# THE USE OF CHARADES GAME TO INCREASE STUDENTS' VOCABULARY IN DESCRIPTIVE TEXT

(A Classroom Action Research at the Eighth Grade Students of MTsN Model Brebes in Academic Year 2015/2016)

#### **THESIS**

Submitted in Partial Fulfillment of the Requirement For the Degree of Bachelor of Education In English Language Education



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## **ABSTRACT**

Title : The Use of Charades Game to Increase

Students' Vocabulary in Descriptive Text (A Classroom Action Research at the Eighth Grade Students of MTsN Model Brebes in

**Academic Year 2015/2016)** 

Writer : Ferdin Tri Yuniar

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This thesis discusses the use of Charades Game to Increase Students' Vocabulary in Descriptive Text (A Classroom Action Research at the Eighth Grade Students of MTsN Model Brebes in Academic Year 2015/2016).

The background of the study is the English teacher said that some students still have difficulties in learning English especially at the eighth Smart grade (8<sup>th</sup> Smart grade). Most of the students at 8<sup>th</sup> Smart grade felt bored in learning Descriptive Text. Accordingto the English teacher, they had learned Descriptive Text when they were seventh grade. The students of 8th Smart grade lacked of vocabularies in Descriptive Text. They were also often noisy in the class because they felt bored of teaching technique. To increase students' vocabulary, the teacher can use Charades Game in teaching vocabulary.

The study is aimed at responding the following question: Can Charades game increase students' vocabulary in Descriptive Text?

The objective of this study is: To describe the improvements of students' vocabulary in Descriptive Text after using Charades game.

The study was conducted at MTsN Model Brebes in the academic year 2015/2016. The subject of this study was the students of 8<sup>th</sup> Smart grade. The number of the subject was twenty eight. The design research that used was classroom action research with the reason the teachers can develop and repair their skills in giving the material to the students. This research conducted preliminary study, cycle I, and cycle II.

The techniques which were used to collect the data are documentation, observation, and test. In the preliminary study, the researcher took base line data of students' score at the 8<sup>th</sup> Smart grade in first semester. In the cycle I, the researcher began to apply using Charades Game in teaching vocabulary and in the cycle II, the researcher also used Charades Game in teaching vocabulary with reflecting in the cycle I. The researcher gave test in every cycle and assess the test in every cycle.

In this research, the researcher analyzed the result of observation and achievement test in every cycle. The result of study shows that the students' vocabulary in Descriptive Text is increase.In the preliminary study, the average of students' score was 68,46.In the cycle I, the average of students' score was 77,32 and for the percentage of observation checklist was 68%. In the cycle II, the average of students' score was 82,5 and for the percentage of observation checklist was 88%.

From the result of observation checklist, it shows there is positive change on students in learning English. During implemented Charades game in learning vocabulary in Descriptive text, the students gave attention and participation during teaching learning process. The students became more active in teaching learning activity. Therefore, it can be concluded that teaching vocabulary with using Charades game can increase students' vocabulary in Descriptive Text.

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Finally, the researcher realizes that this thesis is still far from

being perfect, therefore, the researcher will happily constructive

criticism in order to make it better. The researcher hopes that this

thesis would be benefical for everyone. Amin.

Semarang, 22<sup>nd</sup> of April, 2016

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# CHAPTER I INTRODUCTION

## A. Background of Study

Language is used as a means of communication in society. Language is system of signs and constructs used by people as a primary form of communication. People use language to convey messages to the other. Oxford Learner's Dictionary stated that language is system of sounds, words, manner, signs, symbol, used by human to communicate thoughts and feelings.<sup>1</sup>

There are some more countries that used the kind of languages in this world including English. One of the countries is Indonesia. In Indonesia, besides we used our native language that is Indonesian language, there is also foreign language that is English language. Although there are many kind of languages in this world, all of the people from over the world can communicate each other by using English because it is an international language used among them to communicate. It is identic with the Janet Holmes state in his book by saying:" A world language or international language is English language. It was used by people such as in economic, political and also education."<sup>2</sup>

<sup>&</sup>lt;sup>1</sup> Oxford, Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2003), p. 240.

<sup>&</sup>lt;sup>2</sup> Janet Holmes, *An Introduction to Sociolinguistics*, (United Kingdom: Longman, 1992), p. 53.

