CHAPTER I

INTRODUCTION

1.1   The Background of the Study

Language is the most important aspect in the human life. Not only communicate each other but also for interacting and negotiating. Brown (2007:6) says that language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process. It means that language is considered as a tool of communication, we can use language to express our ideas, thoughts, opinions, and feelings.

In globalization era, communication becomes more important. People want to get as much information as possible. There are many languages in this world. One of international languages is English. English becomes more important in all sides of life. That is why the government of Indonesia stresses that English must be taught from elementary to University. The aim of teaching English in Indonesia is to give chance to the students to understand English comprehensively. English is also used as the language of science and knowledge, so people can find many books and information written in English. That is why English almost used by all countries as the first, the second or the foreign language. So in this era people have to master English to get more information. In learning English, there are four language skills namely: listening, speaking reading and writing. There are also language components: vocabulary, grammar, punctuation, intonation. One of them is vocabulary.

Vocabulary is as one of language components which should be mastered. It is an essential component of language learning especially in English. It is supported by Ricard and Rennadya (2002: 255) says that vocabulary is the core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write. It means that without a proportional amount of vocabulary anyone will get trouble in their listening speaking, reading and writing.

Based on preliminary research at eighth grade students of Junior High School 37 Medan, the writer found that many students had many problems in learning English especially in vocabulary. The students were difficult to understand the meaning of words. When the writer gave the students task, the students could not understand the instruction because they did not know the meaning what the writer said. To support the statement above, the writer gave them vocabulary test to know the students' vocabulary score. The students' score can be seen in the table below:

Table 1.1 The Result of Preliminary Research

No.	Students Initial	R	N	S
1	ADH	15	30	5,0
2	AA	14	30	4,6
3	AS	16	30	5,3
4	DAH	22	30	7,3
5	FS	14	30	4,6
6	FI	15	30	5,0
7	FF	16	30	5,3
8	HA	23	30	7,6
9	JMCD	16	30	5,3
10	JMRP	15	30	5,0
11	KAR	20	30	6,6
12	MI	15	30	5,0

13	MKA	12	30	4,0
14	MNAL	15	30	5,0
15	MMA	13	30	4,3
16	MP	18	30	6,0
17	MR	12	30	4,0
18	MRR	16	30	5,3
19	OS	13	30	4,3
20	RR	14	30	4,6
21	SF	18	30	6,0
22	SH	15	30	5,0
23	SDH	23	30	7,6
24	SK	16	30	5,3
25	SP	17	30	5,6
26	TAS	15	30	5,0
27	TI	12	30	4,0
28	VG	17	30	5,6
29	YW	21	30	7,0
30	YL	16	30	5,3
Total Score			**160,5**	

$$S = \frac{R}{N} \ X \ 100\%$$

Where:

S: Score number of test

R: Number of the correct answers

N: Number of question

$$Mean = \frac{Total \ Score}{Total \ Number \ of \ Students}$$

$$Mean = \frac{160,5}{30} = 5,35$$

Based on the data above, it shows that 28 of 30 students get score under

75 in vocabulary test. There are only two students achieve completion based

on asses Criteria Minimum Mastery (KKM). Criteria Minimum Mastery that is used in the Junior High School 37 Medan is 75. So, the mean score of the students is 5,35. It means that the learning process is still not yet optimal.

Based on the preliminary research, the writer can assume that there are some factors that cause students have difficulties in vocabulary mastery. First, some students do not understand about the meaning of words that the teacher says and they mostly find the difficulties on how to enrich their vocabulary meaning. Second, the students still ask the teacher to find the meaning of the vocabulary which they do not know. Even, they are lazy to open their dictionary to find the meaning. It makes the researcher felt worry about their vocabulary mastery. Third, the teacher uses translation technique that only spoke formally in front of the class, gives some explanations and after that the teacher asks the students to open the dictionary, and memorize the vocabulary given by the teacher. The teachers do not use the interesting technique to make the students attracted. Those problems must be solved, because it can be the difficulties for the students to continue the next grade. The students will have low motivation in learning English because they feel English is difficult.

In relation to vocabulary teaching, the writer finds one technique that can be used to increase the students' vocabulary in English through games. There are so many advantages for students and teachers in learning process by employing games. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept learning English, because they learn by playing games that nowadays has

been grown and developed in Indonesia. The third, teaching English vocabulary using game can help teacher in teaching learning process.

One of the vocabulary games that the writer chooses is charades game. Teare in Rafinggi (2014: 78) defines that charades is a technique miming individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiosity of students to find out the word. This game uses exciting ways to define a word, because students refer to learn by interacting directly, and this game pushes the student's emotional to guess the word by using gesture and it will help students define or remember the meaning of the word.

Based on the explanation above, the writer decides to conduct a research entitled the effect of using charades game on students' vocabulary mastery at eighth grade students of Junior High School 37 Medan.

1.2 The Problem of the Study

Based on the background of the study, the research problem can be formulated as follows: "Does the charades game affect students' vocabulary mastery at eighth grade students of Junior High School 37 Medan?"

1.3 The Objective of the Study

The objective of the study is to know whether or not using charades game affect on students' vocabulary mastery at eighth grade students of Junior High School 37 Medan.

1.4 The Scope of the Study

Based on the Harmer (1988:18) there are some problems in students'

vocabulary mastery, such as word meaning, extending word use, word combination, and word grammar. The writer will be focus on word meaning. The word meaning includes; polysemy, antonym, synonym, hyponym, denotation and connotation. The writer will be focus on synonym, antonym and denotation meaning.

