

**THE EFFECTIVENESS OF CHARADES GAME ON TEACHING
VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP
NUSA PRIMA LAMASI**

A Thesis

*Submitted to the English Language of SI Tarbiyah and Teacher Training Faculty of State Islamic
Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education*



IAIN PALOPO

Submitted by

FITRI

16.0202.0140

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**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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Advisor:

1. Madehang, S.Ag., M.Pd.
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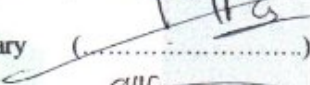

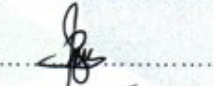


**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

THESIS APPROVAL

This thesis, entitled "The Effectiveness of Charades game Game on Teaching Vocabulary at The Seventh Grade Students of SMP Nusa Prima Lamasi" written by Fitri, Reg. Number 16 0202, 0140, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Friday February 5th 2021 M, coincided with Jumadil Akhir 23rd 1442 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

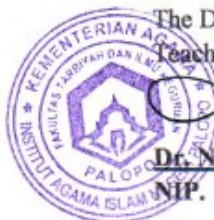
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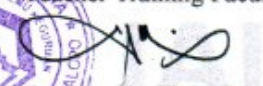
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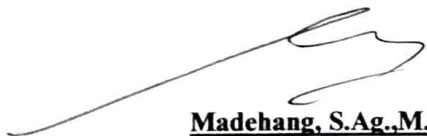
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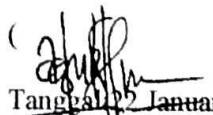


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HALAMAN TIM PERSETUJUAN PENGUJI

Skripsi berjudul *The Effectiveness of Charades Game on Teaching Vocabulary at the Seventh Grade Students of SMP Nusa Prima Lamasi* yang ditulis oleh Fitri Nomor Induk Mahasiswa (NIM) 16 0202 0140, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Jumat, tanggal 25 Desember 2020 bertepatan dengan 10 Jumadil Awal 1442 hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang munaqasyah.

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Demikian pernyataan ini di buat untuk di pergunakan sebagaimana mestinya.

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Palopo, 24 September 2020



The researcher



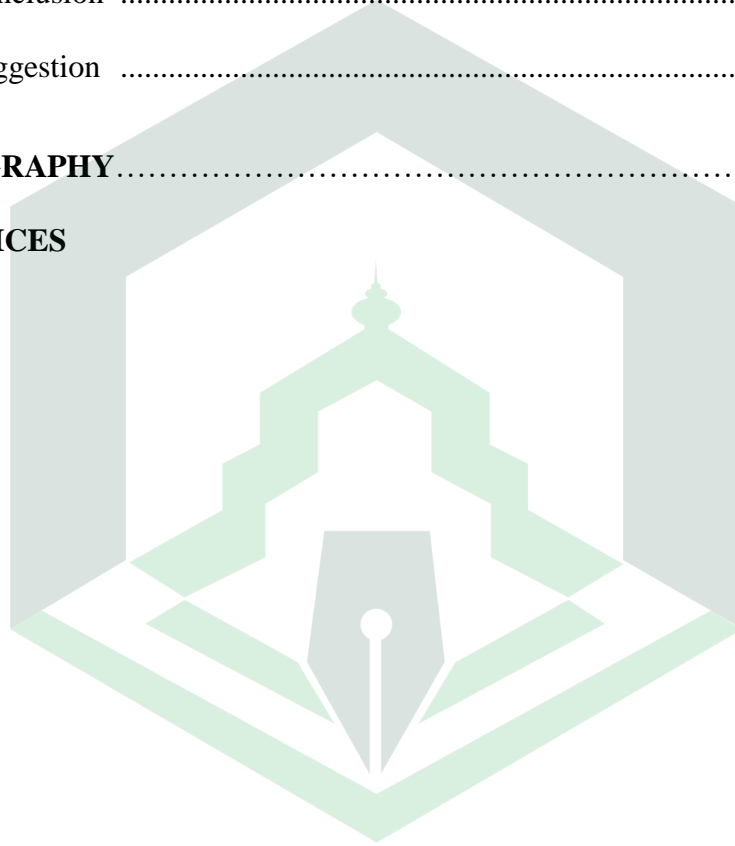
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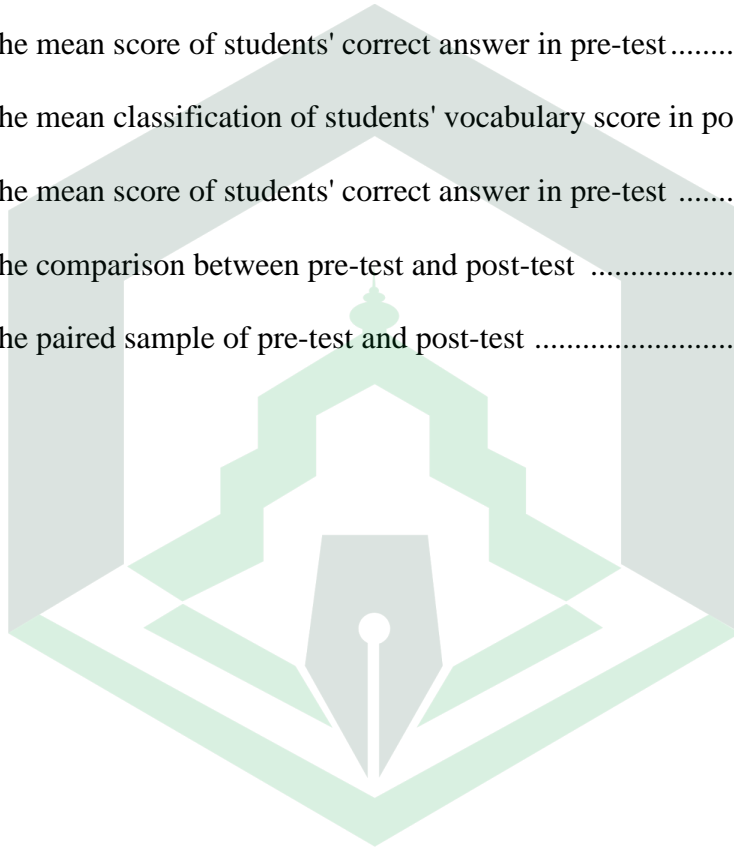
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ABSTRACT

Fitri, 2020, "The Effectiveness of Charades Game on Teaching Vocabulary at the Seventh-Grade Students of SMP Nusa Prima Lamasi". Thesis. English Education Study Program of Tarbiyah and Teachers Training Faculty of the State Islamic Institute of Palopo. Supervised by (1) Madehang, S.Ag., M.Pd and (2) Andi Tenrisanna Syam, S.Pd., M.Pd.

Keywords: Vocabulary, Charades Game, Pre-experimental Method.

The researcher focuses on the use of the Charades game to improve students' vocabulary in the seventh grade of SMP Nusa Prima Lamasi. The research question of this research, namely "Is the use of Charades game effective to improve students' vocabulary achievement of the seventh-grade students of SMP Nusa Prima Lamas?" The objective of the research is: to find out whether the use of Charades game is effective to improve vocabulary achievement of the seventh-grade students of SMP Nusa Prima Lamasi. The researcher applied pre-experimental. The population of this research was all of the seventh-grade students of SMP Nusa Prima Lamasi. The sample consisted of 12 students. In collecting the data, the researcher conducted pre-test and post-test, which consisting of 20 multiple-choice items. In analyzing the data, the researcher used SPSS 22. Based on findings and discussions of this research, the researcher found that the students' result of the mean score in the pre-test was lowest than the mean score in the post-test ($53.75 < 66.25$). Besides, ρ Value (0.01) was lower than the alpha (0.05), therefore $\rho < \alpha$ ($0.01 < 0.05$). The researcher concludes that the use of Charades Game can improve the students' vocabulary achievement.

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is part of the teaching of languages that both native and non-native speakers need to continue to grow and improve after grammar and pronunciation. As a foreign language, learning vocabulary seems easy, but it seems difficult for some students to memorize. Students also seem to feel bored learning English in class. Besides that, the teacher teaches vocabulary by repeating the word and uses the same technique in each meeting. Therefore, students feel bored during the learning process and are not enthusiastic about taking vocabulary classes. Without adequate vocabulary, they are going to find it hard to understand what they are listening to and reading, as well as to express their goal of communication. On the other hand, if they have a lot of vocabulary, they can expand their ability in English since a great number of words are needed for real language use.

Vocabulary is the most significant aspect of language learning, especially in learning English. Richard and Renandya said that vocabulary is a central aspect of language skills and offers a basis for students to listen, write, speak and read.¹ It means that without adequate vocabulary, a person will have difficulty learning 4 skills in English.

¹ Jack C. Ricard, and Willy A. Renandya, *Methodology In Language Teaching* (New York: Cambridge University Press, 2002) p.255

To teach students to learn English vocabulary, a teacher often find some kind of problem; the students still lack vocabulary because the students not careless about the words when the students pronounce, the students memorize without understanding the meaning, students low interest in learning English, because there is a difference in the character of students, the teacher has tried diligently to use instructional strategies or learning methods that help students improve their vocabulary.

Based on observation and interview researcher with Mr. Kevin Korner Alex, S.Pd as one of the English teachers at SMP Nusa Prima Lamasi, the researcher found several problems, firstly students who have difficulty in learning because the students lack vocabulary mastery. Secondly, students got difficulty in remembering words that have been learned. Thirdly, when the learning process is underway, students are less participation in-class activities, when the teacher discusses the lesson, they are less attentive. Because the teacher just used the lecture method.²

However, the researcher decides to find out an exciting way of teaching vocabulary. Many experts have contributed to learning development strategies and media to facilitate the teaching of English to enhance students' desire to learn. As a result, various strategies and media for teaching English have been implemented in every level of education. One of the teaching strategies that will enable learners to learn English is to use an appropriate game. We can use a Charades game. Game of

² Kevin Korner Alex, Interview by Fitri. *Students' ability in English subject* Luwu, Sulawesi Selatan, (August 10, 2020).

Charades is a type of game in which words are expressed in the form of facial expression or movements of the body (pantomime). The idea is to use physical language to convey meaning. Physical language, such as gestures can facilitate communication, understanding, and student participation.

