand castle.
15. I took a selfie with the background of beautiful beach.
16. At noon, I began to feel hungry.
17. I approached the rented hut.
18. Apparently, my mother had prepared food for us.
19. I said that it was delicious.
20. All of us enjoyed the beauty of nature created by God.

Instruction:

Match the meaning of the underlined words by choosing the words in the box!
Write your answer on a sheet of paper!

- | | | |
|------------------|-----------------|--------------|
| a. Berkata | k. Meninggalkan | r. Bermain |
| b. Mempersiapkan | l. Mengambil | s. Berfoto |
| c. Berenang | m. Pergi | t. Mulai |
| d. Menyuruh | n. Berlari | u. Mendekati |
| e. Menggunakan | o. Merasakan | v. Menikmati |
| f. Sampai/Tiba | p. Membangun | w. Menyewa |
| g. Berbagi | q. Terlihat | |

ANSWER:

- | | |
|--------------------------|----------------------------|
| 1. <u>pergi</u> ✓ | 11. <u>merasakan</u> ✓ |
| 2. <u>mengambil</u> ✓ | 12. <u>berenang</u> ✓ |
| 3. <u>meninggalkan</u> ✓ | 13. <u>bermain</u> ✓ |
| 4. <u>menggunakan</u> ✓ | 14. <u>menyewa</u> ✗ |
| 5. <u>sampai</u> ✓ | 15. <u>mendekati</u> ✗ |
| 6. <u>menikmati</u> ✗ | 16. <u>mulai</u> ✓ |
| 7. <u>berbagi</u> ✓ | 17. <u>berfoto</u> ✗ |
| 8. <u>menyuruh</u> ✓ | 18. <u>mempersiapkan</u> ✓ |
| 9. <u>berlari</u> ✓ | 19. <u>berkata</u> ✓ |
| 10. <u>terlihat</u> ✓ | 20. <u>membangun</u> ✗ |

15 true
5 False

75
good

Appendix 8. Questionnaire of Students

QUESTIONNAIRE

Nama : Saeful Asis bojo

Kelas : VIII-2

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan!
2. Berilah tanda checklist (✓) pada salah satu jawaban “Ya” atau “Tidak”!
3. Jawablah dengan jujur sesuai dengan keadaan yang sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan!
5. Terimakasih atas bantuan dan kerjasamanya!

No.	Pertanyaan	YA	TIDAK
1.	Apakah game Charades word dapat menambah kosakata anda?	✓	
2.	Apakah guru anda pernah mengaplikasikan game Charades di kelas?		✓
3.	Apakah anda tertarik mempelajari bahasa inggris dengan game Charades?	✓	
4.	Apakah anda aktif di dalam kelas saat melakukan game Charades?	✓	
5.	Apakah anda termotivasi untuk belajar dengan menggunakan game charades?	✓	
6.	Apakah anda mengerti kosakata yang diajarkan melalui game Charades?	✓	
7.	Apakah anda bingung saat memainkan games Charades?	✓	
8.	Apakah menurut anda game Charades sangat cocok diterapkan dalam mempelajari kosakata?	✓	
9.	Apakah game charades dapat memecahkan masalah anda dalam penguasaan kosakata bahasa inggris?	✓	
10.	Apakah anda merasa percaya diri saat melakukan permainan Charades word di kelas?	✓	

QUESTIONNAIRE

Nama : Sahraul Akmal

Kelas : VIII.2

Petunjuk:

1. Tulislah nama dan kelas di tempat yang telah disediakan!
2. Berilah tanda checklist (✓) pada salah satu jawaban "Ya" atau "Tidak"!
3. Jawablah dengan jujur sesuai dengan keadaan yang sebenarnya!
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa inggris dan tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan!
5. Terimakasih atas bantuan dan kerjasamanya!

No.	Pertanyaan	YA	TIDAK
1.	Apakah game Charades word dapat menambah kosakata anda?	✓	
2.	Apakah guru anda pernah mengaplikasikan game Charades di kelas?		✓
3.	Apakah anda tertarik mempelajari bahasa inggris dengan game Charades?	✓	
4.	Apakah anda aktif di dalam kelas saat melakukan game Charades?	✓	
5.	Apakah anda termotivasi untuk belajar dengan menggunakan game charades?	✓	
6.	Apakah anda mengerti kosakata yang diajarkan melalui game Charades?	✓	
7.	Apakah anda bingung saat memainkan games Charades?		✓
8.	Apakah menurut anda game Charades sangat cocok diterapkan dalam mempelajari kosakata?	✓	
9.	Apakah game charades dapat memecahkan masalah anda dalam penguasaan kosakata bahasa inggris?	✓	
10.	Apakah anda merasa percaya diri saat melakukan permainan Charades word di kelas?	✓	