According to Hadfield (1999:5), there are many types of game in achieving vocabulary mastery namely: information gap games, guessing games, search games, matching games, labeling games, exchanging games, exchanging and collecting games, board games and card games, role-play games. Based on the types of game, the game which is used in this research is charades game which is classified as a guessing game. Because it has the same goal in which the goal is to use guessing to discover some kind of information, such as a word or phrase. There are some classification of vocabulary namely, noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner. The writer will be focused on past verb especially in regular and irregular verb.

Teare in Rafinggi (2014: 78) states that charades is a technique miming the individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiosity of students to find out the word. It means that the game use mime style that involves body movement and facial expressions are fun and encourage creativity to know meaning of the word. So this study deals to know the effect of using charades game on students' vocabulary mastery at eighth grade students of Junior High School 37 Medan.

1.5 The Significant of the Study

The results of this study are expected to be useful for:

1. Theoretically

The result of the study could be significant:

1) as a contribution in teaching vocabulary or as a new invention in teaching vocabulary.

2) can be a technique in research English language teacher.

2. Practically

Practically the result of the study could be significant to:

1) The teachers

The result of this study is to gain the information about how to teach vocabulary and to provide the English teacher in planning and conducting a better and interesting learning technique in teaching vocabulary mastery.

2) The students

This study is expected to increase students' motivation to be better in vocabulary mastery, Through charades game, students are expected to have good enrichment in vocabulary and also can be used to overcome their difficulties in understand vocabulary and guide them to memorize it. It will also make students enjoy and feel relax in learning vocabulary.

3) The future researcher

This study is expected to give a new knowledge of the future researcher to do better research of the same teaching and learning

cases. It can be also as a one of references to conduct a study about the same topic, so the future researcher can make their studies more complete.

1.6 Hypothesis of the Study

The hypothesis in this study is a tentative answer for the research problem stated previously. Therefore the writer proposed hypothesis as follows:

Ha: There is a significant effect of using charades game on students' vocabulary mastery at eighth grade students of Junior High School 37 Medan

Ho: There is no significant influence of using charades game on students' vocabulary mastery at eighth grade students of Junior High School 37 Medan

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This chapter presents the review of the literature. It covers three major sections: vocabulary, charades game, and the previous research. Vocabulary itself covers eight sections: the general concept of vocabulary, types of vocabulary, classification of vocabulary, roles of vocabulary, teaching vocabulary, technique in teaching vocabulary, vocabulary assessment, vocabulary mastery. While charades game covers three sections: the definition charades games, the advantages of charades game, and the procedure of using using charades game to teach vocabulary.

2.2 Vocabulary

There are many definitions of vocabulary by experts. According to Richard and Rennadya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how learners listen, speak, read and write. Similar to the explanation of the expert above, Cameron (2001: 72) states that vocabulary is central to the learning of foreign language at primary level.

In learning foreign language that must be focused first is learning vocabulary. David Wilkins in Thornbury (2002:13) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. You can say very little with grammar, but you can say almost anything with words". It has to be realized that the student's ability to listen,

to speak, to read, to write is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. 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 above, it is clear that vocabulary takes very important role in language. Students must have enough vocabulary because it is the key in foreign language learning when the students want to master English.

Based on the explanation of some experts above, the writer can conclude that vocabulary is a collection of words used in the language to communicate. It gives the effect of all skills. Without a sufficient of vocabulary, students will not be able to understand the four skills in English such as, listening, speaking, reading and writing. They also will be confused or lack of confidence in communication because of all the skills in the English language dealing with word.

2.2.1 Types of Vocabulary

Hiebert and Kamil (2005:3) discussed with vocabulary items consist of two types, receptive/passive vocabulary and productive/active vocabulary. Vocabulary classifies into working recognition vocabulary. The first consist of words that people use daily in their vocabulary mastery. On the other hand, the second type consists of words that people recognize in the text.

1) Receptive/passive Vocabulary

It is defined as the set of all words that are understood at reading or

listening but not used in the spoken or written expression. Receptive vocabulary as word which can be recognized when it is heard (what is the sound like), when it is seen (what it is look like). In the other word, it knows all Hing fa that word.

2) Productive/Active Vocabulary

It is the set of all words that are not only understood, but also used meaningfully when create new sentences. Productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the term are used by the language experts. It refers to recognition and production of word when the person does communication to the other they usually refer to some meanings.

So the writer concludes that vocabulary can be found in four skills. They are listening, speaking, reading and writing. For listening, we can find vocabulary by listening a radio or a song. For speaking, we can find vocabulary by watching television and words that people use in their daily life. For reading, we can find vocabulary by reading books, newspaper, or magazine. The last, we can find vocabulary in writing lesson.

2.2.2 Classification of Vocabulary

In English, vocabulary has some kinds that need to be learnt. There are kinds of vocabulary that are explained by the experts. One of the explanations is explained by Harmer (2001:36). He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb, preposition, conjunction, and determiners. Those can be described as follows:

Noun: Noun is defined as a group of words that is names of person, place, thing, animal. Noun can be used as a subject or object of a verb.

Example of nouns (Rose, Hospital, Laptop, etc.)