Teare (2006) in Hidayati (2015) stated: Charades is a technique that mimics a word's individual parts. Charades game uses a gesture, includes students in physical activity, and triggers the interest of students to find out the word.³ This game uses unique approaches to describe a word, as learners prefer to learn by directly interacting, and this game causes the feelings of learners to guess a word through their gestures. It helps students identify the meaning of the word or remember it.

Rafinggi (2013) Charades is deemed to be used to increase the vocabulary of students. Students will be easier to remember the word because they will remember how they act the word, how their friends act. It makes some sense to be remembered easily .in addition; Charades helps students learn to express their feeling and understand the feelings of others.⁴ Fausi Bafadal et al. (2018) Charades game is very suitable for teaching English vocabulary to students because this game makes it easier for students to learn new words. This game is practical and easy to practice in class, allowing students to enjoy the learning process and quickly memorize new

³ Nur Rohmah Hidayati, "The Use of Charades Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs.Miftahul Khoirot Branjang in the Academic Year of 2014/2015)." *ELT Forum: Journal of English Language Teaching*, No. 1 (University of Semarang, 2016).

⁴ Dita Lomita Rafinggi, *Teaching vocabulary by using charades technique for young learner* (University of STKIP PGRI West Sumatra, 2016).

vocabulary.⁵

Considering the explanation above, the researcher was interested in carrying out research entitled "The Effectiveness of Using Charades Game on Vocabulary Achievement at the Seventh Grade of SMP Nusa Prima Lamasi."

B. Research Question

Based on the background above, the researcher formulates the research questions as follows:

Is the use of Charades game effective to improve vocabulary achievement of the seventh-grade students of SMP Nusa Prima Lamasi?

C. The objective of the research

The objective of the research is to determine whether the use of charades game effectively improves vocabulary achievement at the seventh-grade students of SMP Nusa Prima Lamasi.

D. The Significance of the Research

The outcome of this research is supposed to be useful theoretically, and practically. Theoretically, it is intended to enrich the teaching theory of English vocabulary. Practically, this analysis is helpful for:

⁵ Fausi Bafadal, Humaira and Nurmasita "The Use of Charades Games in Teaching Vocabulary to the Junior High School Students." *Journal of English Language Teaching and Linguistics*, 11 No. 2 (University of Muhammadiyah Mataram, 2018)

1. For the teacher: to give the contribution to the English teacher in exploring their teaching strategies of English, particularly in teaching vocabulary
2. For the students: students are expected to be able to increase learning motivation and vocabulary mastery.
3. For the researcher: it may be a reference for the researcher as a contribution to improving the vocabulary of students.

E. Scope of the Research

In this research, the researcher focused on increasing students' vocabulary achievement through the charades game. By discipline, the research is under applied English Language Teaching. By content, the researcher focused on content words (noun and adjective).

F. Operational Definition of Terms

1. Vocabulary

In language teaching and learning, vocabulary plays an important role. A vocabulary is a collection of terms in the English that a person knows and uses to convey ideas, emotions, and information to others.

2. Charades Game

Charades is a type of game in which words are expressed in form of facial expression or movements of the body (pantomime). The concept is to convey meaning using physical language. The physical language presented in the form of pantomime and gesture will facilitate learners to communicate, understand and

engage. The enthusiasm resulting from playing charades game can drive lesson content and lesson delivery simultaneously.



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CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Research

The researcher takes some reviews of related literature from another thesis some researcher has researched the use of charades game in teaching English vocabulary. The results of the research are:

Hayan Ayu Nur Cahyani, (2016) *Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at Second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016)*, this study uses collaborative classroom action research that implies that the researcher, as a teacher, worked collaboratively with the other researcher in the class. The sample of this study is 32 students of class 8C MTs Assyafi'iyah Gondang Tulungagung, consist of 17 male students and 15 female students, the researcher used qualitative and quantitative data in the data collection, and the results of this study have shown that the vocabulary of students has increased.

The difference between this research and Cahyani's research is that this research uses experimental research while the Cahyani research uses classroom action research and the sample of Cahyani's was 32 students while this research sample is 12 students. Besides that, Cahyani's research instrument uses observation, test, and

documentation, while this research instrument uses a vocabulary test.⁶

Nur Rohma Hidayati (2015) *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 2015/2015)*, the objectives of the study are: To compare the learning outcomes of teaching vocabulary using Charades games with teaching vocabulary using conventional methods for describes the effectiveness of using Charade games to teach vocabulary. The research is conducted using a quasi-experimental design. The population is all the seventh-grade of the MTs. Miftahul Khorot Branjang. The researcher chooses 54 students from two classes as the sample. The results of this study showed that the vocabulary of the students increased.

The difference of this research with Nur Rohma Hidayati's research is that the research used the quasi-experimental while this research used the pre-experimental, and the sample of Hidayati's research was 54 students while this research sample is 12 students.⁷

Ami Rahma Dania (2016). *The Effectiveness of Using Charades game towards students' vocabulary mastery (A Quasi-Experimental Study at the Seventh Grade Students of MTS Al- Ihsan Pamulang in Academic Year 2015/2016)* in this study, the research design used a quasi-experimental design. The study was conducted in two research classes, experimental and controlled. The subject of this

⁶ Hayan Ayu Nur Cahyani, *Improving Students' Vocabulary Mastery by Using Charades (A Classroom Action Research at Second Grade of MTs Assyafi'iyah Gondang Tulungagung in the Academic Year of 2015/2016)*

⁷ Nur Rohma Hidayati, *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)* (University of Semarang, 2015)

study was the seventh-grade students and the samples of these research 80 students. In this research, the instrument used was a test. Researchers provide multiple-choice tests on the pre-test and post-test. Data collection techniques using quantitative data with t-test, the results of this study have shown that the use of Charades games in teaching vocabulary has been affected.

The difference of this research with Ami Rahma Dania's research is that the research used the quasi-experimental method while this research used pre-experimental research and the sample of Dania's research was 80 students while this research sample is 12 students.⁸

B. Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the language elements needed in English. Vocabulary encourages the speaker to express ideas, emotions and information to others. Vocabulary is a very important aspect of language, as it impacts the other four English abilities. For the acquisition of languages, whether first, second or international, the value of vocabulary learning is central.

Jack Richard and Renandya (2002) stated that vocabulary is a vital aspect of language skills and offers much of the basis for learners to speak, listen, read, and

⁸Ami Rahma Dania, *The Effectiveness of Using charades game towards students' vocabulary mastery (A Quasi-Experimental Study at the Seventh Grade Students of MTS Al- Ihsan Pamulang in Academic Year 2015/2016)* (University of Syarif Hidayatullah Jakarta, 2016)

write well.⁹ The main thing that is needed to learn English is to learn vocabulary, and we can learn language skills quicker with vocabulary to fulfil the purpose of teaching language in word order.

Averil (2006) stated that a main part of the language is vocabulary. The more vocabulary students understand and can use, the more they can communicate in a broad range of condition.¹⁰ Suyanto (2010) stated that Vocabulary is the words that belong to the language and offer meaning if we use the language.¹¹ Vocabulary is a significant factor in language learning. Mastery of good vocabulary will form good foreign language skills as well. Otherwise, if we are deficient in the vocabulary we will face many problems. From some of the definitions above, Vocabulary is a collection of words in a language that people know and use.

2. Types of Vocabulary

There are two types of vocabulary according to Finocciaro (1974: 73) in Rohma (2011) namely:

- a. Active vocabulary is a collection of words that students know, which can be pronounced correctly and which can be used well in speech and writing.

⁹ Jack C Richard and Willy A Renandya, *Methodology in language teaching* (New York: Cambridge press, 2002), p.255

¹⁰ Averil Coxhead, *Essentials of Teaching Academic Vocabulary* (USA: Houghton Mifflin Company, 2006)

¹¹ Suyanto, *English for young learners* (Jakarta: PT. Bumi Aksara, 2010) p.43

- b. Passive vocabulary is words that students can recognize and understand when reading or listening to someone who speaks, but when speaking or writing, they do not use these words.¹²

Jhon Read (2000) argues that there are two types of vocabulary namely: active and passive vocabulary. Active vocabulary (productive) is used in speaking or writing and consists of words that appear instantly in the mind of a person when he or she wants to construct a spoken or written expression. Meanwhile, passive vocabulary (receptive) is a word which a learner knows but does not use, a learner understands it when they hear or read.¹³

3. The Importance of Vocabulary

Vocabulary must be an essential element in teaching and learning of languages, especially in English, because words are essential for communication. Someone who has a limited vocabulary will find it difficult to communicate with others. In reality, vocabulary can help a person learn four English skills.

Thornbury (2002:14) states that vocabulary is a large collection of words. He adds that it is essential to learn vocabulary to enrich someone's knowledge of words.¹⁴ This means that the success of students in learning a language depends on the development and improvement of their vocabulary.

Cameron (2001:72) states that building vocabulary is very useful for

¹² Nur Rohma, *The use of internet picture Dictionary as Media in Teaching Vocabulary (An Action Research of the Fourth Grade Students of SDN 4 Purwodadi Grobongan in the Academic Year 2010/2011)* (University of Semarang, 2011)

¹³ John Read, *Assessing Vocabulary* (Cambridge UK: Cambridge University Press, 2000) p. 154.

¹⁴ Scoot Thornbury, *How to Teach Vocabulary* (England: Person Education Limited, 2002)

developing language skills.¹⁵ The development of vocabulary involves understanding the meaning of words and learning how to use them. Students can also expand their mastery of vocabulary by using vocabulary building.

Vocabulary is one of the critical aspects of English mastery. Students will have the opportunity to develop their knowledge of English by mastering it. A vocabulary is a group of words that a person uses in making structured sentences to express their views, thoughts, and even ideas in society.

Students need to learn vocabulary in order to develop their own language. Because, vocabulary is a fundamental language ability that enables learners to listen, speak, read, and write. If the vocabulary of the students is very poor, it will be difficult for them to know the material of the teacher.

