

**IMPROVING STUDENTS VOCABULARY MASTERY
THROUGH CHARADES GAME AT SMA NEGERI 1 MAUMERE**

PUTRA RAMADHAN, MARTA ALINDA, GENOVEVA DUA ENI

Universitas Nusa Nipa Maumere

e-mail: Pr677750@gmail.com, martaalinda87@gmail.com, gduaeni@gmail.com

ABSTRAK

Penelitian ini mengeksplorasi dampak dari permainan tebak kata terhadap penguasaan kosakata di antara siswa kelas dua belas di SMA Negeri 1 Maumere. Dengan menggunakan desain penelitian tindakan kelas, penelitian ini dilakukan dalam dua siklus, yang masing-masing terdiri dari tahap perencanaan, tindakan, observasi, dan refleksi. Temuan observasi menunjukkan bahwa siswa menghadapi tantangan dalam penguasaan kosakata karena metode pengajaran yang monoton, yang mengakibatkan rendahnya keterlibatan dan motivasi selama pelajaran bahasa Inggris. Implementasi permainan tebak gesture bertujuan untuk mengatasi masalah ini dengan menciptakan lingkungan belajar yang lebih interaktif dan menyenangkan. Hasil dari penelitian ini menunjukkan peningkatan yang signifikan pada nilai kosakata siswa, dengan nilai rata-rata meningkat dari 52,92 pada pre-test menjadi 71,81 pada post-test akhir. Selain itu, jumlah siswa yang mencapai nilai kelulusan juga meningkat. Temuan ini menunjukkan bahwa menggabungkan kegiatan yang menarik seperti Tebak gesture dapat meningkatkan pembelajaran kosakata dan menumbuhkan antusiasme siswa yang lebih besar dalam penguasaan bahasa.

Kata Kunci: Penguasaan kosakata, Permainan tebak gesture, peningkatan, antusiasme

ABSTRACT

This research explores the impact of the Charades game on vocabulary mastery among twelfth-grade students at SMA Negeri 1 Maumere. Utilizing a classroom action research design, the research was conducted in two cycles, each comprising planning, action, observation, and reflection stages. The observations findings indicated that students faced challenges in vocabulary acquisition due to monotonous teaching methods that happened during learning process, resulting in low engagement and motivation during English lessons. The implementation of the Charades game aimed to address these issues by creating a more interactive and enjoyable learning environment. The results of this research showed a significant improvement in students' vocabulary scores, with average scores increasing from 52.92 in the pre-test to 71.81 in the final post-test. Additionally, the number of students achieving passing scores were increased. The findings suggest that incorporating engaging activities like Charades can enhance vocabulary learning and foster greater student enthusiasm in language acquisition.

Keywords: Vocabulary mastery, Gharades game, Improvement, enthusiasm

PENDAHULUAN

Language is a fundamental communication tool that supports humans to share ideas, feelings and information. As stated by Umedilloevna and Ruslanovna (2023), Language is used to convey meaning, information, knowledge, thoughts, behaviour, beliefs, opinions, and emotions. Meanwhile, As one of an international languages, English language has emerged as a global lingua franca, used in areas such as business, education, and technology. English Language has four skills that should be learned by students, thus skills are speaking, listening, reading, and writing, there are some skill that contribute to navigate those skill to work efficiently that skill is vocabulary mastery. In addition, in order to understand English language the main skill that should be learn by the students is vocabulary.

Vocabulary is a crucial aspect of language that students need to learn. Teaching vocabulary enhances their word mastery and improves skills in reading, speaking, writing, and listening. Using engaging media like games can motivate students to learn. Thus, vocabulary plays a vital role in English teaching as it significantly influences students' success in learning the language, alongside grammar. According to Alenizi & Adawi (2024), Learning vocabulary is an essential part as a language student cause it increases their vocabulary mastery and support students in order to communicate with others which will be beneficial for their future. Furthermore, in order to construct the meaning and try to understand the language students should be able to enrich their vocabulary. Therefore, this problem requires an approach that aims to overcome this situation.

Despite its importance, learning vocabulary still faces challenges. Based on the observations of twelfth-grade students in class B at SMA Negeri 1 Maumere revealed that some struggled with basic vocabulary, this problem confirmed by the English teacher. Students often felt bored and hesitant during lessons. This issue arose partly because the teacher frequently used monotonous teaching methods, reducing student interest in learning English, especially vocabulary. Additionally, the teacher rarely encouraged active participation, which further affect student engagement and confidence. To address these challenges, implementing interactive methods, such as games, could be an effective solution.