Verb: It is defined as a group of word which is used to three kinds of verb, they are auxiliary verb (shall, be, etc.), main verb is the verb that carries the meaning (sit, arrive, eat, etc.), and phrasal verb is the verb that is formed by adding adverb or preposition to a verb to create a new meaning (traffic light, sit down, go on, etc.).

Adjective: It is defined as a word which describes or gives more information about noun and pronoun. Adjective describes nouns in term of such qualities and size, color, number and kind. The adjective is commonly used in the first time. These examples of adjective: (good, young, sad, happy, etc.).

Pronoun: It is defined as a group of word that is used in the place of a noun or noun phrase. We use pronoun very often, so that we don't have keep on presenting it. The example of pronoun: (they, him, her, it, etc.).

Adverb: It is usually defined as word that gives more explanation about verb, an adjectives, and adverbs in the term of such qualities as time, frequency, and manner. These examples of adverb: (slowly, quickly, hardly, etc.).

Conjunction: It is defined as a word that connects words, phrase, clauses, or

sentences. The example: (moreover, therefore, but, so, etc.).

Preposition: It is often defined as a word that shows the way in which other

words are connected. The relationship includes direction, place,

time, manner and amount. For example (in, at, on, etc.) in the

class, on the floor, at school.

Determiner: It is the word such as a, an, the. An article word is usually used

before noun or noun phrase.

Based on the explanation above, the writer concludes that there are some classification of vocabulary namely, noun, pronoun, verb, adjective, adverb, preposition, conjunction, and determiner. The writer will be focused on verb especially in transitive and intransitive verb.

2.2.3 Roles of Vocabulary

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury (2002:13) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting. In conclusion, learners have to pay a greater attention to the vocabulary teaching because the knowledge of vocabulary is very important. The teacher must have an effective and efficient method in order to make the goal of teaching of vocabulary successful.

Someone will be able to improve achievement and enhance communication if she/he can master vocabulary well.

From this explanation, vocabulary learning is an important thing to do in learning English, because by learning, memorizing, and understanding a target language vocabulary, the students supposed to apply their vocabulary in speaking and understanding the text and communication. Moreover, vocabulary learning is very important. It means to understand the language that relates with its context, both the Indonesian and English context. To achieve those students need ability to master vocabulary to make students communicate optimally.

2.2.4 Teaching Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand Brown (2007:8). As 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.

Based on the explanation above, teaching vocabulary is the activity where the teacher help direct students 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 do it. 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.

In teaching vocabulary, the teachers have responsibility to make the students successful in their teaching. The teacher should teach the material that suitable with the students' needs by using the appropriate strategy, media, technique, method and use them to achieve the goal.

2.2.5 Techniques in Teaching Vocabulary

Nation in Cameron (2001:85) proposes that there are some listed basic techniques that can be used by teacher in teaching vocabulary young learner classroom:

By demonstration and picture

1) Using an object.

    In teaching English, teacher should use the real object that are related to the material will be learnt. It can help the teacher to make the students understand about the material.

2) Using Gesture

    Gesture is one of the aids to help the teacher in explaining the material. Students can know the meaning of the words by gesture of the teachers. It can be used to describe something.

3) Performing and action

    In telling the story, it is very important for the teachers to do the action

based the situation given because it can make the students interested to the story because the teacher makes the students feel that it is real and they will be easy to understand the story.

4) Photograph

The teachers use the picture to help them in explaining the material. The photograph should be appropriate with the material and children's world.

5) Drawing or diagram on the board

Drawing something or diagram to make the lesson that explained will be clear for the students.

6) Pictures from the books.

In teaching, the teachers also use the pictures not only from the books but also in TV, video or computer. The pictures can attract students to catch the ideas that teachers delivered.

By verbal explanation

1) Putting the new word in defining context

The teacher can help to activate schemas or networks that will in turn help understanding. If the students know hospital, then mention it will help them construct a meaning for ambulance, by activating scenarios connected with hospitals.

2) Translating into another language

The new words can be translated to the source language. It can help the students to know the meaning of the words by translating to another language.

The writer concludes that teaching vocabulary can be presented in many ways, whether it is by oral or written, demonstration or verbal explanation. In teaching vocabulary, teachers can use the media, gestures, or by translating the word. They can use them based on the needs and level of the students. Then they must have expertise in teaching, especially in the teaching of vocabulary. Because making the students comprehend vocabularies are very important to do.

2.2.6 Vocabulary Assessment

Assessment is needed to know and to determine the students' development in vocabulary achievement. According to Cameron (2001: 222) "assessment is concerned with pupil's learning or performance and thus provides one type of information that might be used in evaluation. Testing is particular form of assessment that is concern with measuring learning through performance". Furthermore assessment is a part of students' language learning that can motivate them to learn more or not because assessment has effect for children.

Westwood (2008:72) states the main functions of assessment are:

1) To enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources.

2) To identify any students who are having difficulties mastering the course content, and thus need additional help

3) To provide information if a student is to be another school or referred for special education.

4) To be accountable to parents by providing them with evidence of their child's learning.

5) To be accountable to government education authorities by providing hard evidence of achievement levels in school.

Based on the explanation above, the writer concludes that test is a method of measuring a person's ability knowledge, or performance in a given domain". The method must be explicit and structured to qualify as a test. Some necessary test is applied to take the data to measure the students' knowledge of what they have learnt before. By doing the test, teachers will know how effective the teaching process before.