4. Teaching Vocabulary

Vocabulary plays an important role in English. Vocabulary becomes essential for mastering the other four language skills. Vocabulary is therefore a fundamental ability that needs to be taught. The most important thing about language learning is to master the vocabulary because the more vocabulary you know, the greater the ability to comprehend the language. This statement appropriate with the Al-Qur'an, Allah said:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
 أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

¹⁵ Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001)

And He taught Adam the names (things) entirely, then conveyed them to the Angels and then said: "Mention to me the names of those things if you are really true people!"(Al baqarah: 31)

From the surah, Allah advises us that in order for our language abilities to improve, we need to learn vocabulary. We can select the right words in a spoken or written language. A strong vocabulary is an essential aspect of successful language communication.

Vocabulary is the most important thing to improve if learners want to be successful in improving their skills. Vocabulary teaching is an activity in which the teacher teaches students vocabulary knowledge and how to use it in everyday life. Thornbury (2002) states that teaching words are a key element of language learning because language is based on words, when students master vocabulary it will be easier for them to express ideas. Vocabulary and skills should be learned and practised.¹⁶

Schaefer (2002) states that good teaching of vocabulary can create a context in which students continuously use vocabulary in reading, listening, writing and speaking. Without adequate vocabulary, students are unable to communicate effectively, both verbally and in writing, to communicate their thoughts.¹⁷

¹⁶ Scot Thornbury, *How to Teach Vocabulary* (Harlow Essex: Pearson Education Limited, 2002)

¹⁷ Schaefer P. *The practice: Vocabulary Development* (The Education Alliance at Brown University, 2002)

C. Concept of Game

1. Definition of Game

Game is an activity that is fun, interesting, challenging, which allows students to play and interact with other people. Greenall (1990:6) stated that when an element of competition occurs between people or teams in a language activity, the word 'game' is used.¹⁸

Furthermore, Richards and Schmidt (2010:239) said that game is a structured activity that usually has four properties, namely a specific mission or purpose, a set of rules, player competition and player interaction can be written or spoken.¹⁹ In addition, Games are often used as a fluency exercise in the teaching of communicative languages.

From some of these opinions, the researcher can conclude that game is an activity that consists of competition which is fun and can be played individually or in the team and the communication between an individual or in a team can be done written and orally.

2. Type of game

Wright et al. (2006:4-5) assert that there are eight types of game. They are:²⁰

¹⁸ Greenall S, *Language Games and Activities* (Britain: Hulton Educational Publication Ltd. 1990)

¹⁹ Richard & Schmidt, *Longman Dictionary of Language Teaching* (Great Britain: Pearson Education Limite, 2010)

²⁰ Kevin Anrew Wright et al. *Games for language learning (3rd)* (New York: Cambridge University Press, 2006) p.4-5

a) Share and Care

Sharing and caring games include all games where, when share personal data/information with other students, the learner feels comfortable. Such games are an invitation rather than a challenge.

b) Move, Mine, Draw, Obey

In response to what has been read or learned from the text, students may do something non-verbally.

c) Identify: Discriminative, Guess, Speculate

In this type of game, the student is challenged to classify something that is hard to understand or hypothesize as to what is then compare it with evidence.

d) Describe

Students are challenged to illustrate something to other students, which can provide an objective subjective picture. Students can do something to convey their thoughts.

e) Connect: Group, Compare, and Match.

Students are challenged to objectively or subjectively connect, compare, match or group various pieces of information, likely images or texts. Use it to explain or to comment on.

f) Order

Students are asked to put different pieces of knowledge in order of continuity and meaning, or to put documents, photographs, objects, subjectively or objectively, in an evolutionary sequence.

g) Remember

The student wants to recall something and express what they have remembered afterwards.

h) Create

Students are challenged or asked to create a plot, poem, or use their imagination to generate some other kind of content.

3. Concept of Teaching and Learning by Game

Games are rules-based plays for enjoyable purposes.²¹ Games should be at the core of foreign language instruction. Developing communication skills should be the main objective of games. Games can be used for all levels of education and in some subjects to make learning new things easier for students. Games can be used as a means of teaching vocabulary because the game can make the atmosphere feel relaxed and pleasant. In learning, the atmosphere enhanced by games is shown to be effective. It is supported by Hadfield, he argue that games are fun, interesting and challenging activities, where students can play while learning and interacting. It is obvious that every activity is enjoyable and sometimes difficult and that students like to play and communicate with each other.²² This implies that the Games are an important part of teaching facilities, not just for the provision of language skills, but also for their therapeutic effects. This game can be used to create a fun and challenging learning environment for students to be excited about taking lessons.

²¹ Jill Hadfield, *Elementary Vocabulary Games* (England :Longman, 1998), p.4

²² Jill Hadfield, *Advanced Communicative Games* (Hongkong : Nelson House, 1987)

Using games in learning makes students feel they are not learning anything from the practice. The students become active learners through games. This is why some teachers are very pleased with the effect that using games can have on teaching a second language. The chosen game is very useful because it offers students the opportunity to improve their language skills. For both teachers and students, learning English vocabulary through games plays a significant role. Firstly, students have a great desire to learn English. Secondly, when learners learn to use games, students quickly accept English as a second language. Thirdly, teaching vocabulary using games would make it easier for a teacher to teach vocabulary.

From some of the opinions above, it can be inferred that if we use games in the teaching-learning process, they can produce a comfortable atmosphere. So, it can make it easier for learners to get the material.

D. Concept of Charades Game

1. Definition of Charades Game

Charades is a game that teachers can use in teaching vocabulary. Kaduson and Schaefer said that Charades is a great game for helping a student with emotional education. These games are used as an emotional treatment for children with emotional issues or to support children with emotional development that are lagging behind. This is inherently motivational because it helps the child to be the centre of attention for a few minutes in the play. Charades uses gestures and expressions of the face to express the word. Furthermore, Charades is a game in which individual parts of a

word are imitated.²³ This suggests that the game is played using a certain style (pantomime) to find out the meaning of a word.

Charades is a game in which players are usually divided into teams, members of which turn to act out an expression, phrase, title, etc. in pantomime, which must be guessed by their own team members.²⁴

Oxford Dictionary (2008: 68) in Demita Sari, Charades means a game in which players guess a word or phrase given for each syllable and the whole item from a written or acted clue.²⁵ Tate (2004) argues that charades use actions or feelings to act out words. While Glouberman (2003) argues that Charades is a game that uses facial expressions and body movements for communication.²⁶ From the definitions above we can get the conclusion that Charades is a game to find the meaning of words behind body language.

Charades game will encourage learners to understand the 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 know the meaning of the words played by the other students. This game uses an interesting method to interpret a word because the students have to guess a word by using their own thinking when the other doing

²³ Heidi Gerard Kaduson & Charles E Schaefer. *101 Favorite Play Therapy Techniques* (Estover: Library of Congress Cataloging in-Publication Data, 2003)

²⁴ [Http://dictionary.reference.com/browse/charades](http://dictionary.reference.com/browse/charades) accessed on Monday, February 30, 2020

²⁵ Demita Sari, the Effectiveness of Charades Game toward Students' Vocabulary Mastery at Fourth Grade of SD Unggulan Aisyiyah Bantul in the Academic Year of 2016/2017. *The 4th TEFL International Conference University of Ahmad Dahlan Yogyakarta*

²⁶ Glouberman, *How to Get Very Good Applying Charades* <http://www.room101games.com/charades/> accessed on Tuesday 3 March 2020

gestures to act the word. It makes the guessing game more interesting when one student has a different answer from the other student. It can cause the classroom more fun and make them are not bored. This game makes it easy for students to describe or recall the meaning of words using different approaches than normal.

2. Advantages and Disadvantages of Charades Game

Charades give some advantages in increasing vocabulary. According to Marty Layne states that this game having a mixed age team also has the advantage of helping a younger child learn how to act out words. This game learns how to use the vocabulary words using measures appropriate to the words that we speak. This helps students to define the word, and adjust the action with the spoken word.²⁷ Furthermore, Himmele states that this game takes them to activities of higher-level thinking. It is also a lot of fun when students are asked to do this in a group.²⁸ By using the game, students are encouraged to think that done in groups, It makes them more relaxed in the classroom and outside of conducting practices, and using this game will facilitate them to learn vocabulary.

The other advantages of using Charades as a game in teaching vocabulary are:

- a. Make the students work in a group and know the feeling of teamwork.
- b. Make the students provide their own guessing because everyone is curious when one player acts out the word.

²⁷ Marty Layne, *Learning At Home* (Canada: Sea Change Publication, 2007)

²⁸ Persida himmele & William himmele, *Total participation techniques* (Alexandria: Library of Congress Cataloging-in-Publication Data, 2011)

- c. Increasing students' activeness, either their activeness in acting the words or their activeness in guessing the words which are played.
- d. It is increasing students' confidence in acting the words.
- e. Help the students to manage their emotions. They should not be nervous when acting out the words.
- f. Classroom activity is more interesting and fun.
- g. Decrease the number of students who are lazy in the classroom.

The disadvantages of Charades are:

- a. The class is going to be a little noisy because students are competing to guess the right word.
- b. The process takes a long time because there are many groups in the class.

3. The Step of Using Charades to Teach Vocabulary

There are some measures in the implementation of Charades according to some experts, according to Ellery (2009:149). Some steps teach vocabulary using Charades Game.²⁹

- a. Write down the selected vocabulary from the text on the notecard, divide the students into several groups, give one vocabulary card to one person in each group, and acting out (role-playing or pantomiming) one player is acting on something unique, like pretending to be an animal or pretending to participate in an activity.

²⁹ Valerie Ellery, *Creating Strategic Readers* (New York: Library of Congress Cataloging-in-Publication Data, 2009)

- b. Have the students suggestion for what the word might be until the correct word is identified.
- c. Return to the text and show the students the words they have played.

The following steps to teach vocabulary through the use of the Charades game, according to Dayton in Rafinggi:

- a. A player performs something unique, such as pretending to be an animal or engaging in an action such as cooking, sweeping, chopping, etc.
- b. The other players try to guess who the acting players are working together in two, three, or four miming a situation or activity while the other guess.
- c. You can have players working together in two, three, or four mimings a situation or an activity while the others guess.

