# Explicit Vocabulary Instruction with English Language Learners: a Charade Game

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## ABSTRACT

The present study aimed to determine the efficacy of students' vocabulary mastery by Charade Game. This research has used 8th students of SMPN 18 KOTA TANGERANG SELATAN as a sample population. There had been 30 students throughout this group. The researchers used a simple cluster sampling technique to select the sample. The method of this study was quantitative and a quasi-experimental design of the pre-test and post-test. The data used for this study were gathered through pre-test and post-test vocabulary. Pre-test and post-test data then were analyzed numerically via SPSS19. The findings of this research clarified that the student pre-test score was 57 but then after treatment, the student post-test score was 81.83. The findings also indicate that the $t_{obtained}$ value was 15.79 and the $t_{critical}$ value was 0.05. These findings mean that Charade Game was likely to succeed in mastering vocabulary.

*Keywords*: Charade, Game, Vocabulary

## INTRODUCTION

Human beings require language; it is necessary for life since it is a means of interacting with one another. Not only to interact with each other but also to associate and compromise. Language is more than a communication device. It encompasses the entire individual, culture, schooling, expansion, and communication process (Byram & Wagner, 2018). Communication is becoming more critical. People try to provide as much detailed information as they can. Many nations have used languages of the whole variety in the world to communicate. Even though there are many varieties of languages around the world, all citizens communicate with each other through English since it is a universal means of communicating with anyone else. It is therefore very important

to learn English to even get a lot of knowledge available in English.

Mastering English is one of the keys to widen the opportunity in seeking a new experience, meeting new friends worldwide, and expanding knowledge in an international neighborhood. That's why almost all the activities that using English in the practice of every activity play a vital form of communication. English has also now become a second language for many countries in Asia. Such as India, Singapore, Malaysia, etc. This is also one of the language parts in Indonesia that become a foreign language. As a subject of learning, the Indonesian government has introduced English to elementary to higher education levels. It's often presented at the elementary school level as local content. Throughout the teaching practice, students had to have four linguistic competencies (writing, speaking, reading, and listening) and other aspects of grammar and vocabulary.

Learning English requires memorizing and practicing a wide variety of vocabulary terms and grammatical structures. Vocabulary learning is a key aspect of learning English because vocabulary contains the basic components of English sentences. Many research has therefore focused on improving successful integration in the learning of English vocabulary (Chen & Chung, 2008; Saputra & Hadi, 2019). Thus, the vocabulary becomes the part of the language that really should be learned.

Vocabulary can be defined as words that we'll need to understand to effectively communicate in speech (expressive vocabulary) and listening; (receptive vocabulary). It can be described, literally, as the words that we teach in foreign language subjects at school to make students able to communicate both in writing and verbally (Alqahtani, 2015; Kusmaryati, 2018). A reasonable requirement for children studying foreign languages, maybe about 500 words per year, with great learning conditions. This is confirmed by Fenton & McNeill (2018) who says that students need at least 2,000 words to speak and write English in normal circumstances.

There seem to be two main types of vocabulary: active and passive vocabulary. Active vocabulary is commonly a word used throughout dialogue and writing as it is clearly understood when it is read. Passive vocabulary is typically infrequently or has never been used in a person who speaks or writes, but is identified when he meets them with reading and listening. Fan (2000) explained that active vocabulary is the language component of words learned, which can be understood in speaking, reading, and writing. While passive vocabulary originally referred to words that learners will recognize when they meet in reading and listening, they will simply not be able to generate.

It can be concluded that vocabulary is a set of terms used to express thoughts and to convey a meaning to the speaker. That's why understanding vocabulary is valuable. It seems that without studying vocabulary, it could be difficult for students to clarify what they intend and not to easily made contact with one another in English. Teaching vocabulary at junior high school requires a process since it is not simple to do otherwise, and students at junior high school also are not sufficiently oriented

on learning (Kusrini, 2012). Teens also have certain features that need special attention. In Indonesia, some English teachers also use conventional methods to teach vocabulary to teenagers.

