



THE USE OF *CHARADE* GAME TO TEACH VOCABULARY

**(An Experimental Study of the Seventh Graders of MTs. Miftahul Khoirot
Branjang in the Academic Year of 2014/2015)**

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submitted in partial fulfillment of the requirements
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in English

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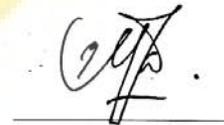
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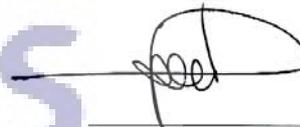
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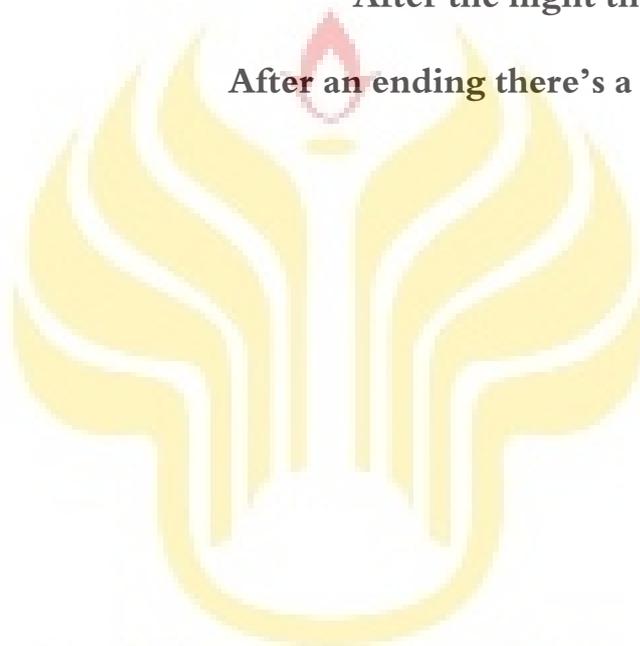
MOTTO AND DEDICATION

After rain there's a rainbow,

After a storm there's a calm,

After the night there's a morning

After an ending there's a new beginning.



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To :

My father, Abdul Rohman

My mother, Sri Romadhonah

My sister, Latiful Fachiroh

My brother, Restu Burhanudin

My Extended Familiy

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The Writer

ABSTRACT

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Key Word: Charade Game, Vocabulary, Experimental Research.

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



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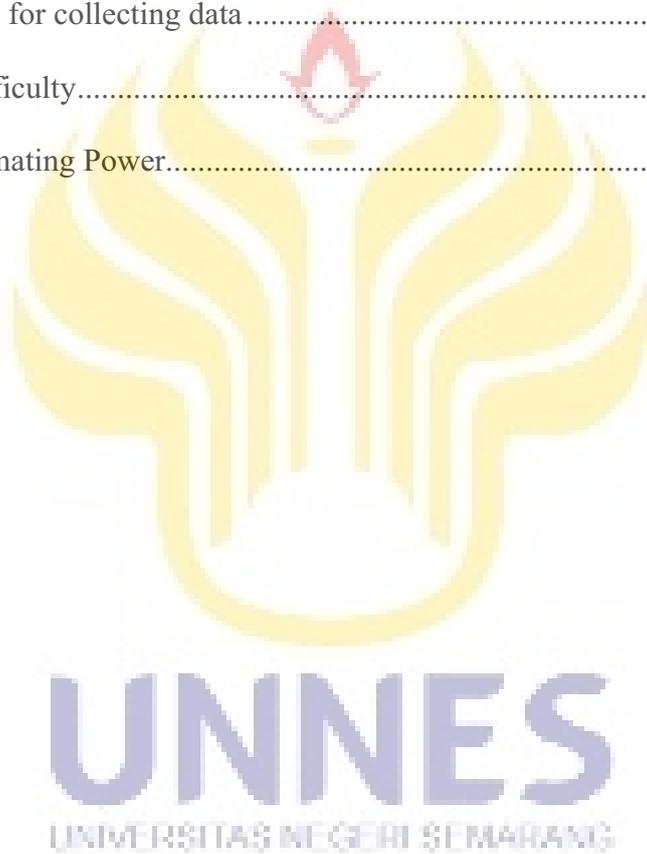
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CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present the background of the topic, the reasons for choosing the topic, the research problems, the purposes of the study, the significances of the study, and the outline of the study.

1.1 Background of the Topic

Language becomes an important part in human's life. Human cannot be separated from language since they always use it in their daily life. They continue use it to communicate with other and make them possible to exchange opinions, thoughts and meanings through communication. They communicate each other because they are social creatures that need others. Therefore, communication as human's primary need can be conducted through language.

As stated that through language people can conduct communication, language functions as a method of communication. With language people are able to do communication, to deliver messages when relating with other. The messages certainly contain meaning or ideas where they can be conveyed through language both in spoken and written way. Even signs, gestures, and expressions are part of language because they have meaning or ideas to be conveyed. These ideas are forms of communication that is delivered through language. So, language is a method to convey ideas as forms of communication. In addition, the role of language in

communication cannot be denied because the effective communication is made with the help of language.