2.2.7 Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982:98). Limited vocabulary mastery can give bad influences in the teaching-learning process of a language. Mastery is from master, who is someone knowledgeable about a subject or great skill. So, vocabulary mastery is complete knowledge that someone knows in particular language. It is impossible to be successful in study language without mastering the vocabulary.

According to Nation (2008: 7), the most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language. He also adds that the high frequency words have the following characteristics: (1) each high frequency words occur very often; (2) the high frequency words are useful. They are also important for both

receptive and productive use, for both oral and written, and for both formal and informal use; (3) the high frequency words make up a very large proportion of the running words in all kinds of texts and language use; (4) they are a relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

Mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson. For junior high school students, they are expected to master at least the first 1,000 of high frequency words. In addition, according to Nation (2001: 13) the high frequency words is very important because these words cover a very large proportion of the running words in both spoken and written texts. Furthermore, by mastering at least the high frequency words can help the students in understanding the target language.

Based on the explanation above, the writer can conclude that vocabulary mastery is gradual process. To teach out good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life.

According to Harmer (1988:18) there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:

1. **Word Meaning**

The least problematic issue of vocabulary, it would seem, is meaning.

The word meaning include:

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the foot of the mountains.

2) Antonym

The term antonym is used for opposite meaning of word. For example: "full" is an antonym of "empty".

3) Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

4) Hyponyms

It means Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

5) Denotation

Denotation is conceptual meaning and dictionary meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. For example: Bobby wears a blue shirt today. The word "blue" refers to the color. Bobby was blue after his dog died. The word "blue" in this sentence refers to his feeling is sad.

6) Connotation

Connotation is the communication value as expressed by virtue of

what it refers to, over and above its purely conceptual content. For example: "slim" has favorable connotations, while "thin" has unfavorable; so that one could describe something as " slim body" not " thin body".

2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of metaphorical and idiom use. For example: "as sick as parrot" this idiom expression become so widely used that it began to irritate, everybody, except, perhaps.

3. Word Combinations

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake)*, they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down).* They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. we make a distinction between countable and countable nouns. The former can be both singular and plural.

From those statements, it can be concluded that vocabulary mastery is there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research, the writer will focus on word meaning for teaching vocabulary mastery in Junior High School 37 Medan.

2.3 Game

A game is an activity with rules, a goal element of fun. Game can be done indoor or outdoor which includes action and thinking process. It has good impact to train the strategy of body and mind. Game becomes one of alternative ways of teaching because it can motivate someone to learn something and make the students easier to understand and remember vocabulary in some topics. According to Harmer (2001: 161), game is one of technique that can be used by a teacher in teaching vocabulary. Game makes the students enjoy in learning English. Game is not only used by the teacher to teach English in kindergarten and elementary school but also in every level of education.

However, learning English vocabulary using game has an important role for teachers and students. The first, as students, they have strong and good motivation to depend English language. The second, they are easy to accept the English because they learn by playing game that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary using game can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using game.

Based on the statement above, it can be concluded that game is fun, it is can create relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material.

2.3.1 Types of Game

There are many types of game. According to Hadfiled (1999:5), there are some types of game in language teaching, namely:

1) Information gap games. The player 1 has access to some information not held by player 2. Player 2 must acquire this information to complete a task successfully.

2) Guessing Games. The player with the information deliberately with holds it, while others guess what it might be.

3) Search games. In these games everyone in class has one piece of information. The Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

4) Matching games. It based on a different principle, but also involve a transfer of information. These games involve matching corresponding pairs of cards or pictures, and may be played as a whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture.

5) Labeling games. These involve matching labels to items in a picture.

6) Exchanging games. The Players have certain articles, cards or idea which they wish to exchange for others. The aim of the game is to make an exchange which is satisfactory to both sides.

7) Exchanging and collecting games. The Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging articles or cards at random; or as a card game on the 'rummy' principle.

8) Board games and card games. These are familiar game types, where the aim to be the first round a board, or to collect the most cards, or to get rid of the cards first, or to build up a story. The cards and squares on the board are used as stimuli to provoke a communication exchange

9) Role-play games. The Players are given the name and some characteristics of a fictional character. These are not role-plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is 'closed'; once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

Based on the types of game, the game which is used in this research is charades game which is classified as a guessing game. Because it has the same goal in which the goal is to use guessing to discover some kind of information, such as a word or phrase.

2.3.2 Advantages of Games

The game can be media that will give many advantages for teacher and students either. According to Brewster and Girard (2002: 173), there are some advantages of using games in the classroom, such as:

1. Games add variety to the range of learning situations

2. Games change the pace of a lesson and help to keep pupils' motivation

3. Games 'lighten' more formal teaching and can help to renew pupils' energy

4. Games provide 'hidden' practice of specific language patterns, vocabulary and pronunciation

5. Games can help to improve attention span, concentration, memory, listening and reading skill

6. Pupils are encouraged to participate, shy learners can be motivated to speak

7. Games increase pupils communication which provide fluency practice and reduce the domination of the class by the teacher

8. It helps create a fun atmosphere and reduces the distance between teacher and pupils

9. Games can help reveal areas of weakness and the need for further language

10. Games can help to motivate and improve writing skill by providing a real audience context and purpose

2.4 Charades Game

2.4.1 Definition of Charades Game

Charades is one of the games that can be used in teaching vocabulary. It will help teachers in teaching English. According Kaduson and Schaefer (2003:217**):** "Charades is an excellent way to facilitate the emotional education of the students. It can be used as prevention for the emotional well-being of students experiencing emotional difficulties, or remediation for students who appear to be lagging in emotional development. This game requires the students to be in the spotlight and the center of attention for a few minutes, it is intrinsically motivating."