English is an international language used by most people in the world to communicate with others, especially for the people in different countries. English is one of the most popular languages in the world. The people use it either as the first foreign or a second language. It is used by many people in many countries. And also, it is used to minimize misinterpretation among many people from different country because they have different language. To teach it in a satisfactory manner good teacher of English is required. It must also be remembered that all the good teachers cannot teach English in good manner at all stage.<sup>3</sup> In learning English, vocabulary is an important component, which is vocabulary. According to Scott Thornbury, "Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages"

Linse defines that vocabulary is the collection of words that an individual knows.<sup>5</sup> It means that students must have a lot of vocabularies to facilitate the interaction with others. Students who have sufficient vocabulary be applied in making good language, they will be more confident and easier to convey ideas

<sup>&</sup>lt;sup>3</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching* (Methods, Tools & Techniques), (Jaipur: Sunrise Publishers & Distributors, 2008), p. 145.

<sup>&</sup>lt;sup>4</sup>Scott Thornbury, *How To Teach Vocabulary*, (England: Longman, 2002), p. 1.

<sup>&</sup>lt;sup>5</sup>Caroline T Linse, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill ESL/ELT, 2005), p. 121.

in a controlled vocabulary. Thus, vocabulary is a collection of words that a person knows, it is an important component of the speaking ability. Without a sufficient vocabulary, students will not be able to understand the reading, listening, speaking, and writing. Vocabulary give the effect of all skills, without have vocabulary the students can not master of a foreign language. If the students have lack of vocabulary, she or he will be confused or lack of confidence in communication because of all the skills in the English language dealing with words.

Vocabulary has an important role in English. Vocabulary is the basic to acquire other competences such as listening, speaking, reading and writing. Therefore, vocabulary is the basic competence need taught. Knowing a lot of words are important because the more words we know, the better chance to understand. For this reason, the major aim of teaching English program is to help students gain large vocabulary of useful words. This statement appropriate with the Koran, Allah said:

And He taught Adam all the names of all things. Then He set these before the angels and asked. to the angels and asked. "Tell Me the names of all these things, if you are right (Al Baqoroh: 31)<sup>6</sup>

<sup>&</sup>lt;sup>6</sup>Abul A'la Maududi, *The Meaning of The Quran*, (Delhi-6: Markazi Maktaba Jamaat-E-Islami Hind, 1972), p. 56.

In the surah above, Allah shows us that we should learn vocabulary enable we can create our language skill. We can choose appropriate words in spoken or written language. A good vocabulary is a vital part of effective language communication.

Based on the pre-observation by interviewing the English teacher, the English teacher said that some students still had difficulties in learning English especially at the eighth Smart grade (8<sup>th</sup> Smart grade). Most of the students at 8<sup>th</sup> Smart grade felt bored in learning Descriptive Text because according the English teacher, they had learned Descriptive Text when they were seventh grade. The students of 8th Smart grade lacked of vocabularies in Descriptive Text. They were also often noisy in the class because they felt bored of teaching technique.

However, appropriate teaching technique and media are necessary to make the teaching and learning process effective. Beside, the teacher must know the learning characteristics of the students, so the teacher can implement the appropriate technique and media to teach the students. Various technique and media create good atmosphere in classroom so that the students are motivated to learn more new words in fun and enjoyable situation.

In addition, to solve the problem above, there is a game is Charades. Charades is one of the game that can be used in teaching vocabulary. Teare states that Charades game is a game miming the individual parts of a word. It means that the game uses mime style to know meaning word. In addition Ellery states that

Charades game is a game to make a mental image of a word to aid in recalling the word. It means Charades game can help students in vocabulary and can be easy students in remember the word.<sup>7</sup>

Games of Charades or pantomime that involve body movement and facial expressions are fun and encourage creativity and spontaneity on the part of the student. Charades game can help students in knowing meaning of words. Because the activities of this technique using pantomime style cues and engage students in physical activity and provoke curiosity of students to find out, this game uses exciting ways to define a word, this will help students define or remember the meaning of the word.

Thus, Charades game can be used in increasing students' vocabulary. Students will be easier to remember the words. Finally, Charades game helps students learn to express their feeling and understand the feeling of others. By choosing one of the appropriate techniques the students will be interested in learning vocabulary and help them to improve their vocabulary.