However, in this world there are many languages used. Not all languages are understood by all people because people consist of every community and every community uses different language that is only known by its members. Every community uses its own language as a unifier tool that differ them from others.

In this globalization era where world improvement makes it seen just as small as a globe, people around the world from different nations need to have languages that can be used to communicate globally or internationally. They need an international language that are used and understood by each other. English, then, can meet that demand. Until nowadays, English is the first international language that is used.

As an international language, English has very important role in international communication. Communication happens all the time in every aspects of life. It happens in social, economy, health, and education. People try to master this language in order to communicate with other people from different nations. Moreover, in the middle of globalization, mastering English is a must if we want actively participating in international society. That is the importance of English to be learned in world development as the language of this globalization era. Therefore, Indonesia as a part of international have to master, study, or at least know English if Indonesia want to get along with, to develop, and to be succeed in international life.

In Indonesia, English is taught to young to adult learners. It is taught at elementary schools, Junior High Schools, Senior High Schools, even some semesters in University. Additionally, this is accordance with Indonesian School based curriculum (KTSP) that say English is the first foreign language that is introduced in all state schools.

English in Indonesia is foreign language. In learning foreign language that must be focused first is learning vocabulary than learning grammar. Thornbury said that

Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, Innovation, LTP): If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words (2002: 13)

It is true that if one knows grammar better but he or she does not have enough vocabulary mastery, it will be useless since with grammar he or she cannot say anything but the contrary with words he or she can say almost anything. McCarthy (1990:8) said, “No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way”. From the statement, it is clear that vocabulary takes very important role in language. Then, learning vocabulary in the beginning of English learning is a must.

According to Cameron (2001:72) “vocabulary is a language resource”. By mastering its vocabulary one can master that language. He added that “building up a useful vocabulary is central to the learning of a foreign language at primary level.”

Without having enough vocabulary, students will find difficulties in learning a foreign language, even worse, in communication using English. Without sufficient vocabulary students cannot understand others or express their own ideas. Learning vocabulary and having much wider vocabulary will make easier to communicate well in English. Through mastering vocabulary the learners will have a strong base for their next English learning. It can be concluded that vocabulary knowledge is a foundation to build up the building of all English skills. Although learning other aspects of English like grammar and pronunciation are also very important, learning vocabulary is more essential for English learners because it brings the students to the meaningful English communication.

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

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

vocabulary, it is also challenging and provides enjoyment in teaching and learning process.

Based on the writer's experience in practice teaching, the writer's students tend to have insufficient vocabulary mastery. They are also reluctant to learn English, let alone to develop vocabulary mastery. Although students realize the importance of vocabulary when learning English, most of them learn it passively because of several factors. First, the students are difficult to understand teacher's explanation. Second, the students usually only acquire new vocabulary through new words in their textbooks or when given by teachers during the lesson. Third, the students are reluctant to memorize words. It can be said that the students do not have motivation to learn new vocabulary. Conversely, they are motivated when they are invited to learn English in a game. Games can catch their attention and increase their motivation with the spirits of competition. Therefore, here, the writer wants to do an experiment to help students find a way to improve their vocabulary mastery through charade game.

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

1.2 Reasons for Choosing the Topic

In this study, the writer chose the topic the use of charade game to teach vocabulary in the seventh grade students of MTs. Miftahul Khoirot Branjang academic year of 2014/2015 based on the following reasons:

- 1) Vocabulary is the main basic of a language. In learning a language, it is taught firstly because it is the content of how to make the sentences to communicate with others.
- 2) Vocabulary mastery can improve four language skill, they are listening skill, speaking skill, reading skill, and writing skill. Without mastering any vocabularies, students are not able to listen, say, read or write anything. Vocabularies are correlated each other, so basic vocabularies that the students have had can be a source of building other vocabularies that they will need to improve language skills.
- 3) As the writer's experience of teaching practice in the seventh grade students, they are lack of basic or high frequency vocabularies that is important for them as the base of mastering English based on their needs.
- 4) Students are lack of interests in learning English. They do not feel attracted and motivated in English since the teaching and learning process is less of communicative strategy. They need to be engaged in practicing real communication.
- 5) Charade game is not very popular used in teaching vocabulary to seventh grades students. It can be a new technique to be experienced by the students.
- 6) By using charade game, physical language like mime and gestures will be able

to facilitate communication, understanding, and participation. Students are expected to be more active and more motivated in learning English, especially in learning English vocabulary.

1.3 Research Problems

The problems in this research are:

- 1) How is the result of teaching vocabulary by using charade game compared to teaching vocabulary by using conventional method?
- 2) How effective is the use of charade game in improving students' vocabulary mastery?

1.4 Purposes of the Study

The purposes of the study of this research are:

- 1) To describe the result of teaching vocabulary by using charade game compared to teaching vocabulary by using conventional method.
- 2) To describe the effectiveness of charade game in improving students' vocabulary mastery.

1.5 Significances of the Study

The significances of the study can be stated as follows:

- 1) Theoretical Significances
 - a) For the students

The students can experience learning vocabulary using new technique named charade game that can activate their understanding of vocabularies.

b) For the teacher

Charade game can help the teachers in teaching vocabulary to direct learning process in fun but meaningful activities.

c) For the Practitioners

The finding of this research will give information of the effective way to increase students' score to the practitioners in organizing school management.