Appendix 9. List of Vocabularies

1. 1th Meeting

No	Vocabulary	Meaning
1.	went	Pergi
2.	took	Mengambil
3.	left	Meninggalkan
4.	used	Menggunakan
5.	Arrived	Sampai/tiba
6.	rented	Menyewa
7.	shared	Berbagi
8.	told	Menyuruh/mengatakan
9.	Ran	Berlari
10.	Looked	Terlihat
11.	Felt	Merasakan
12.	Swim	Berenang
13.	Played	Bermain
14.	Built	Membangun
15.	Take a selfie	Berfoto/mengambil gambar
16.	Began	Memulai
17.	Approached	Mendekati
18.	prepare	Mempersiapkan
19.	Said	Mengatakan
20.	enjoyed	Menikmati

2. 2nd meeting

No	Vocabulary	Meaning
1.	got	Mendapatkan
2.	Saw	Melihat
3.	Bring	Membawa
4.	Hurt	Melukai
5.	Hated	Membenci
6.	Ran	Berlari
7.	Chased	Mengejar
8.	Caught	Menangkap
9.	Resisted	Berontak
10.	Held	Memegang
11.	Lied	Berbaring
12.	Hope	Berharap
13.	Examined	Memeriksa
14.	Though	Berfikir

15.	Touched	Menyentuh
16.	Speak	Berbicara
17.	Needed	Mebutuhkan
18.	Thanked	Berterimakasih
19.	Changed	Mengubah
20.	accompanied	Menemani

3. 3rd meeting

No	Vocabulary	Meaning
1.	Call	Menelpon/ memanggil
2.	Come over	Mendatangi
3.	Cried	Menangis
4.	Sang	Menyanyi
5.	Stopped	Berhenti
6.	Asked	Menanyakan
7.	Repaired	Memperbaiki
8.	Cooked	Memasak
9.	Grew	Tumbuh
10.	Flew	Terbang
11.	Planted	Menanam
12.	Dug	Menggali
13.	Threw	Membuang
14.	Drew	Menggambar
15.	Drank	Minum
16.	Across	menyeberang
17.	Washed	Mencuci
18.	Cleaned	Membersihkan
19.	Opened	Membuka
20.	Unload	membongkar

4. 4th meeting

No	Vocabulary	Meaning
1.	Travelled	Berpergian
2.	Attended	Menghadiri
3.	Spent	Menghabiskan
4.	Landed	Mendarat
5.	Looking for	Mencari
6.	Served	Melayani
7.	Find	Menemukan
8.	Thanked	Berterimakasih
9.	Exchange	Bertukar

10.	Squeeze	Meremas
11.	Had	Memiliki
12.	Order	Membeli
13.	Started	Memulai
14.	Collect	Mengoleksi
15.	Drove	Mengendarai
16.	Working	Sedang Bekerja
17.	Walked	Berjalan
18.	Finished	Menyelesaikan
19.	Make	Membuat
20.	Went down	Turun

5. 5th meeting

No	Vocabulary	Meaning
1.	Reply	Membalas
2.	Visited	Berkunjung
3.	Live	Tinggal
4.	Came	Dating
5.	welcomed	Menyambut
6.	Said	Berkata/ mengatakan
7.	Went	Pergi
8.	Fetches	Menjemput
9.	Sat	Duduk
10.	Talked	Mengobrol/bercerita
11.	Explained	Menjelaskan
12.	Described	Mendeskripsikan
13.	Loved	Menyukai
14.	Wanted	Menginginkan
15.	Listened	Mendengarkan
16.	Ate	Makan
17.	Bought	Membeli
18.	Said goodbye	Berpamitan
19.	Went back	Kembali pulang
20.	Gave	Memberi

6. 6th meeting

No	Vocabulary	Meaning
1.	Went	pergi
2.	Rode	menaiki
3.	Waited	menunggu
4.	Sat	duduk

5.	Talked	berbincang
6.	Ate	makan
7.	Slept	tidur
8.	Felt hungry	merasa lapar
9.	Prayed	berdoa
10.	Saw	melihat
11.	Took a bath	mandi
12.	Drove	menyetir
13.	Clashed	menabrak
14.	Crossed	menyeberang
15.	Avoided	menghindari
16.	Took some picture	mengambil gambar
17.	Met	bertemu
18.	Spoke	berbicara
19.	Introduced	mengenalkan
20.	Shook hands	bersalaman



Appendix 10. Distribution of T-Table

Titik Persentasi Distribusi (t) (Df = N-1) = 21, Pr = 0.05

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 11. Documentation

The Researcher introduced himself and his aim after that he gave pre-test to the students.