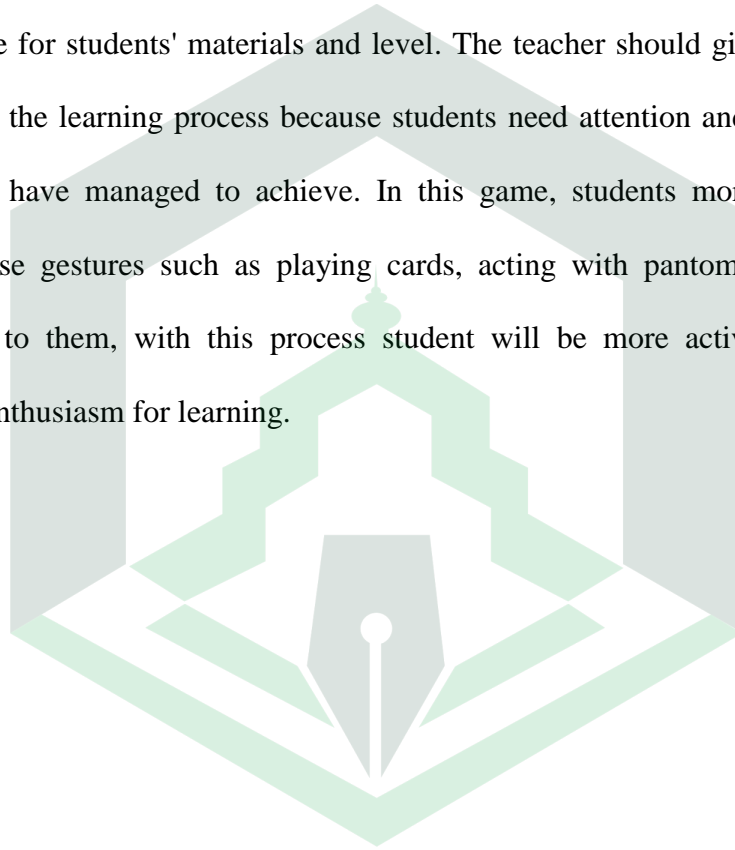
Based on the procedures referred to above, the researcher wants to practice the Charades game with the following procedures:

- a. Write new words on a card.
- b. The teacher explains the rules and demonstrates how a Charades Game works.
- c. The teacher divides the students into groups.
- d. The teacher gives them one vocabulary in 2 minutes to guess the word.
- e. Students ask the players (actors) who act out something specific to make it easier to guess what the player is doing.
- f. The team alternates until each team member has the opportunity to become an actor.
- g. The quickest one guessing the vocabulary correct collects a point for his or her

group.

- h. The group that can answer the most words will be the winner.

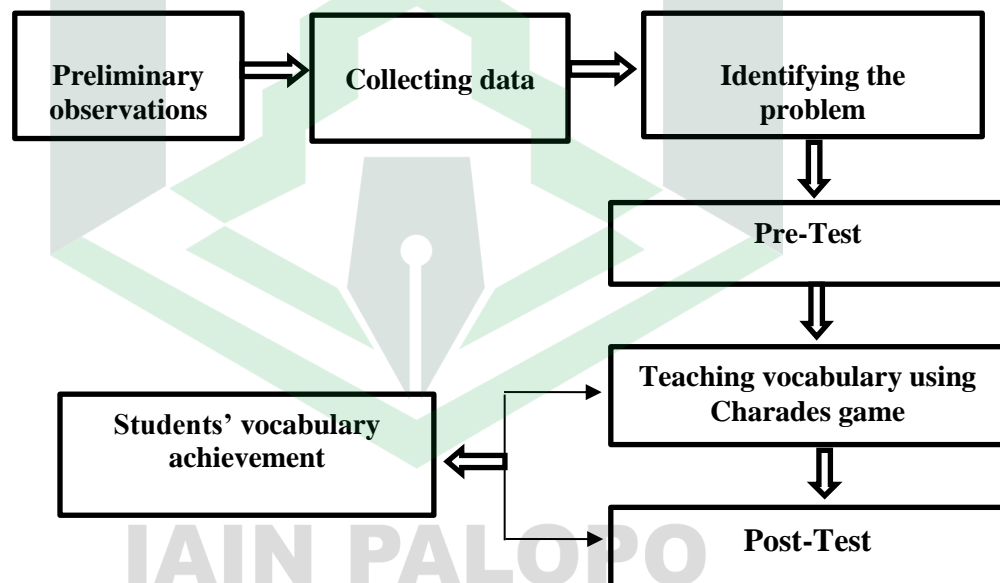
In conclusion, the use of this game can be modified as needed in teaching, but the goal is the same to improve students' vocabulary. The use of Charades should be appropriate for students' materials and level. The teacher should give more attention to them in the learning process because students need attention and appreciation for what they have managed to achieve. In this game, students more active because students use gestures such as playing cards, acting with pantomime interlocutors addressed to them, with this process student will be more active, and increases students' enthusiasm for learning.



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E. Theoretical Framework

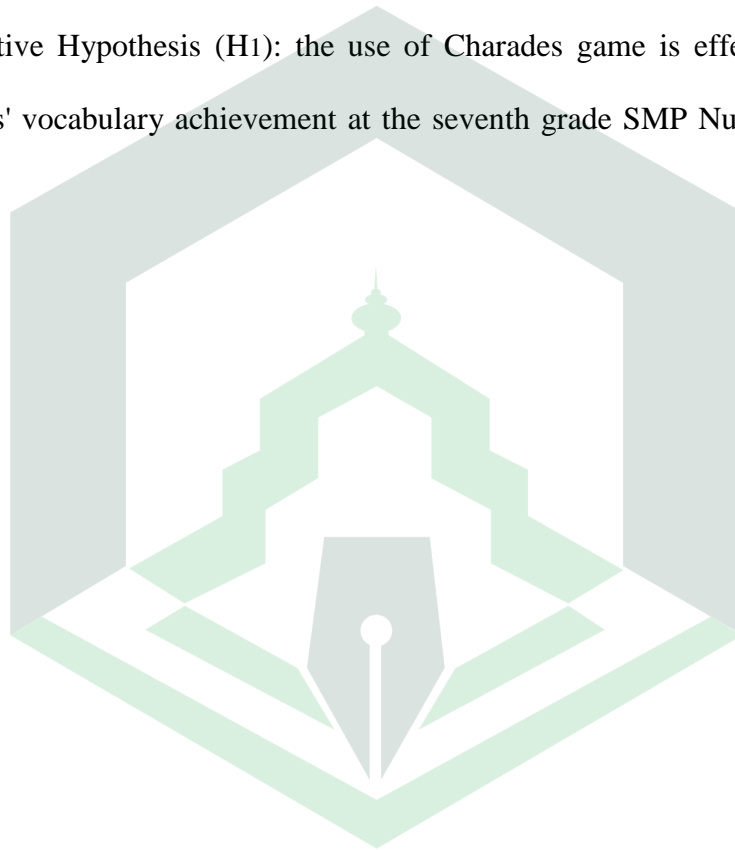
Before using the Charades game to teach students vocabulary, the researcher first made preliminary observations to gather information on the achievement of the students' vocabulary, after that identified the problem that occurred. Then, give students a pre-test. Furthermore, the researcher continued by providing treatment (teaching using Game Charades). Finally, the researcher provides a post-test to determine the students' vocabulary achievement.



F. Hypothesis

The hypothesis of this research was formulated as follow:

1. Null Hypothesis (H0): the use of Charades Game is not effective to improve students' vocabulary achievement at the seventh grade SMP Nusa Prima Lamasi.
2. Alternative Hypothesis (H1): the use of Charades game is effective to improve students' vocabulary achievement at the seventh grade SMP Nusa Prima Lamasi.



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CHAPTER III
RESEARCH METHODOLOGY

A. Design of the Research

This research used a pre-experimental. Cohen et al. (2005: 21) stated In experimental design, there are three stages of research procedures conducted by the researcher.³⁰ The first stage is signed as O1, which implies the value of the pre-test. The second stage is signed as X, which implies the teaching of treatment, and the last stage is signed as O2, which implies the value of the post-test. The researcher used the objective test as the tool of data collection. The objective test of this research consists of 20 items. The researcher gave the students the same test for pre-test and post-test.

The design of this research is described as follows:



Where:

O1: Pre-test

X: Treatment

O2: Post-test

³⁰ Ronald Jay Cohen & Mark E. Swerdik. *Physiological Testing And Assessment: An Introduction To Test And Measurement* (New York: McGraw Hill, 2005)

B. Population and Sample

The populations of this research were 12 students of class VII SMP Nusa Prima Lamasi. The researcher used the total population as the research sample, where the students consisted of 3 males and 9 females.

C. Research Instrument

The research instrument used a vocabulary test. The form of the test was multiple-choice. The numbers of the questions were 20 items. A pre-test was given to determine the students' vocabulary mastery before the treatment, while a post-test was given to determine the students' vocabulary mastery after given treatment.

D. The procedure of Data Collection

The treatment was conducted for seventh meetings. Each step of teaching was described as follows:

1. First meeting

At this meeting, the researcher introduced herself told the students about the reason for her presence and gave a pre-test to the students. The researcher then explained to the students what they will do at the next meeting.

2. Second meeting

At the first meeting of the treatment was conducted on 16 September 2020. In this meeting

- a. Before studying, the researcher greeted and checked the students' attendant list.

- b. The researcher asked students what vocabulary is, and then some students tried to answer what vocabulary is.
- c. After that, the researcher explained the vocabulary, and the students seemed to pay attention to the researcher.
- d. The researcher asked the students to mention vocabulary relevant to the theme of the day (describing people).
- e. The researcher asked the students about the charades game, and the students never listened to the game, so the researcher tried to explain the game to be taught.
- f. The researcher wrote some selected vocabulary on cards.
- g. The researcher divided students into groups.
- h. One student from another group came forward to select one of the cards that have been prepared. The card contains vocabulary and its meaning.
- i. Students tried to play the vocabulary that has been given
- j. Students tried to give a clue by acting out any specific movements
- k. The researcher gave limited time for conveying the vocabulary
- l. Other students who acted as guessers try to guess the vocabulary played by the actor.
- m. The quickest one guessing correct the vocabulary collects a point for his or her group.
- n. The team alternates until each team member has the opportunity to become an actor. The group that can answer the most words will be the winner.

- o. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students.

Third meeting

The second meeting of treatment was conducted on 18 September 2020. In this meeting.