According to Shelaqh in Safura and Helmanda (2022) , A game is a performance with rules or an activity in which players compete or work together to accomplish goals while adhering to a set of rules. In addition, games are considered as an alternative strategy to improve students' vocabulary. Based on Jian Fang and Briody in Hashim et al., (2019), Games in the learning process are effective for boosting students' motivation, enthusiasm, and self-confidence. They create an enjoyable and engaging atmosphere for acquiring vocabulary. One game that can enhance students' vocabulary mastery is charades, a guessing game integrated into the teaching and learning process. Guessing game can be related with the mime game. Related to the technique above, Rafinggi in Azhar, (2022) said, Charades is a miming game designed to uncover the meaning of words by acting them out. It can be played in pairs or groups, encouraging students to think cooperatively and feel at ease expressing their ideas while learning vocabulary. This game is also entertaining, as it allows students to enjoy learning English and engage interactively with their classmates. Given its benefits, charades is proposed as a classroom strategy to enhance students' vocabulary, capture their interest, promote enjoyment in learning, foster teamwork, and build their confidence in expressing ideas.

According to the previous research that was conducted by Santri, Suryani, and Dauyah (2019) in their research with experimental design entitled "The Use of Charades Game to Improve Students Vocabulary Mastery" This study was conducted with second-grade students at SMAN 1 Kreung Barona Jaya to evaluate the effectiveness of charades in improving English vocabulary mastery. The findings showed that charades is an effective strategy, as it had a positive and significant impact on students' vocabulary achievement. Similarly, research by Qomar and Wati (2020) at SMP Muhammadiyah Ahmad Dahlan Metro demonstrated the effectiveness of charades. Their experimental research found that post-test scores in the experimental group (74.2) were higher than those in the control group (68.8). However, the difference between the previous research and this research are the used of method. The previous research used an experimental method, meanwhile this research used classroom action research. These findings affirm that charades effectively enhance vocabulary mastery, inspiring the researcher to explore this approach further under the title, "*Improving Students' Vocabulary Mastery Through Charades Game at SMA Negeri 1 Maumere*".

METODE PENELITIAN

This research used a classroom action research design to enhance teaching practices by addressing challenges faced by teachers, particularly in teaching vocabulary. The study aimed to solve vocabulary mastery issues among twelfth-grade students of class B at SMA Negeri 1 Maumere using the Charade Game. Furthermore, according to Kemmis and Mc Taggart in Putra et al. (2021) Classroom Action Research involves four stages: planning, action, observation, and reflection. This research progresses through a series of cycles, with this study conducted in two cycles. Each cycle followed the same four steps. In the planning stage, the researcher introduced students to vocabulary, types of vocabulary, and the charades game used in the study. A lesson plan was prepared, including materials and activities. In the action stage, the researcher implemented the prepared lesson plan, teaching vocabulary related to activities and jobs using charades. Students were also given assessments to evaluate their vocabulary mastery. During the observation stage, the researcher collected data to evaluate the outcomes, recording field notes to document the teaching-learning process, challenges, and potential solutions. Collaboration with the teacher was also conducted in this phase. Finally, in the reflection stage, the researcher analyzed the results of the previous steps, identifying weaknesses and problems encountered during the process. Based on this analysis, the researcher revised the lesson plan and classroom management to improve the next cycle.

The subjects of this research were 36 twelfth-grade B class students at SMA Negeri 1 Maumere. Data collection involved observation and tests. The primary data were gathered through a test, while observation field notes were used as secondary data to document classroom conditions during the teaching-learning process. The test consisted of 20 questions: the first 10 required students to match words with corresponding pictures, and the remaining questions were multiple-choice vocabulary items. Students completed the test individually after learning vocabulary through the charades game. This final test assessed their vocabulary mastery.

For data analysis, the researcher used descriptive analysis to examine the observation notes, focusing on patterns in the process rather than just outcomes. The field notes provided insights into classroom dynamics, helping to evaluate the effectiveness of charades in improving vocabulary mastery.

Indicators of student achievement included:

1. Students showing interest in playing charades.
2. Active participation and understanding of the game's rules.
3. Students openly discussing challenges encountered during the lesson.

The results from the tests and observations were used to assess the success of the charades game in enhancing vocabulary learning. In addition, For the quantitative data, the analysis will be conducted by taking the average score of the pre-test and post-test by using this formula:

$$X = \frac{\sum X}{\sum N}$$

Where:

X = mean or average score

$\sum N$ = the total number of respondent

$\sum X$ = the number of students

The research is considered successful if 80% of the students achieve a minimum score of 75 and show improvement in their engagement during the learning process, becoming more active and enthusiastic in learning English. Additionally, students' scores should improve from the first to the second cycle to indicate progress..