2) Practical Significances

a) For the Students

The game in this research can be used to help and motivate the students in improving vocabulary since they find interesting ways to study new vocabularies.

b) For the Teachers

The game can be used by the teachers to evaluate how well the students understand some vocabularies.

c) For the Practitioners

The research can be a source for the practitioners in evaluating appropriate game for the students.

3) Pedagogical Significances

a) For the students

The game can be practiced to other seventh grade students' learning process.

b) For the teachers

This research can be an input and reference for teachers in conducting English teaching.

c) For the next researcher

This research can help the next researchers as the reference to develop other researches.

1.6 Definition of Key Terms

- 1) Vocabulary refers to all the words in a language (Barcroft, 2011: 571).
- 2) Charade game is a technique of miming the individual parts of a word (Teare in Rafinggi, 2006: 76)
- 3) Conventional method is a method where the teacher talk more or less continuously to deliver the facts and ideas worth remembering but the class does not converse with the teacher. This implies that it is one of the autocratic teaching strategies (Chhabra, 2013:4).

1.7 Outline of the Study

This final project contains five chapters. The first chapter is the introduction. This chapter presents the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significances of the study, and outline of the study.

The second chapter is review of related literature. It consists of review of previous studies, theoretical review, and framework of analysis. Theoretical review

explains definition of vocabulary, types of vocabulary, importance of vocabulary, teaching vocabulary, games, types of game and charade game.

The third chapter deals with the methods of investigation in accordance with research design, subject of the study, research variables, hypothesis, instrument of data collection, method of collecting data and method of analyzing data. The fourth chapter deals with the detail of research findings and discussion. And the last, chapter five consists of conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter two describes the related literature in this final project. This chapter is divided into three subsections. They are the review of the previous studies, theoretical review and framework of analysis.

2.1 Review of Previous Studies

For many researchers, using media as an aid in teaching and learning process is not a new topic, it is even chosen as an interesting topic. A number of researches about teaching vocabulary had also been conducted. The writer chooses some of those previous studies that are close related to the writer's final project as references.

First, Rhani (2012) conducted a study entitled *The Use of Audio-Visual Flashcards as Media in Teaching Vocabulary (True-experimental Study at the Fourth Grade Students of SDN Tambakboyo 02 Ambarawa in the Academic Year 2011/2012)*. The objectives of the study are to find out whether or not the use of audio-visual flashcard improves and contributes the students' achievement in mastering vocabulary. The result of the study showed that there is a significant difference of students' achievement in vocabulary between those who were taught using audio-visual flashcard and those who were taught using conventional method, and the use of audio-visual flashcard improves students' vocabulary. The writer criticized that taking more time for preparing the media in class is the

weaknesses of the study. The similarity between this study and the writer's study is using game as media to teach vocabulary.

Second is a study conducted by Putra (2014) with the title *The Use of Scrabble Game to Teach Vocabulary (The Case at the Eighth Graders of SMPN 1 Ngadirojo in the Academic Year of 2013/2014)*. The objectives of this study are to find out the result of teaching English vocabulary using scrabble game and to find out the effectiveness of using scrabble game to teach vocabulary. From the results of the study, it can be concluded that teaching vocabulary using Scrabble resulted a better achievement. The students got better understanding when they used Scrabble Game in improving vocabulary mastery. The similarity of this study and the writer's study is using game as media to teach Junior high school students.

Third is a thesis conducted by Nawayanti (2013) with the title *The Effectiveness of Touch and Go Game in Teaching Vocabulary (An Experimental Research with Seventh Grade Students of SMP Askhabul Kahfi Semarang in the Academic Year of 2012/2013)*. The objective of this study is to prove the effectiveness of using Touch and Go Game to facilitate students' understanding on vocabulary. The result showed that using this game was effective to teach vocabulary. In his conclusion, the researcher recommended the English teacher to use this game in order to attract the students' interest and to improve their understanding on vocabulary. The similarity of this study and the writer's study is using game to teach Junior high school students especially to Seventh graders of Junior high School students.

Forth, Tuan (2012) in his journal entitled *Vocabulary Recollection through*

Games sought to examine whether games influence young learners' vocabulary recollection in Way Ahead classes at Ngoi Nha Thong Thai Elementary School (The House of Wisdom Elementary School), Vietnam. Two classes were randomly selected as experimental group and control group. The experimental group was exposed to games in recollecting vocabulary whereas the control group involved in exercises without games. The independent samples *t*-test was implemented to compare the mean scores of the pretest and two posttests. The results of the pretest and two posttests indicate that the experimental group surpassed the control one in recollecting vocabulary during the immediate retention stage and the delayed retention stage. Theories of game that can help recollecting vocabulary and the design of the research in this journal are similar with the writer's study.