Besides, Teare (2006) in journal of Dhika Lomita Rafinggi (year 2014: 78) states that charades is a technique miming the individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiosity of students to find out the word. It means that the game use mime style that involves body movement and facial expressions are fun and encourage creativity to know meaning of the word. According to Harmer (2007:116), using mime, gesture, and expression to convey meaning are one of the specific ways that can help students to understand language. Thus, mime and gesture probably work best when they are used in teaching vocabulary.

From the statement above, it can be concluded that charades is a fun and creative game that 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.

2.4.2 Procedure of Using Charades Games

There are some steps in applying charades game according to some experts. According to Malley and Duff (2005:174), there are some steps in teaching vocabulary by using Charades:

Teacher will need to explain and then demonstrate how charades works, the idea is that individual (or group) has a word that they convey to others by miming and using sound 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 then fingers, ten point at your knees; if the word was *humourus,* you could star by laughing a lot, then point to yourself and other to shows us; if the word was *detestation*, you could make a face showing hate / disgust, then mime waiting for a train at a station.

1) When students have idea, divide them into groups of five. Give one word slip into one person in each group. This student then has to present to the word as quickly as possible to the other group members.

2) As soon as groups correctly guess the first word, give out a different slip to another member. Continue with the activity till everyone has had a turn.

3) Conduct whole-class feedback, inviting volunteers to present some of their words to everyone.

In addition, Vanita (2006: 65) states that the steps charades as follows:

1) The players divide into two teams

2) Each team in turn produces a "secret" word or phrase to be guessed by the other team, and writes it on a slip of paper. Rule vary as to which phrases are allowed; single words may be restricted to nouns as found in dictionaries, while multi-word phrases usually are required to be common expressions for well-known concepts. Often the secret phrases allowed are confined to titles of books, songs, or movies.

3) The slip of paper with the secret phrase is revealed to one member of the other team, the "actor", but kept secret from the remainder of the other team, the "guessers"

4) The actor then has a limited period of time in which to convey the secret phrase to guessers by pantomime.

5) The actor may not make any sounds or lip movements. In some circles, even clapping is prohibited, while in others, the player may make any sound other than speaking or whistling a recognizable tune.

6) The actor cannot point out at any of the objects present in the scene, if by doing so they are helping their teammates

7) Most commonly, the actor is allowed to make any gestures other than blatantly spelling out the word. In more stringent sets of rules, indicating anything about the form of phrase is prohibited, even the number of words, so that only the meaning may be acted out.

8) The guessers attempt to guess the word or phrase based on the actor's performance. They can ask questions, to which the actor may give non-verbal responses, such as nodding in affirmation. If any of the guessers says the correct word or phrase within the time limit in the literal form as written on the slip, their team wins that round; if the phrase is not guessed when the time expires, the team that produced the secret phrase wins the round.

9) The teams alternate until each team member has had an opportunity to be the actor.

According to Dayton (1990) in journal of Dhika Lomita Rafinggi (year 2014:80) the steps in teaching vocabulary by using charades game as follows:

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 players working together in two, three or four miming a situation or an activity while the other guess.

3) You can have players working together in two, three or four miming a situation or an activity while the others guess.

Based on three experts above, the researcher tries to modify the procedure of charades game as follows:

1) Teacher divides the students into some groups. One of them to be an actor that mimes a word without saying anything and the other tries to guess.

2) The teacher explains the rules and demonstrates how charades game works.

3) Teacher prepares some chosen vocabulary words or phrases from one text on note cards

4) The teacher finds one student in each group to select one of cards provided by the teacher. The card contains vocabulary and the meaning.

5) The student as the one player acts out the meaning of the word on card such as describing a certain activity such as washing, cutting, folding, and so on in a limited period of time.

6) The other students try to guess what the acting player is doing. Each group has a chance to guess the word.

7) If any of the guessers says the correct word or phrase within the time limit in the literal form as written on the slip, their team wins that round; if the word or phrase is not guessed when the time expires, the team that mimes the word has a chance to guess the secret word and if the team guesses the correct word, so the team wins that round. The point of each group will be collected, and the group with the most point is the winner.

In conclusion, teaching vocabulary by using Charades can be modified based on the level of students but the purpose are same to increase students' vocabulary well. Using Charades should be suitable with the materials and

level of the students. Because by using the procedure, the student can be easy in learning vocabulary.

2.4.3 Advantages and Disadvantages of Charades Game

Every game has advantages and disadvantage. Charades gives the advantages and disadvantage in learning vocabulary based on the analysis of the researcher. The advantages are:

1) Make the students work in group and know the feeling of teamwork.

2) Make the students to provide their own guessing, because everyone is curious when one player acts out the word.

3) Increasing students' confidence in acting the words.

4) Help the students to manage their emotions. They should not be nervous when act out the words.

5) Increase the students' vocabulary mastery especially in verb.

6) It can increase students' enthusiastic, because students will work hard to act out and guess the right answer in order to win the game.

7) It overcomes students' boredom in learning vocabulary because classroom activity is more interesting and fun.