Essentially, in teaching vocabulary to young learners, teachers can make it possible for students to develop their fundamental skills in English by learning vocabulary. Nowadays, some challenges have made it impossible for students to learn vocabulary. First, a lot of students can't even articulate words well because they don't have a lot of vocabulary, and they have problems remembering the meaning of words, causing them bored with studying them in class. Second, students don't comprehend the definitions of unknown words that the teacher says, and they generally find it hard to enrich the quality of their vocabulary. This state was generally noticed when the teacher gave the students a greeting or other instruction.

Thus, Halimah & Izzah (2020) states that mastering vocabulary is not easy, and presently the majority of students lack mastery of vocabulary. Most students face challenges when they have text or they don't understand the meaning of words, since their vocabulary is quite poor. Nowadays, the trend of integrating games in the instructional process has expanded to schools. Many educators have been using games as a teaching and learning strategy. Teaching from a textbook or content is not just the crucial issue of education. while most teacher still reflects mainly on the content to be assigned to the students. Thus, to get a more successful English classroom, the teacher should provide students with meaningful content, such as pictures of

animations or videos through the game (Yolanda & Hadi, 2019). Since it has been mentioned that games can be a very helpful training device for successful and positive learning.

Bakhsh (2016) said that teachers should be innovative in game development that might attract students' interests. Teaching and learning must be interesting, straightforward, and enjoyable to make students more excited. In comparison, the games allow students more engaged and communicative. Game is an interesting and exciting activity, most challenging, and actions where students play and commonly engage with each other. The goal of promoting the process of vocabulary learning using games is to construct activities that enhance vocabulary advancement. The active approach in enhancing student engagement for teaching and learning activities. The game also makes the students more involved, imaginative, and engaging in studying English. It can be assumed that games are also one of the bridge experiences for students to communicate with each other, particularly in the teaching practice (Ashraf et al., 2014).

Derakhshan & Khatir (2015) noted that games are useful and successful in studying vocabulary. Games also make students learn a language that is better so they are encouraged to be motivated. Additionally, students can learn jointly with another student in fun competitiveness. Linked to all these claims, the vocabulary teaching game can be simple and easy. "Charades Game" is one of the many great games. Charade is a competitive game that any level of age should take part in. The purpose of the

game is to express a word by movements without saying a word. It can be described as a game of word guessing. There are a few reasons why the researchers prefer "Charades Game."

First, the "Charades Game" is one of the similar physical games that keep students engaged and enjoyable throughout the learning experience since they learn through doing enjoyable activities. Second, "Charades Game" encourages students to memorize the words, so they are required to guess their comprehension. Decarrico in Pourdana et al (2014) claimed that words cannot be learned apart or by rote without comprehension. Thus, the researchers are intending to use the charades game technique in seeing how successful it can be to develop students' vocabulary. As Hadi (2015) argued, games are the greatest teaching strategy to draw students' attention to the lesson. Charade Game is a type of game in which the words are interpreted in pantomime. The concept is to use physical rather than verbal language to convey meaning. These kinds of physical language games can start a conversation, understanding, and engagement quicker. However, there's just something different about the charades game and the pantomime game. Pantomime is the Greek word pantómîmos, which means a game in which players represent themselves through a silent gesture, mostly accompanied by music (Banerjee, 2014).

According to Nisbet & Tindall (2015), charades is a game in which the players try to draw a word from the acts of other players. The person shall use no voices in presenting the new word. Write vocabulary words on sticky notes for a vocabulary charade. Divide the class into two classes of individuals. The first group selects the word and determines how appropriate to demonstrate the meaning of the word. Then the member in the group volunteers to perform on the word of the vocabulary. The second groups then have to select the most relevant word.