- a. Before studying, the researcher greeted the students, and then the researcher checked the students' attendant list.
- b. The researcher discussed with the students what they have learned at the first meeting.
- c. In this meeting, the researcher asked the students to mention the vocabulary related to the theme of this meeting. The theme of vocabulary was things in the classroom.
- d. The students mentioned word which is related to the things in the classroom. After the students mentioned the vocabulary, the learning process continues by using the Charades game.
- e. The researcher wrote some selected vocabulary on cards.
- f. The researcher divided students into groups.
- g. One student from another group came forward to select one of the cards that have been prepared. The card contains vocabulary and its meaning.
- h. Students tried to play the vocabulary that has been given
- i. Students tried to give a clue by acting out any specific movements

- j. The researcher gave limited time for conveying the vocabulary
- k. Other students who acted as guessers try to guess the vocabulary played by the actor.
- l. The first one to guess the vocabulary correctly gathers a point for his or her group.
- m. The team alternates until each team member has the opportunity to become an actor. The group that can answer the most words will be the winner.
- n. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students.

Fourth meeting

The third meeting of treatment was conducted on 23 September 2020. In this meeting.

- a. Before studying, the researcher greeted the students, and then the researcher checked the students' attendant list.
- b. The researcher discussed with the students what they have learned at the second meeting.
- c. In this meeting, the researcher asked the students to mention the vocabulary related to the theme of this meeting. The theme of the vocabulary was Animals.
- d. The students mentioned word which is related to the Animals. After the students mentioned the vocabulary, the learning process continues by using the Charades game.

- e. The researcher wrote some selected vocabulary on cards.
- f. The researcher divided students into groups.
- g. One student from another group came forward to select one of the cards that have been prepared. The card contains vocabulary and its meaning.
- h. Students tried to play the vocabulary that has been given
- i. Students tried to give a clue by acting out any specific movements
- j. The researcher gave limited time for conveying the vocabulary
- k. Other students who acted as guessers try to guess the vocabulary played by the actor.
- l. The first one to guess the vocabulary correctly gathers a point for his or her group.
- m. The team alternates until each team member has the opportunity to become an actor. The group that can answer the most words will be the winner.
- n. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students.

Fifth meeting

The fourth meeting of treatment was conducted on 25 September 2020. In this meeting.

- a. Before studying, the researcher greeted the students, and then the researcher checked the students' attendant list.
- b. The researcher discussed with the students what they have learned at the third meeting.

- c. In this meeting, the researcher asked the students to mention the vocabulary related to the theme of this meeting. The theme of the vocabulary was a Public place.
- d. The students mentioned word which is related to the Public place. After the students mentioned the vocabulary, the learning process continues by using the Charades game.
- e. The researcher wrote some selected vocabulary on cards.
- f. The researcher divided students into groups.
- g. One student from another group came forward to select one of the cards that have been prepared. The card contains vocabulary and its meaning.
- h. Students tried to play the vocabulary that has been given
- i. Students tried to give a clue by acting out any specific movements
- j. The researcher gave limited time for conveying the vocabulary
- k. Other students who acted as guessers try to guess the vocabulary played by the actor.
- l. The first one to guess the vocabulary correctly gathers a point for his or her group.
- m. The team alternates until each team member has the opportunity to become an actor. The group that can answer the most words will be the winner.
- n. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students.

Sixth meeting

The last meeting of the treatments was conducted on 30 September 2020. In this meeting.

- a. Before studying, the researcher greeted the students, and then the researcher checked the students' attendant list.
- b. The researcher discussed with the students what they have learned at the fourth meeting.
- c. In this meeting, the researcher asked the students to mention the vocabulary related to the theme of this meeting. The theme of the vocabulary was transportation.
- d. The students mentioned word which is related to Transportation. After the students mentioned the vocabulary, the learning process continues by using the Charades game.
- e. The researcher wrote some selected vocabulary on cards.
- f. The researcher divided students into groups.
- g. One student from another group came forward to select one of the cards that have been prepared. The card contains vocabulary and its meaning.
- h. Students tried to play the vocabulary that has been given
- i. Students tried to give a clue by acting out any specific movements
- j. The researcher gave limited time for conveying the vocabulary
- k. Other students who acted as guessers try to guess the vocabulary played by the actor.
- l. The first one to guess the vocabulary correctly gathers a point for his or her

group.

- m. The team alternates until each team member has the opportunity to become an actor. The group that can answer the most words will be the winner.
- n. Before ending the meeting, the researcher mentioned again all of the words which have been guessed by the students.

Seventh meeting

In the last meeting in the class, the researcher gave the post-test to the students to know the students' vocabulary mastery after the treatment.

E. The Technique of Data Analysis

The researcher will analyze the data by using procedures follows:

1. Analyzing the pre-test and post-test raw data. - of the correct answers from the students got 1, and the wrong answer got 0.
2. Using the following formula to translate the raw scores to a maximum score of 100.

$$Score = \frac{\text{the total students Correct Answer}}{\text{the total of items}} \times 100$$

3. Converting the students' achievement into values.
4. Classify the student score into the score category below.

The students' test scores in pre-test and post-test were classified into the following score.³¹

³¹ H. Douglas Brown, *Language Assesment Principles and Classroom Practice* (San Francisco: Longman, 2004), p. 287.

Table 3.1 the Classification Score for Test

1	90 – 100	Excellent
2	80 – 89	Good
3	70 – 79	Adequate
4	60 – 69	Inadequate/unsatisfactory
5	Below 60	Failing/unacceptable

5. Using SPSS 22 to evaluate windows, analyze the mean score, standard deviation, frequency table, and t-test (dependent sample t-test) between the result of the mean score of students in the pre-test and post-test.



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section shows the result of the data which has been analyzed statistically. It compares the students' score in pre-test and post-test, classification percentage of students' score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test

1. The analysis of students' vocabulary score in the pre-test

The researcher shows that the classification students' vocabulary score in the pre-test, the mean score, and the standard deviation of the students, the researcher displays the data in a table and calculates the score using the SPSS 22 program. The results can be seen in the table below:

Table 4.1 The Classification of Students' Vocabulary Score in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	-	0 %
2	Good	80 – 89	-	0 %
3	Adequate	70 – 79	1	8.3 %
4	Inadequate/unsatisfactory	60 – 69	4	33.3 %
5	Failing/unacceptable	Below 60	7	58.3 %
Total			12	100.0 %

The table shows that there were none of the students (0%) who obtained

Excellent and Good, There were one student (8.3%) obtained Adequate, and four students (33.3%) obtained Inadequate/Unsatisfactory, and seventh students (58.3%) who obtained Failing/Unacceptable. Based on the table, the students who failed were more than the students who got adequate and inadequate, meaning that the students' vocabulary mastery was still low.

After classifying the students' vocabulary score, the mean score of the students' correct answer can be seen in the following table.

Table 4.2 The Mean Score of Students' Correct Answer in Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	12	40	70	53.75	9.564
Valid N (listwise)	12				

The table showed that the minimum score of the students is 40 and the maximum score is 70. Besides, it also indicates that the mean score of students' vocabulary test in Pre-test is 53.75, and the standard deviation 9.564

2. The analysis of students' score in Post-test

The researcher shows that the classification students' vocabulary score in the post-test, the mean score, and the standard deviation of the students, the researcher displays the data in a table and calculates the score using the SPSS 22 program. The results can be seen in the table below:

Table 4.3 the Classification of Students' Vocabulary Score in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90 – 100	-	0 %
2	Good	80 – 89	2	16.7 %
3	Adequate	70 – 79	3	25.0 %
4	Inadequate/unsatisfactory	60 – 69	5	41.7 %
5	Failing/unacceptable	Below 60	2	16.7 %
Total			12	100.0 %

The table shows that there were none of the students (0%) who obtained Excellently and two students (16.7%) who obtained Good, the other show that there were three students (25.0%) obtained adequate, and five students (41.7%) obtained inadequate/unsatisfactory, and other shows that were two students (16.7%) who obtained failing/unacceptable.

After classifying the students' vocabulary score, the mean score of the students' correct answer can be seen in the following table.

Table 4.4 The Mean Score of Students' Correct Answer in Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	12	45	85	66.25	11.307
Valid N (listwise)	12				

The table showed that the minimum score of the students is 45, and the maximum score is 85. Besides, it also indicates that the mean score of students' vocabulary tests in the Post-test is 66.25, and the standard deviation is 11.307.

3. The Comparison Between Pre-test and Post-Test

This section showed the total mean score and standard deviation in pre-test and

post-test and then compared both of them. The result presents in the table paired sample statistic. It can be seen in the following table:

Table 4.5 The Paired Sample test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	53.75	12	9.564	2.761
	Post-test	66.25	12	11.307	3.264

The table above shows the mean score of the students' Pre-test was 53.75, and the mean score of the Post-test was 66.25. The standard deviation of the Pre-test was 9.564, and the standard deviation of the Post-test was 11.307. It means there is an improvement in students' scores using Charades Game.

Table 4.6 the Paired Sample Test of Pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Pre-test- Post-test	-12.500	10.113	2.919	-18.925	-6.075	-4.282	11	.001

The hypothesis was tested by using SPSS 22. In this case, the researcher used a t-test (testing of significance) for paired sample t-test, which is a test to know the significant difference between the results of students' mean score in Pre-test and Post-test.

The result of statistical analysis for level significance 0.05 with the degree of freedom (df) = N-1, where N=12, df=11. The probability value was smaller than the

alpha (α) $0.01 < 0.05$. It means, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. So the conclusion is there was a difference in teaching vocabulary before and after using charades game. Therefore, the researcher concluded that charades games are effective on vocabulary achievement of the Seventh Grade Students at SMP Nusa Prima Lamasi.

B. Discussion

Based on data analysis, the objectives of the study were to know if there is an effect of using Charades Game on vocabulary achievement at the seventh-grade students of SMP Nusa Prima Lamasi.

