



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 6 Tahun 2024 Page 1719-1725

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect of Charades Game on Vocabulary Mastery of The Eleventh Grade Students at SMA Negeri 6 Pematangsiantar

Ruth Monika Simanjuntak^{1✉}, Bloner Sinurat², David Berthony Manalu³

Universitas HKBP Nommensen Pematangsiantar

Email: ruthmonika125@gmail.com^{1✉}

Abstrak

Penelitian ini menyelidiki dampak dari media pengajaran permainan teka-teki silang terhadap penguasaan kosakata siswa kelas tujuh di SMP Negeri 2 Siantar. Penelitian ini menggunakan teori Case untuk teka-teki silang dan teori Amin & Sumendap untuk permainan scramble. Menggunakan metode penelitian kuantitatif dengan desain kuasi-eksperimental, penelitian ini berfokus pada siswa kelas tujuh selama tahun ajaran 2024/2025. Hasil penelitian menunjukkan bahwa kelompok eksperimen memiliki nilai rata-rata yang lebih tinggi, dengan nilai pre-test 56,5 dan nilai post-test 74,33. Sebagai perbandingan, rata-rata pre-test kelompok kontrol adalah 51,83, yang meningkat menjadi 64,33 pada post-test. Analisis uji-t menunjukkan nilai uji-t sebesar 2,35, yang lebih besar dari nilai kritis 1,67. Oleh karena itu, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak, yang mengindikasikan bahwa permainan teka-teki silang memiliki pengaruh yang lebih signifikan terhadap penguasaan kosakata dibandingkan dengan permainan scramble pada siswa kelas tujuh di SMP Negeri 2 Siantar.

Kata Kunci: *Penguasaan Kosakata, Permainan, Permainan Tebak Kata*

Abstract

The aim of this research is to assess the impact of the Charades Game on vocabulary mastery among eleventh-grade students at SMA Negeri 6 Pematangsiantar. This study employs a quasi-experimental design, focusing on the use of the Charades Game as a method to enhance students' vocabulary skills. The population consists of 270 eleventh-grade students, with the sample divided into two classes: the experimental class (XI 7) with 30 students using the Charades Game, and the control class (XI 8) with 30 students receiving conventional instruction. Data analysis was conducted using the Paired test, revealing a significance (2-tailed) value of 0.000, which is less than 0.05. Consequently, the alternative hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. Thus, it can be concluded that the Charades Game has a significant effect on the vocabulary mastery of eleventh-grade students at SMA Negeri 6 Pematangsiantar.

Keywords: *Vocabulary Mastery, Game, Charades Game*

INTRODUCTION

Language plays a crucial role in human life, as emphasized by Laayranita (2015). It serves not only as a means of communication but also as a vital tool for interaction and negotiation. Brown (2007:6), as cited in Ramlan (2018), asserts that language transcends being merely a communication system. In our globalized world, effective communication has become increasingly significant, with English emerging as a key international language. It is prevalent in various aspects of life and is recognized as the language of science and knowledge, enabling access to a wealth of information and literature predominantly written in English. Today, English is utilized by many countries as a first, second, or foreign language. When learning English, students encounter four primary language skills: listening, speaking, reading, and writing (Gumartifa & Syahri, 2021). Additionally, there are essential language components, including vocabulary, grammar, punctuation, and intonation, with vocabulary being particularly emphasized (Nadeak et al, 2021).

Vocabulary is a crucial element of language that learners need to master (Syarifudin et al, 2014). It is a critical aspect of language learning, especially in English. As noted by Ricard and Rennadya (2002: 255), cited in Suryani et al (2023), "Vocabulary is a central element of language proficiency and serves as the foundation for learners' abilities to listen, speak, read, and write effectively." However, students often encounter various challenges in mastering vocabulary, including feelings of laziness, confusion over word meanings, difficulties in understanding texts, trouble identifying key information, and a lack of concentration during learning activities. To address these issues, educators must enhance the effectiveness of teaching methods by incorporating techniques focused on vocabulary

mastery. Thus, it can be concluded that vocabulary serves as the foundational knowledge necessary for proficiency in any language, including English (Rohmatillah, 2017).

Utilizing games as a method for teaching vocabulary can significantly boost student engagement and vocabulary acquisition (Safura & Helmanda, 2022). Moursund (2006:21), cited in Rahmawati et al (2022), notes that "for many students, games are intrinsically motivating." Implementing game-based techniques, such as Charades, is particularly effective for vocational high school students, as it fosters a cheerful and engaging learning environment, making vocabulary acquisition more enjoyable (Dalimunthe, 2018). Various types of games can be incorporated into the teaching and learning process to boost student engagement and effectiveness.

