

THE EFFECT OF USING CHARADE GAMES ON THE EIGHTH GRADE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

Vocabulary is the collection of words that an individual knows. It is learning word and meaning of language. The research is conducted to investigate "there is significant effect on students' vocabulary mastery between the students who are taught by using Charade Games and Grammar Translation Method". The design of the research is quasi experimental resesarch. The subjects of this study were 46 of the eighth grade at SMP Muhammadiyah Ambulu consist of 23 of VIII B and 23 students of VIII C. Class VIII B was chosen as experimental group which was taught by using Charade Games while VIII C was chosen as control group which was taught by using grammar translation method. The test consist of 40 questions and a post-test after the treatment. The hypothesis was tested using independent sample test. It is used the computer program SPSS 21 version. The treatment result showed that experiment group has better than control group. It can be seen from hypothesis testing result, the significant value is 0,03 which means it is lower that significant level of 5 %. Based on the result, it can be concluded that there is a significant effect on students' vocabulary mastery of the students who are taught by using charade games and the students who are taught by using grammar translation method. It means that, the use of charade games has significant positive effect on the students' vocabulary mastery.

Key Words: Vocabulary Mastery, Charade Games.

INTRODUCTION

In Indonesia, English as foreign language that must be taught start from the beginner level till advanced level. It is important because this language is not only as the lesson but the success key of communication in the world. Teaching English Vocabulary in Indonesian schools need so much attention because the skill they have very limited. Not only the meaning but also the pronunciation of the words. According to Nation in Arnbjornsdottir (2000, p.98), receptive and productive vocabulary knowledge involves its pronunciation (spoken form), spelling (written form). it means that the teacher should teach the student from basic level on vocabulary to improve the other component. Without vocabularies, teacher cannot teach the next component such as grammar and pronunciation. As Wilkins in Thornbury (2000, p.13) states that someone can be conveyed very little ideas without grammar, but nothing can be conveyed without vocabulary and grammar.

Based on the researcher's tells that the empirical data of junior high school students' vocabulary mastery are conducted to be lower, the researcher found that many students of second grade at SMP Muhammadiyah 09 Ambulu-Jember had difficulties in learning English. the teacher uses Old-fashioned on teaching that make the students get bored on learning English and they look not interested to learn English.

In addition, to solve the problems above, there are some strategies that can be used in teaching vocabulary for young learners especially in this case is for junior high school students. One of teaching strategies that will motivate students in learning English is by using the suitable strategy such as game. That is called charades game.

Charades game has been spread out in Western Countries. Charades is an acting game. There are many kinds of Charades that people could play include word, phrase, action and feeling. According to Jane Faber (2000, p.38), Charades is the activity that student test their acting out the meaning of vocabulary words.

It is kind of game or guessing game using body, face, gesture, and mime to visualize the words, phrases, feelings, actions, etc without speaking. The goal of Charades is to facilitate the child's awareness of how emotion identity and social situation can be conveyed through faces.

METHOD

The kind of this research used quasiexperimental research using non-randomized control group pre-test and post-test design. Arikunto (2013, p.9) stated that experimental research is a way to find the cause and effect relation between two variables. Furthermore, Ary (2010, p.265) states that experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). It means that, experimental research deals with the effect which is effected by independent variable to dependent variable.

Two classes were taken as the research samples, one class becomes the experimental group and the other class the control group. The class which is selected to be experimental group given the treatment that is charade games.

The collected data from the vocabulary mastery test (post test), as the primary data, were analyzed by using t-test formula with SPSS computing system to know whether or not there was a significant effect of using Total Physical Response as a method on listening comprehension. SPSS (Statistical Package for Social Sciences) is a computing system that is used to make the statistical analysis easier, more effective and more accurate rather than analyzing the data by using the T-test formula manually.

Table 1. The Design of the Research

Group	Pretest	Independent variable	Posttest
Experimental	Y_{1e}	X	Y_{2e}

Control	Y_{1c}	-	Y_{2c}
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(Adopted from Ary, 2010, p.316)

There are several ways to collect the data in this research are as follows. the first, Give pre-test about vocabulary text to both groups. And then the test will use multiple choice test. The third give post-test of vocabulary text to both experimental and control group. The test will use multiple choice test. After that, taking the data and comparing the result of pre-test and post-test between control group and experimental group. The data that is gotten from the students' vocabulary mastery.

Analysis data in this research will be using statistics inferential with parametric statistic technique. The use of parametric statistic technique requires the assumption of the data should be normal and homogeneous, so the normality and homogeneity of variances test are needed before researcher analyzed the data.

After the data has normal and homogeneous. Hypothesis is used to test the null hypothesis. In this research, researcher used Independent sample t-test to test hypothesis and to compare the result of post-test experiment and control group after gave the treatment.

* RESULT AND DISCUSSION *

This research was conducted at SMP Muhammadiyah 09 Ambulu. VIII B as experiment group, a group that is taught by using Charades Game and VIII C as control group, a group that taught by Grammar Translation Method. The purpose of the research was to solve the problem had been explained on background of the research. The hypothesis of the research there was significant effect vocabulary mastery between the students who were taught by using Charade GameS and the students who are taught by using Grammar Translation Method.