The researcher gave treatment by applying Charades word game.



The researcher gave post-test to the students. After that, he closed the class and said his thanks for the students' participation.



Appendix 12. Recommendation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat: Jl. Amal Bakti No.08 Soreang Kota Parepare 91132. No. Tlp. (0421) 21107 Fax. 24404
Po Box 909 Parepare 91100 website: www.iainpare.ac.id, email: maika@iainpare.ac.id

Nomor : B.393/In.39.5.1/PP.00.9/02/2021
Lampiran : -
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q Kepala Badan Kesatuan Bangsa dan Politik
di,-

Tempat

Assalamu Alaikum Wr.Wb

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Jafar
Tempat/ Tgl. Lahir : Kanang, 04 Juni 1997
NIM : 15.1300.116
Fakultas/ Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : Kanang, Desa Batetangnga, Kec. Binuang, Kab. Polman

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul :

"The Effectiveness Of Charades Word Game to Improve Students' Vocabulary Mastery at The Second Grade of MTs DDI Kanang"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret tahun 2021. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 05 Februari 2021
Wakil Dekan I,

Muh. Dahlan Thalib



Tembusan : DPMPTSP Kabupaten Polewali Mandar



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/72/IPL/DPMPTSP/II/2021

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr JAFAR
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0070/Bakesbangpo/B.1/410.7/II/2021,Tgl.11-02-2021

MEMBERIKAN IZIN

Kepada :

Nama	: JAFAR
NIM/NIDN/NIP	: 15.1300.116
Asal Perguruan Tinggi	: INSTITUTE AGAMA ISLAM NEGERI PAREPARE
Fakultas	: TARBIYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: BATETANGGA, KEC. BINUANG, KAB. POLMAN

Untuk melakukan Penelitian di Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Februari s/d Maret 2021 dengan Proposal berjudul "THE EFFETIVENESS OF CHARADES WORD GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MTs DDI KANANG"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat,
2. Penelitian tidak menyimpang dari izin yang diberikan,
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat,
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 11 Februari 2021



**KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

ANLMASRI MASDAR, S.Sos., M.Si

Pangkat : Pembina

NIP : 19740206 199803 1 009

Tembusan:

1. Unsur Forkopinda di tempat



PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-IHSAN KANANG
MADRASAH TSANAWIYAH
KABUPATEN POLEWALI MANDAR

Alamat : Jln. Mangondang No. 35 Kanang Desa Batetangga Kec. Binuang Kab. Polman NSM 121276040012 NPSN-40605830

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 093/MTs.31.03.012/PP.00.5/03/2021

Yang bertanda tangan di bawah ini, Kepala MTs DDI Kanang Kab. Polewali Mandar Provinsi Sulawesi Barat, menerangkan bahwa :

Nama : JAFAR
Tempat & Tgl. Lahir : Kanang, 04 Juni 1997
Jenis Kelamin : Laki-laki
NIM : 15.1300.116
Asal Perguruan Tinggi : IAIN Parepare
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Alamat : Batetangga Kec. Binuang Kab. Polman

Benar telah melaksanakan Penelitian di MTs DDI Kanang Kabupaten Polewali Mandar, terhitung mulai Februari s.d Maret 2021 dalam rangka penyusunan Skripsi dengan judul :

"THE EFFECTIVENESS OF CHARADES WORD GAME TO IMPROVES STUDENTS' VOCABULARY MASTERY AT THE SECOND GRADE OF MTs DDI KANANG"

Demikian surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kanang, 13 Maret 2021

Kepala Madrasah,



19710914 200710 1 001

BIOGRAPHY OF THE WRITER



Jafar, the writers' name of this thesis. He was born from the couple Jamaluddin and Pacia. He is the first child of six siblings. He was born in Kanang on June 04th, 1997. In 2009, he graduated study at MI DDI Kanang. After that, he continued study at PPM Al-Ikhlas Lampoko Campalagian and graduated in 2012, he continued study at MA DDI Kanang and graduated in 2015. Finally, he completed his bachelor's education (S1) at State Islamic Institute (IAIN) Parepare,

Tarbiyah Faculty, English Education Program.

With perseverance and high motivation to keep learning and trying, she has successfully completed the final project of this skripsi. Hopefully the final skripsi writing will be able to make a positive contribution to the world of education. Finally, the writer expresses his gratitude for the completion of the thesis entitled "The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at The Second Grade of MTS DDI Kanang".