In this case, Charades games can attract students' interest in learning vocabulary. The procedure in playing this game, the teacher divides students into three groups then one student from the other group comes to the front of the class to take the vocabulary that has been prepared. Then the student tries to give a clue by acting out any specific movement, while students in each group act as guessers try to guess the vocabulary played by the student who acts like an actor. The game continues until all students on each team have a chance to become actors. The group that answers the most words will be the winner. Charades gave students a positive impact on developing the vocabulary of students, the game of Charades also increases students' imagination, students who act out the words should be imaginative to create some signs so that their friends can properly guess the words provided. Charades game had a positive impact on students to improve the vocabulary of students.

Based on the research that has been done, the research found that Charades

game in teaching vocabulary could make the students motivated to learn vocabulary, they enjoyed, and they were enthusiastic about guessing the word. And even the students ask to be given a topic according to their wish. And for the topic of describing animals, they feel easier to guess it. Besides, the students feel easier to remember vocabularies because in learning vocabulary using the Charades game students can think more creatively to guess the words. It evidences that the Charades game could help the students to learn vocabulary and it can be used as a teaching tool to make learning English more interesting. With the applying of this Charades game, the students will be interested and felt enjoyable during the learning process.

Students are more actively involved in the learning process using the Charades game. Based on the results of the vocabulary test, the students' scores increased after implementing the Charades game. The researcher takes 3 students as the representation who have different abilities. They are students A, B, and C. The first student (student A) answered 11 questions correctly in the pre-test and 16 questions correctly in the post-test. The second student (student B) before given treatment, she answered 10 questions correctly in the pre-test and 15 questions correctly in the post-test. And the third student (student C) before giving a treatment, she only answered 14 questions correctly in the pre-test, and after treatment, she answered 17 questions correctly in the post-test.

Charades may help students develop their vocabulary skills. Charades can help students in knowing the meaning of words. Kaduson and Schaefer (2003: 217)

Charades is a great game for helping with the emotional education of children.³² The activities of this game used mime game, where the students are involved in this game. This game allowed students to engage themselves in physical activities and made them more curious to know the meaning of the words which the other students mean by acting. This game uses an interesting method to interpret a word because the students had to guess a word by using their own thinking when the other was making gestures to act the word. It made the game more interesting when one student had a different answer from the other student. It could cause the classroom more fun and make them were not bored.

Using games in the teaching and learning process is very important. The game will help the teacher teach more quickly and help students enjoy and create a learning experience that is interesting, enjoyable and interactive. One of the teaching strategies that will motivate students' in learning English, especially for teaching vocabulary is by using a suitable game. We can use the Charades game. Charades is a type of game in which words are expressed in the form of facial expression or movements of the body (pantomime). The idea is to use physical language to convey meaning. Physical language, such as gestures can facilitate communication, understanding, and student participation. This game uses unique ways to describe a word because children want to learn through direct touch and forces the emotions of children to guess the word by using movements to help students identify or recall the meaning of the word from

³² Heidi Gerard Kaduson and Charles Schaefer, *101 Favorite Play Therapy Techniques* (Estover: Library of Congress Cataloging in-Publication Data, 2003)

Charades Game. Charades game can be used to teach vocabulary to students because this game can help students learn new words quickly. This game is realistic and easy to implement in class, so learners can quickly memorize new vocabulary and appreciate the learning process by using charade games. Glouberman (2003) argues that Charades is a game that uses facial expressions and body movements for communication.³³ Beside Fausi Bafadal et al. (2018) says that Charades game is suitable for teaching students English vocabulary since this game will help students learn new words. This game is practical and easy to apply in class, so learners can easily memorize new vocabulary and enjoy learning by using Charades games.³⁴ Charades game is a type of game where words are played using body movements. The idea is to express meaning using physical rather than verbal words. Verbal language, including mime and gestures, can promote comprehension and involvement. Students are more active and are likely to remember what is learned in the classroom.

In line with the research above, the implementation of the Charades game in this research shows the students enjoy learning vocabulary using the Charades game. In fact, teaching vocabulary by using the Charades game at SMP Nusa Prima Lamasi, the students got an improvement in their score of vocabulary. Therefore, it could be stated Charades game in teaching-learning vocabulary has solved the students'

³³ Glouberman, *How to Get Very Good Applying Charades* <http://www.room101games.com/charades/> accessed on Tuesday 3 March 2020

³⁴ Fausi Bafadal, Humaira and Nurmasita "The Use of Charades Games in Teaching Vocabulary to the Junior High School Students." *Journal of English Language Teaching and Linguistics*, 11 No. 2 (University of Muhammadiyah Mataram, 2018)

vocabulary problem and improve students' vocabulary for the seventh-grade students of SMP Nusa Prima Lamasi.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher can conclude that using Charades Game is effective in improving students' vocabulary in the seventh grade of SMP Nusa Prima Lamasi. It could be proven by the result of the research between the students' mean score of Pre-test and Post-test. In Pre-test, the students' mean score was 53.75, and the students' mean score in Post-test was 59.58 besides that, it also can be seen by the t-test of the students' vocabulary achievement was smaller than $\alpha = (0.01, <0.05)$. It means that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestion as follows:

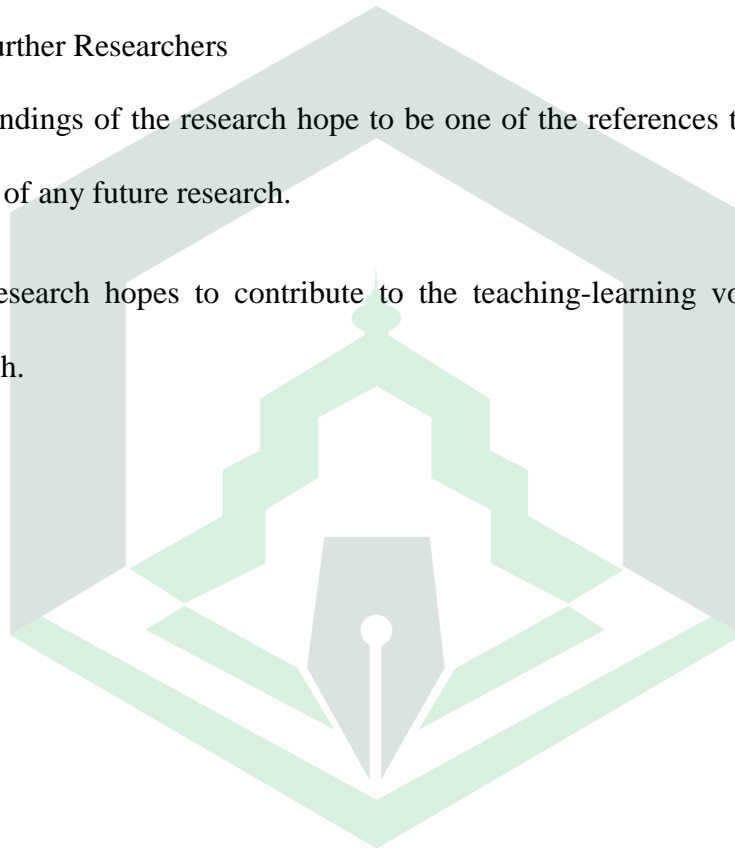
1. For Teachers
 - a. In order to succeed in teaching English before playing the Charades game, the teacher is expected to provide the text according to the material to be taught to make it easier for students to guess words.
 - b. The teacher is suggested it can be more creative in applying that technique to the students and innovatively to make the students more interested in learning English.

2. For students

The students can apply and practice Charade Game by following the steps because it will help them to solve their problems in vocabulary skill and to improve their vocabulary skill.

3. For Further Researchers

- a. The findings of the research hope to be one of the references to conduct similar topics of any future research.
- b. The research hopes to contribute to the teaching-learning vocabulary skill of English.



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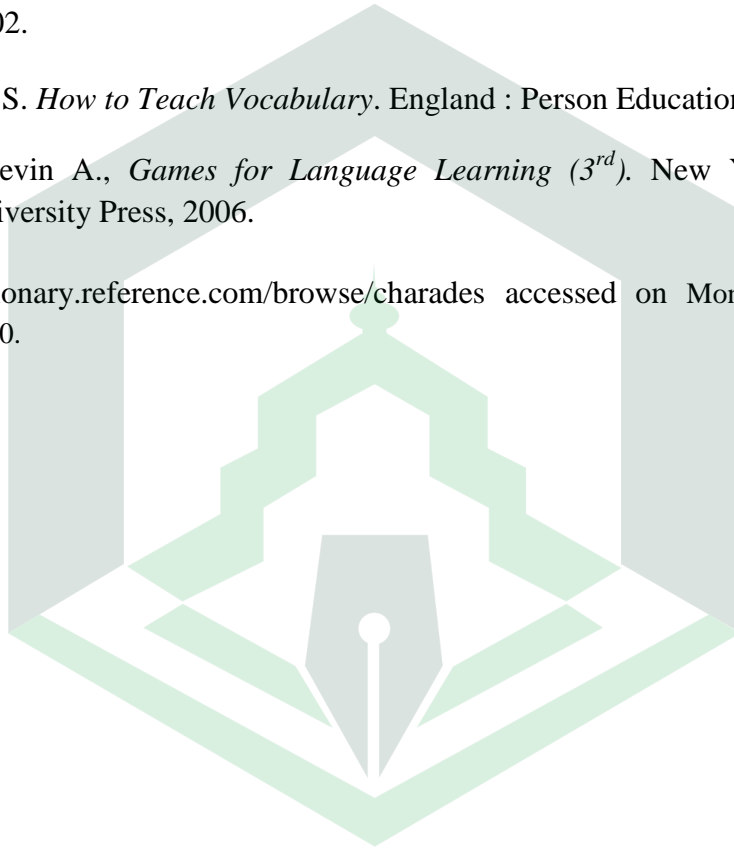
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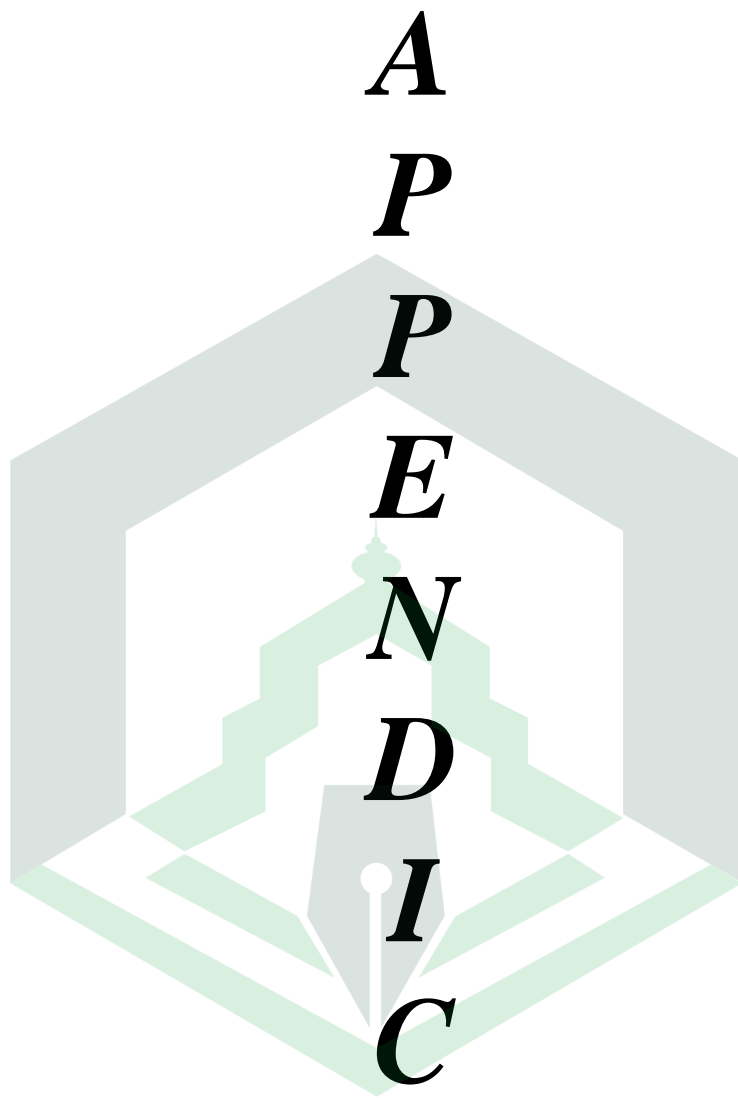
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LESSON PLAN