Fifth, Neyadi (2007) conducted her journal entitled *The Effects of Using Games to Reinforce Vocabulary Learning*. The objectives of her research are: Do language games enhance students' ability to memorize the words? Do language games develop positive interaction? And do language games enhance students' motivation? The result of the study are: first, using games to practice vocabulary improves learners' ability to memorize the words effectively, second, games provide comprehensible input while learners interact in the group, allowing students to clarify meanings of words in such contexts, and third, the use of games also enhanced students' motivation to learn vocabulary. She stated that this might be because the students have experienced new methods of teaching, as they have been only learning new language through drilling the vocabulary. However, she said that

it may not be appropriate to generalize the outcomes of this project to other contexts, because different contexts have different circumstances and needs.

Sixth, Zaabi (2007) conducted a study entitled *The Use of Memory and Guessing Games in Teaching Vocabulary to Young Learners*. The objectives of her study are: In what ways can the use of games in the classroom help the learning of vocabulary and what are the practical challenges of implementing games. The result of this action research is language games like Memory and Guessing Game help students to learn vocabulary. The researcher suggests that teachers should plan teaching carefully because what have done in the classroom affects how students learn. She argued that teachers should do some professional development sessions about games that work with young learners, and try to convince them that games are not a waste of time, because young language learners in schools are going to benefit a lot from them. The writer uses basic theory of guessing game that similar with charade game.

Seventh, Rafinggi (2013) in his journal entitled *Teaching Vocabulary by Using charades Technique for Young Learners* concludes that this technique can make easier for the teacher in teaching English. It can enhance students' motivation and interest in learning English. It can help the teachers in teaching and help the students to know about meaning of vocabulary. It consists of: listening, spelling, pronouncing, translating, and writing based on the real life. In applying charades technique, there are three steps that should be done; Pre-teaching vocabulary activities, Whilst-teaching vocabulary activities, and Post-teaching vocabulary activities. She suggested that English teachers should use the

charade technique (as the base of charade game) in teaching vocabulary because it does not only help the students in understanding the material but also teach them how to build good cooperation in group. It provides enjoyment during the learning and gives positive feedback for the teachers in teaching-learning process. The researcher suggests that in teaching using this technique the teachers should prepare the media and materials based on the level of students. The difference between this study and the writer's study is the object of the research, the object of the study in her research is fifth grade students, the writers' object of the research is seventh grade students.

The previous studies presented above worked on teaching vocabulary. The first study by Rani is a research on teaching vocabulary using Audio-Visual Flashcard as a media to the fourth grade students. The second and the third study by Putra and Nawayanti focused on teaching vocabulary using game. Putra used Scrabble game to teach Eighth grade students and Nawayanti used Touch and Go game to teach seventh grade students. The fourth and the fifth study are researches on the effect of using games to teach vocabulary by Tuan and Neyadi. Tuan focused on the effect of using games to help recollecting vocabulary and Neyadi focused on the effect of games that reinforce vocabulary learning. The sixth study by Zaabi is a research using Memory and Guessing Game to teach vocabulary to young learner where the game has similar base with charade game that the writer wants to apply to the seventh grade students. Then, the sixth study by Rafinggi is a research on teaching vocabulary to the fifth grade students by using charade technique. Here the writer wants to conduct a research on teaching vocabulary using media named

charade game to teach the seventh grade students of MTs. Miftahul Khoirot Branjang to help them on learning vocabulary.

All the previous studies used different research methodologies; however the writer chooses Quasi Experimental research in conducting the writer's study. The writer wants to conduct an experiment using a charade game as media to teach vocabulary in the seventh grade of MTs. Miftahul Khoirot Branjang to find significant difference between experimental and control class.

2.2 Theoretical Review

2.2.1 *Definition of Vocabulary*

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

his or her vocabulary, he or she has collection of words that the amount of words is different from every individual.

2.2.2 *Types of Vocabulary*

According to Finocchiaro (1974: 73) in Rohmah (2011) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary.

- 1) Active vocabulary refers to the words the students understand, can pronounce correctly and use them constructively in speaking and writing.
- 2) Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Nation in Putra (2014) said that according to the basis of frequency, vocabulary can be divided into two parts: they are high frequency vocabulary and low frequency vocabulary. High frequency vocabulary is used very often in normal language, in all four skills and across the full range of situation of use. High frequency vocabulary consist of 2000 words families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken text. On the contrary, low frequency vocabulary covers only small proportion of the running words of continuous text and is rarely used in common activity in English language. This group includes well over 100.000 words families.

Moreover, Haynes (2010: 58) divides vocabulary into three tiers. Tier 1 includes basic words or phrases that do not need explanation, are commonly used in everyday conversation, and are familiar to most English-fluent students. Tier 2 includes words or phrases that are used often and included in a variety of contexts

but that need explanation because they are more descriptive or precise. Tier 3 includes words or phrases that are not commonly used, are limited to a particular context, and are not likely to be used outside the classroom.

From the types of vocabulary presented above, the writer considers that it is important to teach the seventh grade students basic vocabulary that is categorized as active, high frequency, and are familiar to most English-fluent students' vocabulary.

2.2.3 The Importance of Vocabulary

Vocabulary plays an important role in communication. According to McCarthy (1990:8), "No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way". What we will deliver in communication is meaning and meaning can be conveyed through words with the help of grammar as the structure. So if there is only a structure without material, something cannot be built. We can deliver meaning by words, but not with grammar.