In detail, Ellery (2009) and Halimah & Basri (2017) outlined the Charades steps as follows: First, once starting the game, it may be better for the teacher to give the activity of warming up. For instance; the teacher introduces a pet topic, and students are expected to identify some kind of pet animal, to ensure that the students have a wide range of vocabulary, and to start questioning them what the animal's characteristics are. Second, the teacher or group should list any word that would be given. Sticky notes can be useful as a tool. After that, the group will start writing a list of words in sticky notes and placed them in a tray or box. Thirdly, during the Charade game, the teacher must ensure that all students engage or take part in the game. The teacher also makes notes of any mistake that students have created in guessing the words. Then, the teacher could well discuss the mistakes with the students. The last, after the Charade game is over, the teacher will handle the class to a post-game session to evaluate the game and look at the students' perspectives on what had happened during the game. This is the quality time for the teacher to lead the discussion on the topic on which the teacher relates.

Referring to the advantage of the game, the enthusiasm and passion for playing personality games will promote both the effectiveness of teaching and the

presentation of lessons at the same time. This game is really fun to describe a word since students want to learn by engaging personally, and this game can help students remember the meaning of the words (Bafadal & Humaira, 2019). Thus, students might have been more active and therefore more likely to establish what is learned in this course.

Glouberman & Heti (2011) notes certain points which should be considered while playing the game: a) Keeping communicating, b) Physical communication capabilities (body, face, gestures, etc), c) Specific and social-cultural references, d) How to consider it from the perspective of some other person, e) Communication expressions: what else to do once your partner is upsetting you, f) Production of particular vocabulary, g) Impact of competition on productivity and enjoyment.

Charades have the benefits of acquiring vocabulary: a) It increases the student's mastery of vocabulary, particularly in a noun, b) It will improve students' enthusiasm since students can work actively to act and guess the correct answer to win the game, c) It helps to overcome students' boredom in vocabulary learning since students get something interesting and rewarding., While Charades' disadvantages are: a) the class is going to be very noisy because the student is trying to guess the word by shouting in the classroom while this game is being played. b) It takes time when the game has several groups in the class.

**RESEARCH METHODOLOGY**

In research activities, methods can be interpreted as methods or procedures to be used to address research problems. This procedure is a systematic work step, starting with the planning, implementation, and drawing of conclusions (Sutedi, 2009, p. 53). According to Gay et al (2019), there are several varieties of experimental designs which can be used in scientific research, namely: pre-experimental design, true experimental design, and quasi-experimental design. The method used in this study is the pre-experimental research method, where the dependent variable is not only influenced by the independent variable. This may occur in the absence of control variables, and the sample is not selected at random.

The aim of the researchers using pre-experimental research is to assess how well the effectiveness of charade game implementation enhances the students' ability to enrich English vocabulary. In particular, the one group Pretest-Posttest was the research design for this study (single group pretest-posttest). Observations were recorded two times throughout this design, both before treatment (pretest) and after treatment, the posttest.

The stages taken in this research procedure using pre-experiment are The first phase, the pre-test implementation. Students will first be given a test to define the student's ability to master English vocabulary and numbers of words before treatment. The second phase is the implementation of the treatment. After a pre-test was given to students, the treatment was given to encourage learners to demonstrate the learning method. This treatment is done eight times to teach English vocabulary and numeral word mastery via the charades game.

The writer has conducted this research from May 2019 until June 2019. The research was done in eight meetings included the conduction of pre-test, treatment, and post-test in SMPN 18 Tangerang Selatan. It is located at Jl. Benda Permai IV No.29, Pondok Benda, Pamulang, Kota Tangerang Selatan, Banten 15416. Besides, The writer experimented with 8th graders students of SMPN 18 KOTA TANGERANG SELATAN. In this school, there were 8 classes of 8th graders consist of 30 students from each class. The population was about 240 students from all of the 8th graders, It is conducted in one class and class consisted of 30 students.

In collecting the data, the writer used tests. It is used to measure student vocabulary mastery. To collect the data, the researcher using pre-test and post-test. After collecting the data, the next step was analyzing the output. The output of the data was analyzed by using a dependent (paired sample) t-test to determine whether there are significantly different means of the sample before and after the treatments.

**FINDING AND DISCUSSION**

The writer researched by taking student's scores of tests (pre-test and post-test). The pre-test was given before treatment and post-test after treatment.