School : SMP Nusa Prima Lamasi
Subject : English
Class : VII
Material : Descriptive Text (Describing People)

A. LEARNING OBJECTIVE

Through Charades Game, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES: 1st meeting

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces himself, checks student attendance, and explains the material to be discussed.
3. The teacher gives a brief explanation of the material given (describing people).
4. The students listen to the teachers' explanation about the regulation of the charades game.
5. The teacher divides students into groups.
6. The teacher gives one vocabulary card to one person in each group.
7. Students who are chosen to act like actors then must present/act words to their group members quickly. Actors try to give clues by playing certain movements.
8. The teacher gives the player time for 2 minutes playing mime
9. The guesser tries to guess the word based on the actor's performance. They can ask questions where actors can provide non-verbal responses, such as nodding in affirmation. If anyone guesses the correct word within the specified time limit, their team wins the round.
10. The team changes until each team member has the opportunity to become an actor.
11. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment : practice/exercise results.

D. LEARNING MATERIALS

Cheerful= Periang	Smart = Pintar	Forgiving = Pemaaf
Friendly = Ramah	Lazy=Malas	Smiling= Tersenyum
Angry = Marah	Cheerful = Gembira	Crazy = Gila
Tall = Tinggi	Ugly = Jelek	Excited = Heboh
Arrogant=Sombong	Funny=Lucu	Diligent=Rajin
Polite = Sopan	Shy = Pemalu	Humble=Rendah Hati
Naughty = Nakal	Confidence = Percaya Diri	

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LESSON PLAN

School : SMP Nusa Prima Lamasi
Subject : English
Class : VII
Material : Descriptive Text (Things in the classroom)

A. LEARNING OBJECTIVE

Through Charades Game, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES: 1st meeting

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces himself, checks student attendance, and explains the material to be discussed.
3. The teacher gives a brief explanation of the material given (things in the classroom).
4. The students listen to the teachers' explanation about the regulation of charades game.
5. The teacher divides students into groups.
6. The teacher gives one vocabulary card to one person in each group.
7. Students who are chosen to act like actors then must present/act words to their group members quickly. Actors try to give clues by playing certain movements.
8. The teacher gives the player time for 2 minutes playing mime
9. The guesser tries to guess the word based on the actor's performance. They can ask questions, where actors can provide non-verbal responses, such as nodding in affirmation. If anyone guesses the correct word within the specified time limit, their team wins the round.
10. The team changes until each team member has the opportunity to become an actor.
11. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment : practice/exercise results.

D. LEARNING MATERIALS

Door = Pintu	Ruler = Penggaris	Broom = Sapu
Pencil = Pensil	Bag = Tas	Bookshelf=Rak Buku
Marker = Spidol	Hat = Topi	Picket List = Daftar Piket
Chair = Kursi	Paper = Kertas	Notebook = Buku Catatan
Table = Meja	Window = Jendela	Trash Box = Kotak sampah
Pen= Pulpen	Flag = Bendera	Cupboard = Lemari
Whiteboard = Papan Tulis Putih		O'clock =Jam Dinding

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LESSON PLAN

School : SMP Nusa Prima Lamasi
Subject : English
Class : VII
Material : Descriptive Text (Describing Animal)

A. LEARNING OBJECTIVE

Through Charades Game, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES: 1st meeting

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces himself, checks student attendance, and explains the material to be discussed.
3. The teacher gives a brief explanation of the material given (describing Animal).
4. The students listen to the teachers' explanation about the regulation of charades game.
5. The teacher divides students into groups.
6. The teacher gives one vocabulary card to one person in each group.
7. Students who are chosen to act like actors then must present/act words to their group members quickly. Actors try to give clues by playing certain movements.
8. The teacher gives the player time for 2 minutes playing mime
9. The guesser tries to guess the word based on the actor's performance. They can ask questions, where actors can provide non-verbal responses, such as nodding in affirmation. If anyone guesses the correct word within the specified time limit, their team wins the round.
10. The team changes until each team member has the opportunity to become an actor.
11. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment : practice/exercise results.

D. LEARNING MATERIALS

Octopus = Gurita	Dog = Anjing	Wolf = Serigala
Swan = Ansa	Cat = Kucing	Pig = Babi
Horse = Kuda	Bird = Burung	Spider = Laba- laba
Gorilla = Gorilla	Monkey = Monyet	Snake = Ular
Mosquito =Nyamuk	Frog = Katak	Crab = Kepiting
Giraffe = Jerapah	Eel = Belut	Dolphin = Lumba-lumba
Buffalo = Kebau	Duck = Bebek	Butterfly = Kupu- kupu

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LESSON PLAN

School : SMP Nusa Prima Lamasi
Subject : English
Class : VII
Material : Descriptive Text (Public place)

A. LEARNING OBJECTIVE

Through Charades Game, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES: 1st meeting

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces himself, checks student attendance, and explains the material to be discussed.
3. The teacher gives a brief explanation of the material given (describing public place).
4. The students listen to the teachers' explanation about the regulation of charades game.
5. The teacher divides students into groups.
6. The teacher gives one vocabulary card to one person in each group.
7. Students who are chosen to act like actors then must present/act words to their group members quickly. Actors try to give clues by playing certain movements.
8. The teacher gives the player time for 1 minute playing mime
9. The guesser tries to guess the word based on the actor's performance. They can ask questions, where actors can provide non-verbal responses, such as nodding in affirmation. If anyone guesses the correct word within the specified time limit, their team wins the round.
10. The team changes until each team member has the opportunity to become an actor.
11. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment : practice/exercise results.

D. LEARNING MATERIALS

Bank = bank	Crunch = gereja	Zoo = Kebun Binatang
Market = pasar	Mosque = masjid	Book store = Toko Buku
Dentis=Dokter Gigi	Florist=Toko Bunga	Hospital = Rumah Sakit
Cinema = Bioskop	School = Sekolah	Library = Perpustakaan
Café = café	Restaurant=Restoran	Drug Store = Toko Obat
Bakery = Toko Roti	Barber shop = Tempat Cukur	
Post Office = Kantor Post	Swimming pool = Kolam Renang	
Play Ground= Taman Bermain		

LESSON PLAN

School : SMP Nusa Prima Lamasi
Subject : English
Class : VII
Material : Descriptive Text (Transportation)

A. LEARNING OBJECTIVE

Through Charades Game, students are expected to improve vocabulary mastery, be able to use vocabulary according to the context, and be more active in learning

B. LEARNING ACTIVITIES: 1st meeting

1. The teacher opens the class by giving greetings and motivation
2. The teacher introduces himself, checks student attendance, and explains the material to be discussed.
3. The teacher gives a brief explanation of the material given (describing Transportation).
4. The students listen to the teachers' explanation about the regulation of charades game.
5. The teacher divides students into groups.
6. The teacher gives one vocabulary card to one person in each group.
7. Students who are chosen to act like actors then must present/act words to their group members quickly. Actors try to give clues by playing certain movements.
8. The teacher gives the player time for 1 minute playing mime
9. The guesser tries to guess the word based on the actor's performance. They can ask questions, where actors can provide non-verbal responses, such as nodding in affirmation. If anyone guesses the correct word within the specified time limit, their team wins the round.
10. The team changes until each team member has the opportunity to become an actor.
11. The teacher closes the meeting.

C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment : practice/exercise results.

D. LEARNING MATERIALS

Bicycle = Sepeda	Car = Mobil	Airplane =Pesawat
Pedicab = Becak	Boat = Perahu	Motorcycle= Motor
Scooter = Skuter	Bus = Bis	Train= Kereta Api
Taxy = Taksi	Train = Kereta	Helicopter = Helokopter
Dump truck = Truk Sampah	Warship = Kapal Perang	
Submarine = Kapal Selam	Racing car = Mobil Balap	
Motorboat = Perahu Motor	Rowboat = Perahu Dayung	
Police Car = Mobil Polisi	Ambulance = Ambulans	

VOCABULARY TEST (PRE-TEST)

Name:

Class:

PETUNJUK:

1. Jumlah soal adalah 20 nomor
2. Waktu yang digunakan untuk menyelesaikan soal adalah 45 menit

Choose either a,b,c, or d for the correct answer.