During the researcher's experience at SMA Negeri 6 Pematangsiantar, it became evident that many students struggled with vocabulary mastery. This was reflected in classroom activities where students had difficulty answering questions correctly, leading to confusion and hampering their understanding of English. The conventional teaching methods, primarily relying on textbooks and traditional media, contributed to student boredom and disengagement. As a result, students exhibited low motivation and interest in learning English vocabulary. The classroom observations indicated that only 40% of students met the Minimum Completeness Standard (KKM), highlighting the relatively low English learning outcomes among class XI students at the school.

To address the identified challenges, teachers must implement engaging and meaningful teaching strategies. One effective approach is to teach vocabulary through methods that enhance student interaction and enjoyment. The Charades Game is suggested as a valuable method for improving vocabulary mastery among students. By incorporating Charades into vocabulary lessons, teachers can help students overcome difficulties in learning new words while fostering a desire to expand their vocabulary (Bafadal & Humaira, 2019). The benefits of using Charades include the discovery of new words and making it easier for students to memorize nouns and adjectives (Sari & Chairani, 2017). Charades, as defined by Teare in Rafinggi (2013: 78), involves miming different parts of a word, which encourages physical activity and engages students' curiosity as they guess the word based on gestures (Jafar, 2021). This interactive method not only facilitates direct learning but also enhances students' emotional engagement through active participation.

Based on the background above, the researcher tries to conduct a research with the title "The Effect of Charades Game on Vocabulary Mastery of the Eleventh Grade Students at SMA Negeri 6 Pematangsiantar".

RESEARCH METHOD

This study employed an experimental quantitative research design. The sample was divided into two groups: an experimental group and a control group. The experimental group received treatment through the use of the Charades Game, while the control group underwent treatment using conventional methods without the game. Both groups participated in a pre-test to assess their initial knowledge. Following the pre-test, the researcher provided the designated treatments to each class. After the treatment period, a post-test was administered to both the experimental and control groups.

The research focused on the eleventh-grade students at SMA Negeri 6 Pematangsiantar. The Independent Variable (X), representing the effect in this study, was the IX-7 class, while the Dependent Variable (Y), representing the impact, was the IX-8 class. The assessment included both a pre-test, which was conducted before the treatment to gather data on the students' prior knowledge, and a post-test, which was administered after the final treatment to evaluate the impact of the Charades Game.

RESULT AND DISCUSSION

Data Description

This study adopts a quasi-experimental approach, as outlined in the previous chapter. The data analysis focuses on comparing the results from both the experimental and control classes, which includes examining pre-test and post-test scores, average scores, standard deviations, and the range of scores. The research specifically targets the students in class XI 7 (Experimental Class) and XI 8 (Control Class) at SMA Negeri 6 Pematangsiantar. In this section, the researcher will present a statistical analysis of the post-test scores for the experimental class, emphasizing the average score and standard deviation.

1. Normality Test

| | | Tests of Normality | | | | | |
|-------|---------------------|---------------------------------|----|------|--------------|----|------|
| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Kelas | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil | Pretest Eksperimen | .151 | 30 | .081 | .965 | 30 | .420 |
| | Posttest Eksperimen | .152 | 30 | .074 | .940 | 30 | .091 |
| | Pretest Kontrol | .156 | 30 | .061 | .966 | 30 | .448 |
| | Posttest Kontrol | .155 | 30 | .062 | .933 | 30 | .060 |

a. Lilliefors Significance Correction

If the significant value (Sig) from the Kolmogorov-Smirnov Test and the Shapiro-Wilk test is greater than 0.05, the research data is deemed to be normally distributed. Given that this study involves more than 50 data points, the emphasis will be placed on the significant value (Sig) obtained from the Kolmogorov-Smirnov test.

2. Paired Samples Test

| | | Paired Samples Test | | | | | | | | |
|--------|---|---------------------|----------------|-----------------|---|-----------|---------|----|-----------------|--|
| | | Paired Differences | | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | | |
| Pair 1 | Pre Test Eksperimen - Post Eksperimen | -35.33333 | 8.60366 | 1.57081 | -38.54599 | -32.12067 | -22.494 | 29 | .000 | |
| Pair 2 | Pre Control - Post Control | -33.00000 | 6.89828 | 1.25945 | -35.57586 | -30.42414 | -26.202 | 29 | .000 | |

If the Sig. (2-tailed) value from the paired sample t-test is less than 0.05, then the alternative hypothesis (H_a) is accepted for the test condition. As indicated in the table above, H_a is accepted when the Sig. (2-tailed) value is 0.000, which is less than 0.05.

Findings

The study aimed to evaluate the impact of the Charades Game on vocabulary mastery among eleventh-grade students at SMA Negeri 6 Pematangsiantar. The analysis indicated a significant effect, with a Sig. (2-tailed) value of 0.000, which is below the 0.05 threshold. Further examination revealed notable differences between the experimental group, which used the Charades Game, and the control group. The experimental class had an average pre-test score of 47.50, which increased to 82.83 in the post-test, with all students showing improvement. In contrast, the control class had a pre-test average of 43.17 and a post-test average of 76.17, also showing no declines. Both groups improved, but the experimental class outperformed the control class, suggesting that the Charades Game significantly enhances vocabulary mastery among students at SMA Negeri 6 Pematangsiantar.