This study specifically focuses on teaching learning vocabulary in Descriptive Text. Because according English teacher of MTsN Model Brebes, the eighth grade students still have difficulty in rememberring vocabulary about adjectives, describing people, describing animals, etc. in Descriptive Text. There are some types of genre. In eighth grade of Junior High

<sup>&</sup>lt;sup>7</sup>Dhika Lomita Rafinggi, "Teaching *Vocabulary by Using Charades Technique for Young Learners*", West Sumatra: (STKIP) PGRI.

School, based on Kurtilas curriculum, there are three types of genre that must be learnt. There are Descriptive text, Narrative text, and Recount text.

Descriptive Text is one of text types or genre. There are many kinds of genre in studying a language, but here the writer focuses on Descriptive Text. A Descriptive Text itself has meaning kind of text which describes a particular person, place, things.<sup>8</sup>

Based on the fact found in MTsN Model Brebes, the writer carries out a research to increase the students' vocabulary using Charades game in teaching vocabulary in Descriptive Text. The writer would like to study: The Use of Charades Game to Increase Students' Vocabulary in Descriptive Text (A Classroom Action Research at the Eighth Grade Students of MTsN Model Brebes in Academic Year 2015/2016).

## **B.** Questions of Research

Can Charades game increase students' vocabulary in Descriptive Text?

<sup>&</sup>lt;sup>8</sup>Linda Gerot and PeterWignell, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia:GredStabler AEE, 1998), p. 208.

## C. Objective and Significance of Study

## 1. Objective of Study

To describe the improvements of students' vocabulary in Descriptive Text after using Charades game.

## 2. Significance of Study

The researcher hopes that the results of this study can be used by the students, the English teacher, the school and the researcher for the following purposes:

#### a. For The Students

The use of Charades game in learning vocabulary in Descriptive Text could help the students learn easier. Besides, the use of Charades game could make more fun vocabulary learning. They have chance to increase their vocabulary in an interesting situation and learn it in enjoyment.

## b. For The English Teacher

For English teachers of Junior High School especially those who teach at MTsN Model Brebes, this study gives contribution to the English teacher in the use of Charades game as a vocabulary teaching technique to increase students' vocabulary achievement.

#### c. For The School

It gives contribution to the Junior High School especially MTsN Model Brebes that they can use Charades game as a new technique in teaching vocabulary

to the students and also as an input for the increasing of science related to the teaching learning language.

## d. For The Researcher

This research can add more knowledge and experience about this method in teaching vocabulary in Descriptive Text using Charades game and the result of the study answer the questions which are the basic of research.

#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

## 1. Vocabulary

### a. Definition of Vocabulary

Vocabulary is one of the language components which be mastered by English should learners. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. it is clear that vocabulary gives effects for skills in English. Without mastering vocabulary, the students can not master English because all of the skills in English are related to words. If the students have less vocabulary, they will not be successful in speaking, listening, reading, and writing. So, learning English will be successful, if the master vocabulary. Vocabulary is a students collection of words used the in language communicate. It is an important aspect that should be learnt by students, because the language related to the words. Without having sufficient vocabulary a student not communicate, so he or she should have had enough vocabulary to simplify the language like to convey an idea in spoken and written. Some experts have different opinion about the importance of vocabulary in learning language.

According to Hatch and Brown state that vocabulary is a list of set of words for a particular language or a list or set of words that individual speakers of a language might use. In addition, Cameron states vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned participating discourse, and is essential to in participating in it.<sup>2</sup> Based on statement above vocabulary is a basic vocabulary in the language, the vocabulary is very necessary to learn so we have to increase the vocabulary to facilitate the use of language.

Richards and Renandya defines that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Based on this statement, it is clear that vocabulary gives effects for skills in English. Without mastering vocabulary, the students can not master English because all of the skills in English are related to words. If the students have less vocabulary, they will not be successfulmin speaking, listening, reading, and

<sup>&</sup>lt;sup>1</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Education*, (USA: Cambridge University Press, 1995), p. 1.

<sup>&</sup>lt;sup>2</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 95.

writing. So, learning English will be successful, if the students master vocabulary.<sup>3</sup>

Thornbury states without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>4</sup> Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

From the statements above the writer concludes that vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

## b. The Aspect of Vocabulary

In teaching vocabulary, the teacher should concern on the aspect of vocabulary that need to be taught. Penny

<sup>&</sup>lt;sup>3</sup>Richards, Jack C and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press), 2002, p. 255.