1. A ... makes some food.



- a. Teacher
- b. Doctor
- c. Chef
- d. Lawyer

2. Ariana Grande is a girl, so many boys like her.

- a. Beautiful
- b. Bad
- c. Crazy
- d. Foolish

3. Nita : Edi, your new shoes are so fit in your You look charming and cool.
Edi : Thank you, Nita.

- a. Body
- b. Feet
- c. Finger
- d. Hand

4. If your hair is too long. You should cut your hair with

- a. Doctor
- b. Mall
- c. Barber
- d. Butcher

5. If we get suffering we should buy the medicines at the

- a. Book store
- b. Drug store
- c. Food store
- d. Fruit store

6. Luna is celebrating her birthday. Now Luna feels

- a. Angry
- b. Sad
- c. Happy
- d. Disappointed



7. Fatin is a singer. She is more **beautiful** than Nunung. The antonym of the bold type is.....

- a. handsome
- b. ugly
- c. pretty
- d. nice

8. Tika take a bath in the morning before she go to school. She need To clean her body, What is that?

- a. Toothpaste
- b. Towel
- c. Shampoo
- d. Soap



9. We often watch ... in the evening

- a. Newspaper
- b. Magazine
- c. Radio
- d. Television

10. Don't go there. It is very To go to the place

- a. Safe
- b. Bad
- c. Bad
- d. Dangerous

11. To protect your head, you need

- a. Sandals
- b. Hat
- c. Clothes
- d. Shoes

12. The carpet is I want to clean it

- a. Large
- b. Shiny
- c. Dirty
- d. Soft

13. Grand is a tailor. He makes

- a. Clothes
- b. Books
- c. Ice Cream
- d. Cake

14. My sister went to dentist two days ago because her Were in pain.

- a. teeth
- b. ears
- c. hands
- d. fingers

15. The exam was too For her. She got score 100.

- a. easy
- b. expensive
- c. difficult
- d. high

16. My mother always cleans and sweeps the floor with Every day

- a. Stick
- b. Toothbrush
- c. Plate
- d. Broom

17. Students have to wear uniform to go to

- a. School
- b. Bed
- c. Mall
- d. Party

18. "I am a leader in the School." Who am I?

- a. Headmaster
- b. Security
- c. Teacher
- d. Parents

19. Reza drink Of milk every morning.

- a. A Glass
- b. A Fork
- c. A plate
- d. A spoon

20. Chicken, fish, and bird are group of

- a. Vegetables
- b. Food
- c. Animals
- d. Mammals

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VOCABULARY TEST

Name:

Class:

PETUNJUK:

3. Jumlah soal adalah 20 nomor
4. Waktu yang digunakan untuk menyelesaikan soal adalah 45 menit

Choose either a,b,c,or d for the correct answer.

1. The teacher writes on the...
 - a. Whiteboard
 - b. Door
 - c. Floor
 - d. Window
2. The bird has a....
 - a. Fang
 - b. Scales
 - c. Wings
 - d. Hands
3. The animal that can climb the tree is ...
 - a. Monkey
 - b. Bird
 - c. Giraffe
 - d. Crocodile
4. Valentino Rossi is a man who ride a and he always be a winner.
 - a. Motorcycle
 - b. Horse
 - c. Train
 - d. Bicycle
5. Dika has Hair
 - a. Curly
 - b. Tall
 - c. Fat
 - d. Handsome



6. It has black and white colour, this is a.....

- a. Zebra
- b. Panda
- c. kangaroo
- d. cow

15. I have a ... whiteboard in my classroom
- a. Big
 - b. Bright
 - c. Hot
 - d. Glad
16. Snakes have long ...
- a. Nose
 - b. Feet
 - c. Body
 - d. eyes
17. My uncle works in the school. He teach students. He is a...
- a. Police
 - b. teacher
 - c. headmaster
 - d. principle
18. If we get suffering we should buy the medicines at the
- c. book store
 - d. drug store
 - c. food store
 - d. fruit store
19. We save our money in.....
- a. Bank
 - b. Church
 - c. library
 - d museum
20. I get score 100, I am very
- a. Angry
 - b. Happy
 - c. sad
 - d. cute



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DOCUMENTATIONS

1. The researcher is giving directions on how to work on pre-test questions



2. The researcher explains about Charades game



3. The teacher divides students into groups



4. The students try to guess the word



5. The researcher writes on the whiteboard the point for the group who guesses the word



6. The researcher is giving post-test to the students





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Frequency Table

PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	16.7	16.7	16.7
	45	1	8.3	8.3	25.0
	50	3	25.0	25.0	50.0
	55	1	8.3	8.3	58.3
	60	3	25.0	25.0	83.3
	65	1	8.3	8.3	91.7
	70	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	8.3	8.3	8.3
	55	1	8.3	8.3	16.7
	60	3	25.0	25.0	41.7
	65	2	16.7	16.7	58.3
	70	1	8.3	8.3	66.7
	75	2	16.7	16.7	83.3
	80	1	8.3	8.3	91.7
	85	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

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Frequencies

Statistics

		PRE-TEST	KODE
N	Valid	12	12
	Missing	0	0

Frequency Table

PRE-TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	16.7	16.7	16.7
	45	1	8.3	8.3	25.0
	50	3	25.0	25.0	50.0
	55	1	8.3	8.3	58.3
	60	3	25.0	25.0	83.3
	65	1	8.3	8.3	91.7
	70	1	8.3	8.3	100.0
Total		12	100.0	100.0	

KODE					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adequate	1	8.3	8.3	8.3
	Inadequate/unsatisfactory	4	33.3	33.3	41.7
	Failing/unacceptable	7	58.3	58.3	100.0
Total		12	100.0	100.0	

Frequencies

Statistics

		POST-TEST	KODE
N	Valid	12	12
	Missing	0	0

Frequency Table

POST-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	8.3	8.3	8.3
	55	1	8.3	8.3	16.7
	60	3	25.0	25.0	41.7
	65	2	16.7	16.7	58.3
	70	1	8.3	8.3	66.7
	75	2	16.7	16.7	83.3
	80	1	8.3	8.3	91.7
	85	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

KODE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	16.7	16.7	16.7
	Adequate	3	25.0	25.0	41.7
	Inadequate/unsatisfactory	5	41.7	41.7	83.3
	Failing/unacceptable	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	12	40	70	53.75	9.564
Valid N (listwise)	12				

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POST-TEST	12	45	85	66.25	11.307
Valid N (listwise)	12				

T-TEST PAIRS=01 WITH 02 (PAIRED)
/CRITERIA=CI (.9500)
/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE-TEST	53.75	12	9.564	2.761
POST-TEST	66.25	12	11.307	3.264

Paired Samples Test

	Paired Differences	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1 PRE-TEST - POST-TEST	-12.500	10.113	2.919	-18.925	-6.075	-4.282	11	.001	



PEMERINTAH KABUPATEN LUWU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 265/PENELITIAN/21.08/DPMPTSP/IX/2020
Lamp : -
Sifat : Biasa
Perihal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP Nusa Prima Lamasi
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri (IAIN) Palopo : 1045/In.19/FTIK/HM.01/09/2020 tanggal 01 September 2020 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Fitri
Tempat/Tgl Lahir : Salulino / 01 Maret 1998
Nim : 16 0202 0140
Jurusan : Tadris Bahasa Inggris
Alamat : Jl. Pahlawan
Desa Salulino
Kecamatan Walenrang Utara

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF CARADES GAME ON TEACHING VOCABULARY AT THE SEVENTH GRADE STUDENTS OF SMP NUSA PRIMA LAMASI

Yang akan dilaksanakan di **SMP NUSA PRIMA LAMASI**, pada tanggal **04 September 2020 s/d 04 November 2020**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) examplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal : 04 September 2020
Pit. Kepala Dinas,

Drs. H. MUSTAFA RAHIMA, MM
Pangkat Pembina Tk. I IV/b
NIP 19631231 199303 1 094

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri (IAIN) Palopo;
4. Mahasiswa (i) Fitri;
5. Arsip.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NUSA PRIMA LAMASI

Alamat: Jl. Sadar Desa To'Pongo Kec. Lamasi Kab. Luwu 91952

Email : smpnusaprimalamasi@gmail.com



SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 030/SMP-NP.L/XI/2020

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Nusa Prima Lamasi memberikan keterangan kepada :

Nama : **FITRI**

NIM : 16 0202 0140

Alamat : Jl. Pahlawan Desa Salulino Kecamatan Walenrang Utara

Benar-benar telah selesai mengadakan penelitian , pada tanggal **04 November 2020** di instansi kami sehubungan dengan penyusunan skripsi dengan judul **“THE EFFECTIVENESS OF CHARADES GAME ON TEACHING VOCABULARUY AT THE SEVENTH GRADE STUDENTS OF SMP NUSA PRIMA LAMASI”**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Luwu, 05 November 2020
Kepala Sekolah,



OPU PRAJA, S.Pd
NIP.-



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Fitri
NIM : 16 0202 0140
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 082195824726

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 24 November 2020

Ketua Program Studi

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan



Dr. Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003



Amalia Yahya, SE., M.Hum
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INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN

No. 069 / In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Fitri
NIM : 16 0202 0140
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 23 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 03 Februari 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya “Mata Kuliah Mahasiswa” sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Fitri

Nim : 16 0202 0140

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE



FITRI, was born in Salulino, on March 3rd 1998. The author is the second child of Mahyuddin and Kursia. She has one sister namely Verawati and one brother namely Fahrul. She come from Singgeni, Desa Jalajja Kecamatan Burau Kabupaten Luwu Timur, while in Palopo, she lives on Jl. Dr. Ratulangi, Balandai

She started her formal education for the first time at the age of six years. She studied at SDN 104 Jalajja and graduated in 2010. Then she studied in SMPN 2 Burau and finished in 2013, and continued in SMAN 1 Burau and graduated in 2016. She continued her study at English Education Department in IAIN Palopo in 2016. Besides that, the author is also active in activities held by HMPS BIG. Then, she finished the study on February, 5th 2021.

In the end of the study at the state institute for Islamic studies (IAIN) Palopo, wrote a thesis entitled **“The Effectiveness of Charades Game on Teaching Vocabulary at the Seventh Grade of SMP Nusa Prima Lamasi”**.