8) Decrease the number of students who are lazy in the classroom.

Disadvantage of Charades are:

1) The class will be rather noisy, because the student tries to guess the word by shouting in the class when this game is applied.

2) It takes a long time during the process because many groups in the class.

2.5 Previous Research

There are some relevant researchers related to this study which can be

considered as the references of this research. The writer takes three previous researches from journal. The first study was conducted by Nur Rohmah Hidayati (2014), entitled *"The Use of Charades Game to Teach Vocabulary (An Experimental Study of the Seventh Grade of MTs. Miftahul Khoirot Branjang in the Academic Year of 2014/2015).* She used charades game to teach vocabulary in the seventh grade of MTs Miftahul Khoirot Branjang in the academic year of 2014/2015. After the research finished, she found that in the pre-test, the average score of experimental group is 59.70 and average score of control group is 57.63. Then, the experimental group is taught by using charades game whereas the control group is taught by using conventional method. The result from post-tests shows that the average score of experimental group is 87.26 whereas the average score of 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 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. The second previous research was conducted by Yuriza (2014) entitled *"The Effect of Using Adverb Charades Game Toward Speaking Interest of the First Year Students at SMP Negeri 20 Pekanbaru".* She used Charades game to teach speaking and there was significant difference between using and without using adverb charades game toward students' speaking interest of the first year at SMP Negeri 20 Pekanbaru by considering X calculated that was higher than X table in significance level of 5% and 1%.

It means that Ha is accepted and Ho is rejected. She said that teaching speaking by using Adverb Charades Game can increase the students' speaking interest and make the students interested in learning process. The third previous research was conducted by Kurnia (2015) entitled *"Improving Students' Speaking Skill by Using Charades at first Grade of MTs Pelita Gedongtataan in the Academic Year of 2015/2016"*. Kurnia used Charades to teach speaking. She said that there was an improvement on the students' speaking, 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 – Kriteria Ketuntasan Minimal (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, so the criteria of success was achieved. Furthermore, the result of observation showed in cycle 1 there was 42.85% and then improved into 62.85% in cycle 2. So, the observation results showed that the students were motivated to be more active and enthusiastic in the teaching-learning process during the implementation of charades game.

The similarity between their research and this research is that the research focuses on vocabulary mastery by using charade game and achievement. But the differences between their research and this research are the first researcher uses charades game in teaching vocabulary especially in noun. The second researcher uses charades game in teaching speaking especially in adverb. The

third researcher uses charades game to see the improvement on students speaking skill. While in this research focuses on students' achievement on vocabulary mastery especially in verb. The other differences are they held the research in different grade from this research. Their researches are held for the first grade students in Junior High School, while in this research the researcher decides to conduct a research to teach vocabulary in eighth grade students of Junior High School 37 Medan.
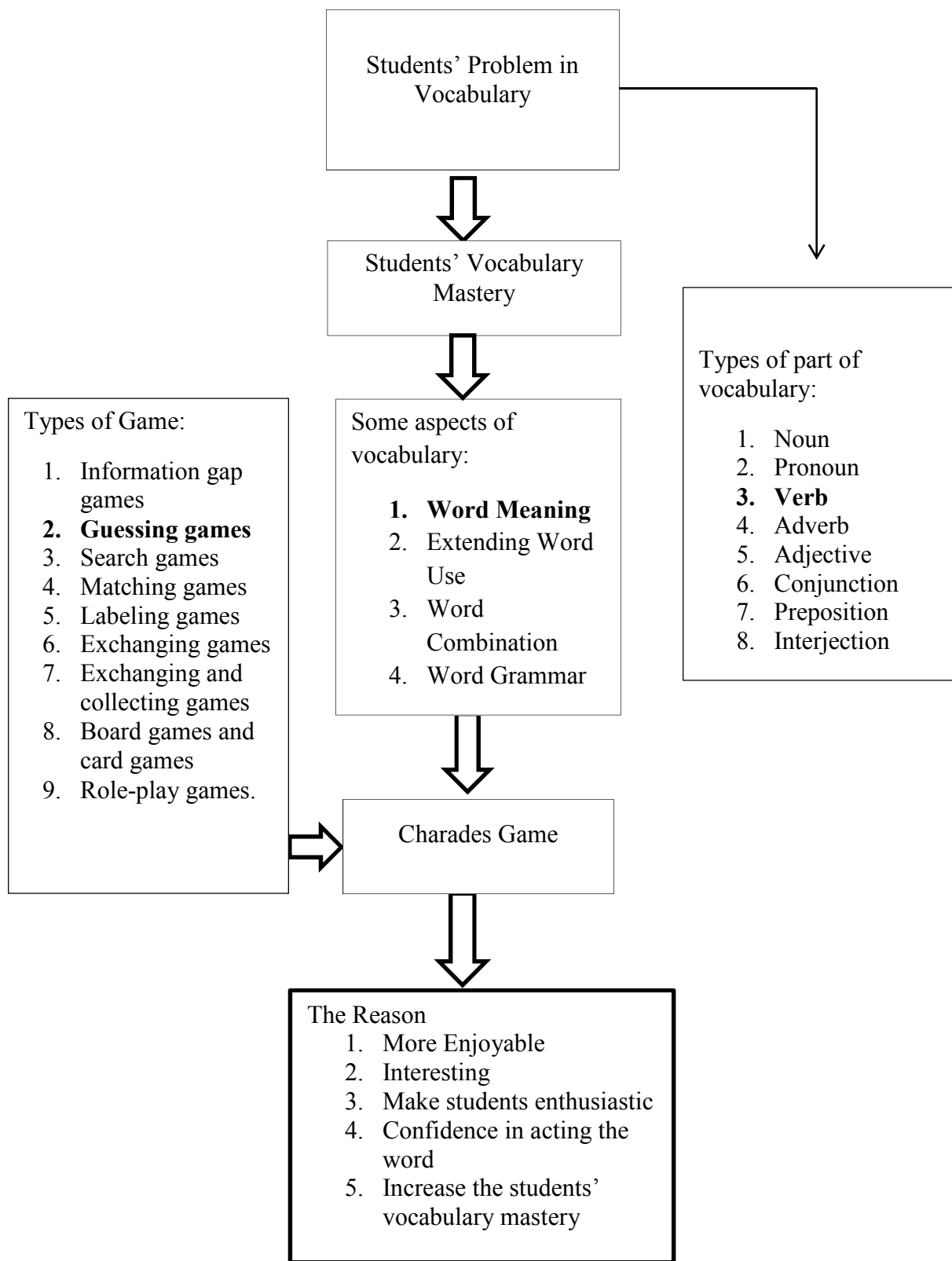
2.6 Conceptual Framework