Vocabulary is a base of language learning, especially in learning foreign language. Cameron (2001:72) stated that "vocabulary is a language resource". As a resource, vocabulary gives learners a lot of information about foreign language they learn. By digging the resource, learners are able to build up a strong base of language. Therefore, having enough vocabulary is the key to be successful in mastering English.

In addition, vocabulary is fundamental base for the four language skills. The learners can listen, speak, read and write a source language to target language if he or she has sufficient vocabulary mastery. If the learners do not have sufficient vocabulary, messages or ideas are difficult to be conveyed well and sometimes can cause misunderstanding. This indicates that vocabulary is very influential to students in their efforts to learn English.

As the writer's experience in learning English as the foreign language, for example, the skill that is first taught by teachers is reading skill. In building vocabulary, learners should have many inputs and besides listening, reading can be a source of the meaningful input. However, in reading one must have enough vocabulary too. Laflame on Preszler (2006) proposed that "vocabulary knowledge is the single most important factor contributing to reading comprehension. Limited vocabularies prevent students from comprehending a text". In reading comprehension learners benefits old knowledge to new knowledge, learners benefits old vocabularies they have had to find new vocabularies. Reading skill is taught first so that learners master vocabularies. Based on the statements above, it can be concluded that learning vocabulary at the beginning brings advantages in mastering English language.

2.2.4 Teaching Vocabulary

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

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

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

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

However, teaching is not only motivating. In teaching vocabulary Wallace (1982: 207) explains that it should consider these following factors:

- 1) Aim. To make the teacher easy to formulate the materials that will be taught to the students.
- 2) Quantity. To decide the number of vocabulary items to be learned.
- 3) Need. To choose the words really needed by the students in communication.
- 4) Frequent exposure and repetition. To give much practice on repetition so that the students master the target words well.
- 5) Meaningful presentation. To present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

All these factors should be considered in teaching. If teachers do not consider about the aim, they will get difficulty to formulate the materials that will be taught. It is also important to think of how many numbers of vocabulary to be learned and what words actually needed in communication. To master words presented by teachers, students have to get practice and repetition on that words, get clear and unambiguous presentation of target words meaning, and get explanation about when and to whom the words can be used.

Presenting vocabulary is generally used way in teaching vocabulary. According to McCarthy (1990: 109), there are some ways to present vocabulary in the classroom:

- 1) Pre-teaching, it is about sort of preparation for the introduction of new word.
- 2) Form and meaning, starting with a set of meaning and proceedings actual form.
- 3) Types of stimuli, the most frequent stimulus for the introduction of vocabulary is the written word, either in the form of words in contexts, or in lists or grids, but written stimulus will usually be backed up by pronunciation practice and perhaps drilling of the word.
- 4) Input, reinforcement, and uptake, let the learners have a better chance of retaining the words they memorize.

This is like steps in introducing something. Firstly, planning what to be introduced, tell what the name or meaning of it, tell how to use it by giving example of the form, let someone try to use it sometimes, and let his/her understand and

memorize it. The purpose of these steps is to get students familiar and memorize the introduced words.

What can be done to help students in learning vocabulary is guide them to be good vocabulary learners. According to Thornbury (2002: 144), there are some methods to train good vocabulary learners.

- 1) Learner training. It is training learners to learn effectively using strategies that successful learners use. Such strategies are: paying attention to form and meaning, being a good guesser, not afraid to make mistakes, and organizing their own learning.
- 2) Using mnemonics. This is a kind of remembering techniques that uses the best-known mnemonic called the keyword technique. This involves devising an image typically connects the pronunciation of the second language word with the meaning of a first language word.
- 3) Word cards. Get learners to produce their word card sets, and invite them to comment on their usefulness, how many words they have learned, and how often they reviewed them.
- 4) Guessing from context. Guessing the meaning of unknown words from context is a strategy that helps learners cope when reading and listening.
- 5) Coping strategies for production. Getting round gaps in vocabulary knowledge when speaking and writing through paraphrasing, describing, using a rough synonym, foreigning the equivalent L1 word, using gesture and mime, and using the L1 word.
- 6) Using Dictionaries. Training learners in effective dictionary use.

- 7) Spelling rules. Spelling rule will equip learners with a handy tool when writing.
- 8) Keeping records. Learners will have to depend to a large extent on their own vocabulary records.
- 9) Motivation. Making the students excited in learning words.

The essence of these methods is to motivate learners to learn vocabulary seriously and to give them ideas on how to learn.

There are similar steps in teaching vocabulary presented by Hatch and Brown. Hatch and Brown (1995) in Cameron (2001:84) describe five essential steps in vocabulary learning based on research into learners' strategies. They are: (1) having sources for encountering new words; (2) getting a clear image, whether visual or auditory or both, for the forms of the new words; (3) learning the meaning of the words; (4) making a strong memory connection between the forms and meanings of the words; and (5) using the words. This steps is essential for learners to learn vocabulary so that they can learn on their individual own way.