Discussion

After conducting the research and analyzing the data, several findings emerged that address the research problem. The study aimed to determine whether the Charades Game significantly impacts the vocabulary mastery of eleventh-grade students and to assess the effects of using versus not using the Charades Game at SMA Negeri 6 Pematangsiantar. Vocabulary is essential in learning English, as mastering it is crucial for enhancing the four key skills: listening, speaking, reading, and writing. The test criteria indicated that the Sig. (2-tailed) value from the Paired Test was 0.000, which is less than 0.05. This suggests a

significant effect of the Charades Game on the vocabulary mastery of the eleventh-grade students. This reinforces the finding that the Charades Game significantly enhances vocabulary mastery among the eleventh-grade students at SMA Negeri 6 Pematangsiantar.

CONCLUSION

The findings of this research demonstrate that the Charades Game is effective in enhancing students' vocabulary mastery. This is supported by the observation that the scores of students in the experimental class were higher than those in the control class. Additionally, the Paired test revealed a Sig. (2-tailed) value of 0.000, which is less than 0.05, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_o). Based on these results, along with support from previous studies, it can be concluded that the Charades Game significantly improves vocabulary mastery among eleventh-grade students at SMA Negeri 6 Pematangsiantar.

Moreover, this method benefits both teachers and students. For teachers, it facilitates easier explanation of the material, while for students, it aids in understanding the concepts being taught. Although both the Charades Game and traditional teacher explanations contribute to vocabulary mastery, the use of the Charades Game has proven to be more effective.

REFERENCES

- Bafadal, M. F., & Humaira, H. (2019). The use of charades games in teaching vocabulary to the junior high school students. *Linguistics and Elt Journal*, 6(2), 14-21.
- Dalimunthe, M. (2018). THE IMPLEMENTATION OF SIMON SAYS GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH AT MTS. LABORATORIUM UIN-SU MEDAN. *VISION*, 14(14).
- Gumartifa, A., & Syahri, I. (2021). English speaking anxiety in language learning classroom. *English Language in Focus (ELIF)*, 3(2), 99-108.
- Jafar, J. (2021). The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at the Second Grade of MTs DDI Kanang (Doctoral dissertation, IAIN Parepare).
- Laayranita, M. C., & Mayasari, L. (2015). An Analysis of Pivot Grammar Used by Pupils in Playgroup At-Taqwa Surabaya. *Tell: Teaching of English Language and Literature Journal*, 3(2), 123-128.
- Nadeak, V., Tambunan, B. H., Hutasoit, R., & Nababan, J. (2021). The Correlation between Grammar Mastery And Writing Ability (A Correlation Study) At The Tenth Grade Of

Smk Negeri 1 Siborongborong. *Jurnal Littera: Fakultas Sastra Darma Agung*, 1(2), 175-186.

Rahmah, A., & Astutik, Y. (2020). Charades game: Does it affect students' learning on English vocabulary. *EnJourMe (English Journal of Merdeka)*, 5(1), 75-89.

Rahmawati, W. T., Harahap, Y. M., & Sembiring, F. W. (2022). THE EFFECT OF RIDDLE GAME ON STUDENTS' VOCABULARY MASTERY. *Pedagogi: Jurnal Ilmiah Pendidikan*, 8(1), 69-73.

Ramlan, R. (2018). Language Standarization In General Point of View. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 1(1), 27-33.

Rohmatillah, R. (2017). A STUDY ON STUDENTS' DIFFICULTIES IN LEARNING VOCABULARY. *English Education: jurnal tadrís bahasa Inggris*, 6(1), 75-93.

Safura, S., & Helmanda, C. M. (2022). Using game in improving students' vocabulary mastery. *Jurnal Dedikasi Pendidikan*, 6(1), 75-84.

Sari, D., & Chairani, N. (2017). The Effectiveness of Charades Game Toward Students' Vocabulary Mastery at Fourth Grade of SD Unggulan Aisyiyah Bantul in the Academic Year of 2016/2017. In *The 4th UAD TEFL International Conference, UAD Yogyakarta 2017*.

Suryani, L., Sahril, S., & Tahir, M. (2023). Students Vocabulary Mastery Based on Their Learning Style: Visual, Auditory and Kinesthetic. *Journal of Excellence in English Language Education (JoEELE)*, 2(1), 15-19.

Syarifudin, A., Marbun, R., & Novita, D. (2014). AN ANALYSIS ON THE STUDENTS' VOCABULARY MASTERY A DESCRIPTIVE STUDY ON THE MTS. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 3(9).