In this research, the researcher given two meetings of treatment the experimental group by using Charades Game and control group by using Grammar Translation Method. Before the researcher given the treatment to experiment group and material to control group, she given pretest the both of the groups. Then, the material and the treatment are given in 2 x 40 minutes in every meeting. In the last meeting, the researcher end the class give the students post-test. The purpose of post-test to compare knowledge of the student on vocabulary mastery after given the treatment. The post-test items is same with the pretest items consist 40 items. The material of the test is part of speech in simple present (noun, verb, adjective, adverb, preposition).

Charades Game can solve students' vocabulary problem because Charades Game is the interesting and fun game that make the students enthusiastic to study. They could memorize the new word with body language. Allery (2009) states that Charades Game is a good way to recall a word. Besides, Kaduson and Schaefer (2003, p.217) defined that Charades Game is an excellent technique to facilitate the emotional education of the children. Based on the explanation above the writer conclude that Charades Game is one of a good technique at recalling a word by body language of students action. Charades Game stimulate the students to find vocabularies or word by guessing word while the student were playing Charades Game.

This result discuss about the research finding such as the result of normality test, homogeneity of variances test and independent sample test for hypothesis testing. The normality test used before calculating the t-test to know whether the data from the Experimental and Control group is normality distributed or not. The writer using *Shapiro-Wilk* to analyze data of pre-test and post-test because the sample less than 50 sample. The data was compared *asympt.sig* with the level of significance (0,05) to test the null hypothesis. If the significant $> \alpha$ (0,05), it means the null hypothesis (H_0) is accepted means the distribution of data is normal. But, if the significant $< \alpha$ (0,05), the null hypothesis (H_0) is rejected means that the distribution of data is not normal.

Table 2. The result of Normality Pre-test Experimental

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experimental	.211	23	.009	.937	23	.158

Table 3. The Result of Normality Pre-test Control

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Control	.140	23	.200*	.949	23	.282

Based on the table test of normality above, the result of pre-test experimental group is 0.158 and control group is 0.282. In conclusion, the result of pre-test experimental and pre-test control are normal distribution because the both of the data had significant more than $> \alpha$ (0.05).

The homogeneity of variances of the test is important to know whether variances of experimental and control group are homogenous or equal for the purpose of conducting *t-test*. The homogeneity variances can be analyzed by using ANOVA formulas in SPSS. The result of the homogeneity are as follows in Table 7 and 8.

Table 7. The Result Homogeneity Pre-test Experimental and Control Group

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
.696	1	44	.408

Based on the table test of homogeneity of variance above, the result of pre-test was 0.408. In conclusion of homogeneity of variance test from pre-test of experimental and control, the null hypothesis (H_0) was accepted because the

significant value is > 0.05 whereas $P\text{-value} > \alpha$, so the result of homogeneity of variance is homogeneous.

Table 8. The Result Homogeneity Post-test Experimental and Control Group

Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
3.120	1	44	.084

Based on the table of homogeneity test of the variance above, the result of post-test was 0.084. In conclusion of homogeneity of variance test from post-test of experimental and control, the null hypothesis (H_0) was accepted because the significant value is > 0.05 whereas $P\text{-value} > \alpha$, so the result of homogeneity of variance is homogeneous.

Independent Sample for Hypothesis Testing

After knowing the result of the normality and homogeneity test, the researcher conducted a test of hypothesis to check whether there is a significant effect in the result of experimental and control group after treatments were implemented. In this research, researcher used *independent sample test* because to compare the result of post-test experimental and control group after gave the treatment. If significance value in the (sig 2-tailed) $> 0,05$ level significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) significance is rejected. Meanwhile, if the significance value in the (sig 2-tailed) is $< 0,05$ level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. And the criterion is if the significant (sig 2-tailed) $< \alpha (0,05)$, it means that there is effect. The result of t-test and post-test as follow in Table 10.

Table 10. The result Post-test Experimental and Control Group

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.120	.084	2.2	44	.031	10.435	4.675	1.013	19.857
Equal variances not assumed			2.2	42.642	.031	10.435	4.675	1.004	19.865

The Independent Sample T-test, the Sig. (2- tailed) is 0,031. The data had a significant less than $< \alpha (0,05)$. The null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which mean there is significant effect on students' vocabulary mastery who are taught by using charade games and the students who are taught by using grammar translation method. It can be concluded that experimental group had better achievement by using charade games than control group on the eighth grade students' vocabulary mastery.

CONCLUSION

Based on the research, the writer can conclude that 'Charade Games in Teaching Grammar' has positive effect because the students could differentiate between these part of speech such as noun, verb, adjective, adverb, preposition. The students understood to in arranging these part of speech in using simple present. It can be concluded that there is a significant effect between students' vocabulary mastery who are taught by using Charades Game and the students who are taught by

using Grammar Translation Method on the eighth grade students' at SMP Muhammadiyah 09 Ambulu in the Academic 2019/2020.

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