In traditional method words are presented and then practiced through oral repetition like drills. However, repetition has no guarantee to store new words in permanent or long term memory. To ensure long term retention and recall words need to be 'put to work', to be placed in working memory and subjected to different operations (Thornbury, 2002: 93). These operations are called integration activities that higher than practice and reinforcement activities. The integration activities are classroom activities designed to integrate new into old knowledge, to integrate newly acquired words into the learner's mental lexicon. According to Thornbury (2002: 105), these activities underlies the importance of making successive decision

about words, productive as well as receptive tasks, and the judicious use of highly engaging activities such as game. These activities include:

- 1) Decision making tasks consist the task of identification, selecting, matching, sorting, and ranking and sequencing.
- 2) Production tasks that require completion and creation of sentences and texts.
- 3) Games that draw attention to newly learned words and encourage recall through categorizing and guessing.

2.2.5 The Characteristics of Junior High School Students

Junior high school students are considered as middle learners because their range of age is from 12 to 15 years old. It is “an age of transition, confusion, self-consciousness, growing, and changing bodies and minds” (Brown, 2001:92). Moreover, Pennington (2009:1) stated that by the age, most students have begun developing the ability to understand symbolic ideas and abstract concepts.

According to him, most students share the following characteristics:

- 1) Curious and willing to learn things they consider useful
- 2) Enjoy solving “real-life” problems
- 3) Focused on themselves and how they are perceived by their peers
- 4) Resists adult authority and asserts independence
- 5) Beginning to think critically
- 6) Need to feel part of a peer group, consisting of boys and girls, and are influenced by peer pressure and conformity to their group
- 7) Prefer active over passive learning activities that involve working with their peers

- 8) Need frequent physical activity and movement
- 9) Need adult support, guidance, and calm direction

In addition, Brown (2001:92) stated that some characteristics of middle learners or secondary school learners are:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- 4) Factor surrounding ego, self-image, and self-esteem are at their pinnacle. One of the most important concerns of the secondary school teacher is to keep self esteem high by; avoiding embarrassment of students at all cost, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, do-emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen.
- 5) Secondary school students are of course becoming increasingly adultlike in their ability to make those occasional diversions from the "here and now" nature of immediate communicative context to dwell on grammar point or vocabulary item.

However, some of seventh grade students may learn English for the very first time so that they are categorized as beginner levels.

2.2.6 Games

Many students consider that learning vocabulary is listing new words with their definitions and then memorizing them. However, this is less effective way since it does not tell when to use words. Decarrico in Rafinggi (2013) stated that “words should not be learnt separately or by memorization without understanding”.

Memorizing only is useless without understanding it.

In teaching, game is used as media. According to Kimtafsiroh in Rohmah (2011) media consists of visual media like globe, maps, chart, etc., audio media like radio and cassettes, audio visual media like TV, simulation and games. Game is an activity to get some fun. Games can be media that will give many advantages both for teacher and the students. Halliwell in Neyadi (2007:99) proposed that games exploit and develop the capacity for interaction and talk, the capacity for indirect learning, the capacity for creative use of language resources, and the capacity for playing and fun.

Games become a suggested part of communicative language teaching. In communicative language teaching, learners are involved in meaningful tasks and activities in a classroom. The principles of games in communicative language teaching are considered to be important because they have certain features in common with real communicative events, the purpose to exchange. Also the speaker receives immediate feedbacks from the listener on whether or not he or she has successfully communicated. In this way they can negotiate meaning (Freeman,

2000:126). Moreover, games that emphasize indirect teaching in principles for teaching vocabulary to young learner are also suggested, “ direct and indirect vocabulary instruction should be included as a part of a vocabulary development program (Carlo in Linse 2006: 123). Therefore, teaching vocabulary using games that provide exchange, feedback, and develop vocabulary is a great idea in teaching vocabulary.

There are some reasons why game is effective for learning. According to Predieri (1999:32-33), the reasons are mentioned as follows:

- 1) Games are a welcome break from the usual routine of the language class.
- 2) They are motivating and challenging.
- 3) Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 4) Games provide language practice in the various skills- speaking, writing, listening and reading.
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use.

Moreover, Aslanabadi (2013: 4) stated that games have long been advocated for assisting language learning for some advantages:

- 1) Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort because learning a language involves long-term effort.
- 2) Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful

communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game.

- 3) This meaningful communication provides the basis for comprehensible input i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples, and comprehensible output, speaking and writing so that others can understand.
- 4) The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction
- 5) The variety and intensity that games offer may lower anxiety and encourage shyer learners to take part, especially when games are played in small groups.
- 6) Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game.
- 7) Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators.
- 8) Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help.

Although games are effective in learning new words, they cannot be successful if the teacher does not explain the tasks and roles of students clearly in playing games. Sometimes teachers fail to make students understand the games' rules so that the students are confused for not knowing how the games go and what procedures they have to follow. Another failure can be the lack of cooperation among

members of the class. Games require all students' involvement; therefore it is very important that students have a cooperative attitude.

2.2.7 Types of Games

Hadfield (1998:4) says that game is activity with rules, a goal, and element of fun, which is divided into two kinds; competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal. Here can be said that there are two kinds of game individual and cooperative game.

According to Buckby in Aribowo (2008: 20) there are at least thirteen types of game:

1) Picture Games

Picture games involve comparing and contrasting pictures, considering differences or similarities; considering possible relationships between pictures such as narrative sequences and describing key feature.