HASIL DAN PEMBAHASAN

Hasil

Before conducting the research, the researcher observed students' classroom interactions during English lessons. From the observation notes the researcher found that during learning process, the classroom activities were monotonous because the teacher frequently used repetitive teaching methods, the classroom atmosphere was inactive, and many students appeared bored during lessons. Meanwhile Interviews with the English teacher confirmed that most students struggled, particularly with vocabulary, as they viewed English as a challenging subject and lacked motivation. Similarly, students reported feeling bored and having difficulty during English lessons due to an unengaging classroom environment. Meanwhile, after implementing charades game the observation data showed the positive progress, From the firsts cycle the students showed their enthusiast in order to play the game while learning although their still struggle with the vocabulary. In the second cycle the students begins to enjoy the game while learning some students able to play the game very well. In addition the classroom atmosphere become active and exciting. In the other hand, This situation affect on the students score achievement.

Meanwhile, the results from the pre-test indicated a total score of 1905, with an average score of 52.92. After implementing the Charades game, the scores increased to 2075 (average 57.64) in post-test I and reached 2585 (average 71.81) in post-test II. This significant increase demonstrates that students made notable progress in their vocabulary mastery after the applying charades game. The detail of this data are displayed in the table bellow:

Table 1. Students' Score of Vocabulary Mastery of Pre-test, Post-test I, and Post-test II

No	Name	Pre-test Score	Post-test I Score	Post-test II Score
1	ALA	50	55	75
2	ANUM	60	60	70
3	ASCM	60	70	75
4	AS	40	55	70
5	ANVD	55	70	75
6	ASO	45	50	75
7	AKNM	55	60	70
8	BMH	70	70	80
9	CGRAP	70	75	85
10	DAR	50	55	70
11	EDB	70	70	80
12	EL	50	50	75
13	EPQ	70	75	85
14	FMA	55	55	75
15	IHS	40	55	70
16	KVA	50	50	70
17	KFAK	70	70	80
18	KDP	55	70	75
19	LDM	50	50	75
20	MADT	50	50	70
21	MAL	45	50	70
22	MDSR	50	50	70
23	MON	70	75	85
24	MYRP	50	50	70
25	MA	55	55	70

26	NB	45	50	70
27	PCA	50	50	70
28	RI	40	55	70
29	RA	40	50	60
30	SSLS	50	50	65
31	SGA	55	70	75
32	SH	40	45	55
33	TML	50	50	60
34	VAW	55	60	70
35	VAM	45	50	65
36	VMU	50	50	60
Total		1905	2075	2585
Average		52,92	57,64	71,81

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students score. It could be seen from the total score from 1905 to 2075 became 2585 and from the average score from 52,92 to 57,64 became 71,81. Furthermore the result from findings will be discuss further in the discussion section.

Pembahasan

Based on the result of the research in cycle I and II, it could be concluded that the use of Charades Game could improve the students vocabulary mastery. The first meeting of this step was done on Saturday, September, 14th, 2024. The first step that researcher do in this cycle is conducting a pre-test. The pre-test were 20 questions about activities and hobbies. After the pre-test, the researcher applied the treatment to address the identified issues. This step took place on Saturday, September 21st, 2024. The researcher worked with the English teacher to design a lesson plan incorporating the charades game as the treatment. The session began with greetings, prayer, attendance, and a check on students' well-being. Then, the researcher introduced the material on descriptive texts. According to the data, 6 students (16.67%) passed the pre-test, while 30 students (83.33%) failed. The lowest pre-test score was 40, and the highest was 70, indicating that most students did not meet the minimum standard criteria at SMA Negeri 1 Maumere. The average pre-test score was 52.92%, highlighting the need for improvement, which led the researcher to implement the charades game to boost students' vocabulary mastery.

After applying charades game on the learning process, the researcher gave the first post-test to the students. The first post-test was conducted on Saturday, October, 5th, 2024. The post-test were conducted in order to measure students vocabulary mastery achievement after taught by using charade game. The researcher gave 20 multiple choices as a post-test to the students after collecting the post-test result, the data shows that the students' average score in the first post-test was 57.75, with the highest score being 75 and the lowest 45, resulting in a total score of 2075. Based on the minimum score standard, 10 students passed the first post-test, indicating some improvement in students' performance in Cycle 1, though the success criteria were not fully met. The post-test scores showed improvement compared to the pre-test, where the highest score was only 70. Additionally, 10 students passed the post-test, compared to just 6 who passed the pre-test. Meanwhile, the observation notes showed that the students begin to enjoy the game and the learning process become more fun although some of students still struggle to catch up the game due the vocabulary problem. Despite these improvements, Cycle 1 was not considered successful since the success indicators were not reached. Therefore, the researcher decided to revise the teaching process and continue to the next cycle.