Vocabulary is the collection of words that an individual knows. According to Richard and Renandya (2002: 255) say that vocabulary is a core component of language proficiency and provides much of the basis for how learners listen, speak, read and write. David Wilkins in Thornbury (2002:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It has to be realized that the student's ability to listen, to speak, to read and to write, is conditioned by their vocabulary. This shows that people will not do anything in communication if they do not know the words or vocabulary. From the statement above, it is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Charades is one of the games that can be used in teaching vocabulary. It will help teachers in teaching English. According Kaduson and Schaefer (2003:217): "Charades is an excellent way to facilitate the emotional education of the students. It can be used as prevention for the emotional well-being of students experiencing emotional difficulties, or remediation for students who appear to be lagging in emotional development.

Besides, Teare (2006) in journal of Dhika Lomita Rafinggi (year 2014Y: 78) states that charades is a technique miming the individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiosity of students to find out the word. It means that the game use mime style that involves body movement and facial expressions are fun and encourage creativity to know meaning of the word.

```
                    ┌─────────────────────────┐
                    │  Students' Problem in   │────────────┐
                    │     Vocabulary          │            │
                    └─────────────────────────┘            │
                              ⇓                            │
                    ┌─────────────────────────┐            ⇓
                    │  Students' Vocabulary   │
                    │       Mastery           │
                    └─────────────────────────┘
```

Types of Game:

1. Information gap games
2. **Guessing games**
3. Search games
4. Matching games
5. Labeling games
6. Exchanging games
7. Exchanging and collecting games
8. Board games and card games
9. Role-play games.

Some aspects of vocabulary:

1. **Word Meaning**
2. Extending Word Use
3. Word Combination
4. Word Grammar

Types of part of vocabulary:

1. Noun
2. Pronoun
3. **Verb**
4. Adverb
5. Adjective
6. Conjunction
7. Preposition
8. Interjection

Charades Game

The Reason
1. More Enjoyable
2. Interesting
3. Make students enthusiastic
4. Confidence in acting the word
5. Increase the students' vocabulary mastery

Figures 2.1 Conceptual Framework of "The effect of Charades Game on Students' Vocabulary Mastery

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study was conducted by applying experimental quantitative research, which consists of pre-test, treatment and post-test in order to know the effect of using charades game on students vocabulary mastery at eighth grade students of Junior High School 37 Medan. In conducting the experimental research, the sample was divided into two groups namely, experimental group and control group. The experimental group is a group that receives a treatment by using charades game, while control group is a group that receives a treatment without charades game or by using conventional method. For both of groups the writer was given pre-test, after pre-test finished, the writer also gave treatment to both of the class. After applying the treatment, the writer gave post-test to both of class experimental group and control group.

Table 3.1.1
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental group VIII-1	✓	Using Charades Game	✓
Control group VIII-2	✓	Without Charades Game	✓

3.2 The Population and Sample

3.2.1 Population

Arikunto (2010:232) states that population is a set or collection of all

elements processing or more attributes processing. Based on the statement the writer concludes that population is a number of people that have characteristic and become subject of the research. So, the writer was taken the eighth grade students of Junior High School 37 Medan as the population. There are eight classes of eighth grade students namely VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H. Each class consists of 20 students. So the total number of eighth grade students of Junior High School 37 Medan is about 160 students.

3.2.2 Sample

According to Arikunto (2010:232), sample is some or representative of the research. Based on explanation, sample is more important because sample is a subgroup of this research. So, the writer was taken the sample from class VIII-A and VIII-B. It was about 40 students from the population of eighth grade students. The students were classified into two classes. Experimental class was 20 students from VIII-A and control class was 20 students from VIII-B.

3.3 The Instrument of Collecting Data

The research instrument is a tool to get data that used by the writer. In this study the writer used a test to get the data about vocabulary mastery. The data was collected by giving a multiple choice test which consists of 10 items and matching items test which consist of 20 items to both the experimental and control class in the pre-test and post-test. The technique of collecting data has an important role in concluding any kinds of research in order that the result of the study is availed. The time given is 30 minutes. Then, the writer collected the students answer sheet as the data to be analyzed by the writer.