2) Psychology Games

It consists of variety of games, which might all lead to a greater awareness of the working of the human mind and senses.

3) Magic Tricks

In magic tricks, there is a potentially large occurrence of other languages-the hidden language of the game.

d) Caring and Sharing Games

This game demands and encourages trust and interest in others. There are some difficulties in overcoming the learner's shyness or reluctance to share personal

feelings and experiences with other class members. As a result, their problems in learning will be known after they have a discussion with their friends.

e) Card and Board Games

Snakes and ladders and happy families are the examples of these games.

f) Story Games

Story games provide a work for learners to speak and write at the length instead of engaging in short exchanges.

g) Sound Games

Sound effects can create in the listener's mind an impression of people, places, and action.

h) Word Games

The aim of this game is to make students be able to identify words covering its spelling and meaning.

i) True /False Games

The game is to decide which the correct one is.

j) Memory Games.

These games challenge the player's ability to remember

k) Question and Answer Games

Question and answer games are designed to context in which the learners want to ask questions in order to find something out.

l) Guessing and Speculating Games

In guessing and speculating games, someone knows something and the other must find out what it is.

m) Miscellaneous games

These games consist of fortuneteller game, like what is his pocket game.

According to Haldfield (1990: 8) games can take one of the following forms:

- 1) Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.
- 2) Guessing games. The player with the information deliberately withholds it, while others guess what it may be.
- 3) Search games. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.
- 4) Matching games. These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.
- 5) Matching-up games. Each player in a group has a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.
- 6) Exchanging games. Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.
- 7) Collecting games. Players need to collect cards in order to complete a set.
- 8) Combining activities. Players must act on certain information in order to arrange themselves in groups.
- 9) Arranging games. Players must acquire information and act on it in order to arrange items in a specific order.

There are many classification of games by experts because games and its techniques to carry them are various. Games can be played in individual, pairs, groups, or with the whole class. They can be used at any stages of a class. In this research, the writer uses charade game as the treatment. Charade game is categorized into guessing game.

2.2.8 Charade Game and Conventional Method

Since at the beginner levels teacher frequently use explain and practise procedures (Harmer, 2002: 93), a practise procedure game is suitable for their level. Charade is one of the games that can be used in teaching vocabulary. Teare in Rafinggi (2006:76) states that “charade game is a technique miming the individual parts of a word”. It means that this game uses mime to know the meaning of words. Charade game can be conducted in pair or in groups. When charade game is applied in groups, students are encouraged to think cooperatively, it makes them more comfortable in conducting activities in the classroom and outside. In other words, charade game can facilitate students to learn vocabulary. They can learn and play simultaneously so that they are easy to remember the word.

There are some explanations of how to use charade game in teaching vocabulary. Maley and Duff in Rafinggi (2013: 6) propose that the procedures by using charade Game are:

- 1) You will need to explain, and then demonstrate, how charade work, the idea is that an individual (or group) has a word that they convey to others by miming and using sounds (but not words). Usually this is done by breaking the word into chunks and acting out teach chunk separately, if the word was *tennis*, you might

show ten fingers, then point at your knees; if the word was *humorous*, you could start by laughing a lot, then point to yourself and others to show us; if the word was *detestation*, you could make a face showing hate/disgust, then mime waiting for a train at a station.

- 2) When students have idea, divide them into groups of five. Give one word slip to one person in each group. This student then has to present the word as quickly as possible to the other group members.
- 3) As soon as groups correctly guess the first word, give out a different slip to another group member. Continue with the activity till everyone has had a turn.
- 4) Conduct whole-class feedback, inviting volunteers to present some of their words to everyone. What were the most ingenious mimes?

Based on the procedures above, the writer wants to practice using charade game with the procedures as follows:

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

- 6) Each members in teams try to guess what the player acts.
- 7) The quickest one guessing correctly the vocabulary collects a point for his or her group.
- 8) The group with the most points is the winner.