*Pre-test Result*

From the result above that in the pre-test the lowest score was 45, the highest score was 70 and the student's average score was 57. The table below shows that no student got very poor, good and excellent. The majority of the students were categorized as poor with 93,33 % of the

total students fell into this category. 2 students got enough results (6,67%).

Table 1. Experiment Class Students Pre-test Vocabulary

| Criteria | Score | Number of Students | Number of Students in Percentage |
|---|---|---|---|
| Excellent | 5 (90-100) | 0 | 0 |
| Good | 4 (76-89) | 0 | 0 |
| Enough | 3 (66-75) | 2 | 6,67 |
| Poor | 2 (40-65) | 28 | 93,33 |
| Very Poor | 1 (00-39) | 0 | 0 |
| Total | | 30 | 100 |

*Post-test Result*

It can be seen from the result above that in the post-test, obtained lowest score was 70, the highest score was 95 and the average of students score was 81,83. In this section, the writer made a classification of students' post-test results by utilizing the same measurement applied to the Pre-test result. The following table student's vocabulary according to the Post-test result. The table below shows that no student got very poor. The majority of the students were categories as excellent with 36,67 % of the total students fell into this category. 10 students got good results (33.33%), 6 students got enough results (20%) and there were only 3 students who got a poor result (10%).

Table 2. Experiment Class Students Post-test Vocabulary

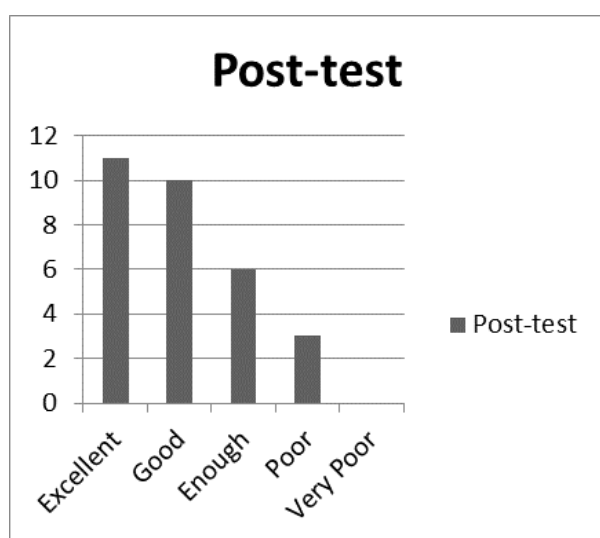| Criteria | Score | Number of Students | Number of Students in Percentage |
|---|---|---|---|
| Excellent | 5 (90-100) | 11 | 36,67 |
| Good | 4 (76-89) | 10 | 33,33 |
| Enough | 3 (66-75) | 6 | 20 |
| Poor | 2 (40-65) | 3 | 10 |
| Very Poor | 1 (00-39) | 0 | 0 |
| Total | | 30 | 100 |



Figure 2. Experimental Class Post-test Vocabulary Result Chart

From the result presented above, pre-test and post-test have significantly different scores and it was proven by getting 1710 for pre-test, 2455 for post-test. The average pre-test score was 57 and the average post-test score was 81.83. it means that the variances of pretest and posttest are dissimilar. Additionally, based on the statistical calculated above, it can be seen that it is different between the average score from the result of teaching vocabulary using the Charade Game and without using it.

**CONCLUSION**

This study was conducted to investigate the effectiveness of the use of Charade Game to influence of using Charades Game towards student's vocabulary mastery. The data were collected from a vocabulary test (Pre-test and Post-test).

Referring to the findings, it can be concluded that Charade Game gives an influenced student's vocabulary mastery. It was proven by the dependent t-test result in pre-test and post-test. The result showed that the value of t obtained was 15.70 and the value of t critical was 0.05. It means that the alternative Hypothesis H1 Charade Game was effective to 8th-grade students SMPN 18 KOTA TANGERANG SELATAN in vocabulary mastery, was accepted.

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