3.4 Procedure of Collecting Data

In this study, the writer used quantitative research design and the technique that the writer used to get the data as follows:

Pre-test:

Pre-test is conducted to know the students' vocabulary mastery before the treatment. It was done in control group and experimental group to find out the students' quality before treatment. The experimental group and the control group was given the same pre-test. The writer gave the test from a recount text which contains 10 items questions of a multiple choice and 20 items questions of matching items test.

Treatment

The treatment was conducted after administered pre-test. Control group and experimental group were given treatment by the same topic. The control group was taught without charades games and the experimental group was taught by charades game.

Table 3.4.1
Teaching Procedure for the Experimental Class and Control Group

Experimental Group (X DPIB 1) by using Charade Game	Control Group (X DPIB 2) by using conventional method
1. Teacher greets and checks the students' attendance list 2. Teacher gives brainstorming to the students already to study 3. Teacher ensures that the students already to study 4. Teacher divides students into some groups 5. Teacher explains what task will be done for the group work 6. The teacher distributes recount text for students 7. Teacher prepares some chosen vocabulary words or phrases from one text on note cards 8. Teacher gives some chosen	1. Teacher greets and checks the students' attendance list 2. Teacher prepares the material 3. Teacher asks students to read a recount text written in English 4. Teacher asks students to find some difficult words in the form of verb from the text and asks them to find the meaning 5. Teacher asks students to read the meaning of the words. 6. Teacher asks students to answer the question/test 7. Teacher monitors all students' work.

vocabulary to each group. 9. Teacher asks them to read the recount text and find the meanings of words that are prepared by teacher. The teacher provides 15 minutes to do the task. 10. Teacher asks each group to mention 4 to 5 different words orally per group. While the students mention the words, teacher writes the words on the board. She also asks the meaning of the words which they have been mentioned. 11. After all the words are found, the teacher reads the words loudly and asks the students to repeat after her 12. Before doing the game. The teacher explained some procedure of Charades game or the rules of the game 13. The teacher gives an example to do the game. 14. Teacher places some chosen vocabulary into a box. 15. Teacher calls one of students from one of groups to come forward and chooses one of 20 cards then act it by limited time. 16. The other students in different group should guess the word that has been acted individually by raising his/her hand first 17. After the word can be guessed, then proceed with the other group to act the words.	

Post-Test

The writer gave post-test to the students after treatments had already done by using Charades game in experimental group and control group without charades game. The writer gave the post-test with the same questions likes in pre-test to all students in two classes.

Finally after time was up the students collected the paper and the teacher checked the students' paper.

3.5 Validity and Reliability of the Test

There are two important concepts of language testing. They are validity and reliability.

3.5.1 Validity of the Test

Arikunto (2010:168) states the Validity is a measurement which shows the levels of the instruments validity. An instrument can be said valid if it can measure what is supposed to be measured. There are four types of validity. Namely, content validity, construct validity, and concurrent validity. This research will conduct with content validity. Content validity considers whether a test will the necessary and appropriate content to measure what is supposed to. So, in this case the validity of the test is to know whether the test really measures the students' vocabulary or not.

Table 3.5.1.1 The Table of the Test Specification

	Content	Items	Kind of Test	Score
V E R B	Selective Word (Denotation)	20	Matching test	80
	Synonym	5	Multiple Choice Completion	10
	Antonym	5	Multiple Choice Completion	10
	Total	30		100

3.5.2 Reliability of the Test

Arikunto (2010:178) says that reliability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answers. If the data appropriate to the

fact, the result would be the same although it was exercises many times. It means that reliability refers to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula of Kuder Richardson (KR_{21}) in Arikunto (2010:283-240) as following:

$$R = \frac{K}{(K-1)}\left[1 - \left(\frac{M-(-M)}{K\,(S)^2}\right)\right]$$

Where:

R   : Reliability of Instrument

K   : The number of items in the test

M   : The mean of the test score

S   : Standard deviation of the test score.

The calculation shows that the reliability of instrument of the test was R=

0.0-0.20   = the reliability is very low

0.20-0.40   = the reliability is low

0.40-0.60   = the reliability is fair

0.60-0.80   = the reliability is high

0.80-1.0   = the reliability is very high

3.6 The Technique of Analysis Data

After teaching vocabulary by applying Charades game the writer used a statistical to analyze data. In order to find out the result of the test whether it is statistically significant, the writer applied t-test.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Where:

t   = the effect

Mx   = mean of experimental group

My   = mean of control group

dx^2 = the deviation score of experimental group

dy^2 = the deviation score of control group

Nx   = the sample of experimental group

Ny   = the sample of control group

3.7 The Procedure of Analyzing Data

The procedure of analyzing data was done as following:

1. Find out the mean score of each group by using:

$$M== \frac{\Sigma d}{N}$$

Where:

M   = mean

Σd = total score

N   = sum of the students

2. Tabulating the data for control group and experimental group

3. Comparing the score of pre-test and post-test by using t-test

4. Conclude the findings and answer the hypothesis

5. Write the findings

3.8 Testing Hypothesis

The writer used this formula to test hypothesis:

H_a : $M_z > M_y$

H_o : $M_z > M_y$

Where:

H_o = null hypothesis

Ha = alternative hypothesis

M_z = the mean score taught by charades game

M_y = the mean score taught without charades game