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

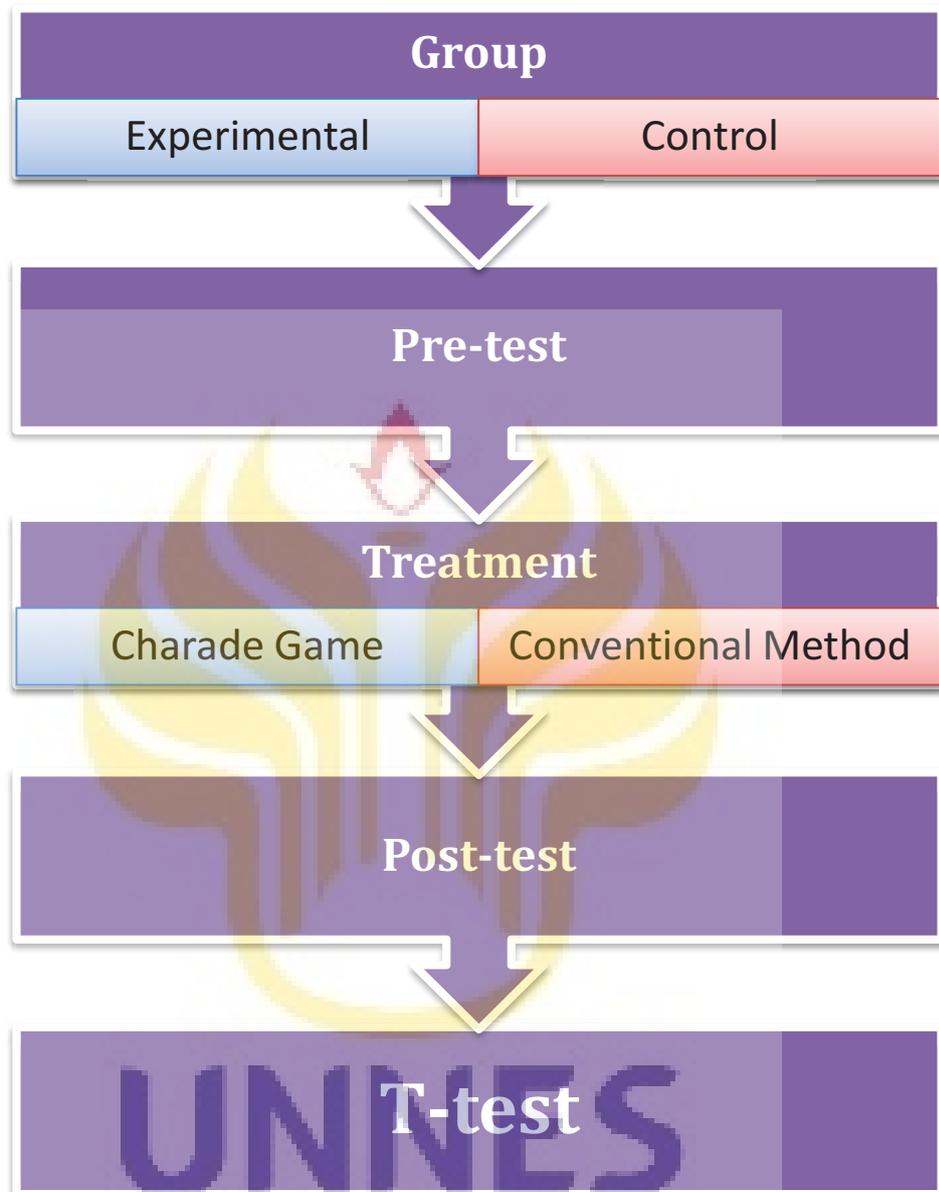
Table 2.1 The Differences of Teaching Activities between Experimental and Controlled Groups

Number	Charade game	Conventional Method
1.	Reading a text	Reading a text
2.	Translating words individually	Translating words in groups
3.	Filling in the blank exercises	Filling in the blank exercise
4.	Memorizing words	Memorizing words
5.	Playing charade game in groups	Practicing drills
6.	Matching words with pictures	Matching words with pictures

2.3 Theoretical Framework of Analysis

In conducting this study the writer uses quasi experimental research. Quasi experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment (Cresswell, 2012: 626). The objective of this research is to find whether there is an improvement after receiving the treatments. Cresswell (2012: 626) explained the procedures of the research as follows; The researcher assigns intact groups of experimental and control treatments, administers a pre-test for both groups, conducts experimental treatment activities to the experimental group only, and then administers a post-test to assess the differences between the two groups.

After choosing two groups as control and experiment groups, they are prepared to participate in the pre-test, in the treatments and in the post-test. The treatment, charade game is only given to the experimental class while the control class is taught conventionally. The pre-test and post-test result of each group is calculated so that the researcher finds the means of the results. The means of scores are then compared and analyzed by using t-test formula in order to know whether or not there is significant difference between both groups.



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Figure 2.1. Framework of the research

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

There is a different result between students taught by using charade game and students taught by using conventional method. In pre-test, there is no significant difference between the two groups where the students taught by using charade game as the experimental group achieves 59.70 on the average and the students taught by using conventional method as the control group achieves 57.63 on the average. After treatments, post-test is conducted. There is a significant difference of the post test results, the experimental group achieves 87.26 on the average and the control group achieves 73.26 on the average. From the results, the experimental group achieves higher score than the control group.

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

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

them learning vocabulary better and easier, it is proven to be one of the effective ways in teaching vocabulary to the seventh graders students.

5.2. Suggestion

Based on the conclusion above, the researcher would like to offer some suggestions:

1) Theoretical Suggestions

In order to make the learning process more effective, English teachers could find suitable media for their students. They could find media that attract their students' attention and make them easier in learning English. The students could learn actively and comfortably, and could get a lot of practices. The next researchers could find more complete and detail reference.

2) Practical Suggestions

Charade game could be one of suggested media to be applied by the English teacher. The students could enjoy practicing some new words in playing charade game. The next researcher could use the result of this study as the additional reference.

3) Pedagogical Suggestions

As the facilitator and motivator, English teacher could facilitate the students with effective teaching method and could motivate their students to learn with spirit. The students could be motivated to find the way they like to learn English and could practice English in their daily life. The next researchers could be inspired to do the other researchers that are benefit for English teaching field.

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