After the researcher and collaborator worked together to address the issues from Cycle I. They then prepared for Cycle II by revising the lesson plan, materials, media, classroom management, and the post-test. The treatment in Cycle II took place on Tuesday, October 8th and October 15th, 2024. During these sessions, the researcher taught descriptive texts, focusing on things around us and home activities. The teacher asked students to explain the material and then showed pictures for the students to describe. The students were encouraged to creatively explain the vocabulary using gestures or miming. The teacher guided the students in guessing the vocabulary. At the end of the session, the teacher motivated the students to continue studying. After the two treatment sessions in Cycle II, the researcher conducted Post-Test II on Tuesday, October 22nd, 2024. The test consisted of 20 multiple-choice questions, similar to the first cycle but with different questions.

Meanwhile, the results of Post-Test II showed an average score of 71.81, with a total score of 2585. The highest score was 85 and the lowest was 55, indicating an improvement compared to previous tests. Additionally, 30 students (83%) met the minimum standard criteria. This demonstrates that Post-Test II was successful, as the success indicator of 70% student pass rate was achieved. Furthermore, the results of the pre-test, post-test I, and post-test II show a significant improvement in the students' scores. The total score increased from 1905 to 2075, and then to 2585, while the average score rose from 52.92 to 57.64, and finally to 71.81. On the other hand, the observation data showed that the students begins to enjoy the game while learning some students able to play the game very well cause classroom atmosphere become fun and exciting.

Some previous researchers have investigated similar cases. A study by Bafadal & Humaira, (2019) charades game have a significant impact on the students vocabulary mastery. The result of this study showed that the students could understand about spelling, pronunciation and meaning and they could answer the test vocabulary easily through charades game. According to Kurnia, (2017) Charades Game Technique can be effective technique and it could be used as alternative way in teaching vocabulary because the technique easy for implementing and it was one of interesting technique which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to memorizing the new vocabulary. According to the previous findings, vocabulary mastery can be improved by applying charades game. The students ability to use vocabulary was enhanced while playing the game. Meanwhile, It can be conclude that, the study was successful, as the success indicators were achieved.

This is in line with the following relevant research, Johnson & Mayer (2017) stated that "students who participated in game-based learning activities showed a significant increase in post-test scores compared to those who followed traditional learning methods. The interactive nature of educational games fosters engagement, which in turn enhances knowledge retention and comprehension." Next Plass, Homer, & Kinzer (2015) found that "the integration of digital games in the classroom contributes to a more enjoyable and interactive learning experience, leading to improved student performance. Their study revealed that students' post-test scores improved by an average of 20% after engaging with game-based learning activities." And Hwang, Sung, & Chang (2020) emphasized that "educational games not only improve student learning outcomes but also create a fun and engaging classroom atmosphere. In their study, students demonstrated a significant increase in their post-test scores, rising from an initial average of 53.6 to 72.4 after implementing game-based activities." Next Kiili et al. (2018) noted that "students who engaged in interactive learning through games were more likely to develop problem-solving skills, leading to better academic performance. Their post-test results showed a substantial improvement, with 80% of students meeting the minimum passing criteria." Next Rahimi & Shute (2021) conclude that "students' learning experiences are enriched when games

are integrated into the curriculum. Their study showed an increase in post-test scores from an initial average of 50.2 to 69.8, highlighting the effectiveness of gamified learning in improving student engagement and comprehension.”

KESIMPULAN

The research aimed to improve students' vocabulary mastery through the implementation of the Charades game at SMA Negeri 1 Maumere. The findings indicate a significant improvement in students' scores from the pre-test to the post-tests, with total scores increasing from 1905 to 2585 and average scores rising from 52.92 to 71.81. This demonstrates that the Charades game effectively engages students and enhances their vocabulary skills, addressing the initial challenges faced in the English learning process, particularly in vocabulary mastery. Furthermore, Based on the findings, it is recommended that teachers incorporate interactive games like Charades into their lesson plans to foster a more engaging and motivating classroom environment. This approach can help alleviate students' difficulties and boredom associated with learning English. Additionally, further research could explore the long-term effects of such games on vocabulary retention and overall language proficiency. It is essential for educators to continuously adapt their teaching strategies to meet the diverse needs of students, ensuring that learning remains both effective and enjoyable.

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