<sup>&</sup>lt;sup>4</sup>ScottThornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

Ur mentions many aspects of vocabulary that is need to be taught to the students. They are as follow:<sup>5</sup>

## 1) Form: Pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what is look like (its spelling). In teaching the teacher needs to make sure that both the aspects are accurately presented and learned.

#### 2) Grammar

The grammar of new item will need to be taught if this is not obviously covered by the general grammatical rules. An item may have unpredictable change of form in certain grammatical context of may have some idiosyncratic way of connecting with other word in sentence. It is important to provide learners with this information at the same time as we teach the base form. For example, when teaching a noun, it might also need to present its plural form, if irregular (mouse/mice), or draw learners' attention to the fact that it has no plural at all (advice, information).

<sup>&</sup>lt;sup>5</sup>Penny Ur, *A Course in Language Teaching*: Practice and Theory, (UK: Cambridge University Press, 1998), p. 60-62.

### 3) Collocation

The collocation is particular combination of words by placing or arranging words together. Collocation makes a particular combination sound "right" or "wrong" in a given context. Some words may be having same meaning but they are not uncertainly can be combined with same word. For example, the word throw and toss. Both the words throw and toss have the same meaning. In a context we say throw a ball and toss a coin, but it is odd if we say throw a coin and toss a ball.

# 4) Aspect of meaning (1): denotation, connotation, and appropriateness

A word sometimes has two meaning when it is applied in a context or uses in daily communication. They are denotation and connotation meaning. Denotation is often sort of definition that it is given in dictionary. For example, dog denotes a kind of animal; more specifically, a common, domestic carnivorous mammal. Connotation meaning is association, or positive or negative feeling it evokes, which or may not be indicated in a dictionary definition. For example, the word dog, as understood by British people has positive connotation of friendship and loyalty; whereas the in Arabic, dog has

negative associations of dirt and inferiority. The other aspect of meaning that often needs to be taught is whether a particular item is appropriate one to use in a certain context or not. It is useful for learner to know that a certain word is very common, or relatively rare or taboo in polite conversation, or tend to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to certain dialect.

## 5) Aspect of meaning (2): Meaning relationship

The aspect needed to be taught is meaning relationship that is how the meaning of one item related to the meaning of others. These meaning relationships are namely:

- a) Synonyms: item that mean the same or nearly same.
- b) Antonyms: item that mean the opposite.
- c) Hyponyms: item that serves as specific examples of general concept.
- d) Co-hyponyms: other item that are "same kind of thing".
- e) Super-ordinates: general concept that "cover" specific items.

f) Translation: words or expression in the learner mother tongue that are (more or less) equivalent in meaning to the item being taught.

## 6) Word formation

A new item of vocabulary may be more than a single word but express a single idea. Some vocabulary items are built by combining words (two nouns, or a gerund and noun and etc). For example swimming pool, bookstore, follow up. How these words are put together or how some certain words are formed is useful information to be known by the students perhaps mainly for more advanced learner.

## c. Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Vocabulary is one of the most obvious components of language and one of the first things

applied linguists turned their attention to.<sup>6</sup> Learning language must be given special attention in order to get the goal of language learning. The teaching English aims to develop the four skills, they are, listening, reading, speaking and writing. To support the developing of four language skills, English language component, vocabulary, grammar and pronunciation or spellings are also taught. Besides that in constructing a sentence, we do not need just grammar and pronunciation correctly but also the appropriateness of choosing vocabulary.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they master the language. Teaching vocabulary deals with knowing meaning from the words. The teachers should teach the words that related to the students' life by using the appropriate strategy, media, technique, etc. The teacher should adjust them based on the level of students.

According to Cameron, teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully It means that

<sup>&</sup>lt;sup>6</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), p. 4.

teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson, they will get spirit full in learning vocabulary.<sup>7</sup>

In fact, teaching activities will be more fluently if the word is in a context form because students will know it clearly. Teaching vocabulary and grammar will be more effectively if it has relation with students' environment, so they can practice them easily. Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to use it. However, studying language causes some problems, because many students consider learning vocabulary is a boring activity, teacher should keep looking for way to make learning vocabulary easier and more pleasant.

Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, it does not mean that if the teacher uses a certain technique. From explanation above, its mean that techniques in teaching learning is very

<sup>&</sup>lt;sup>7</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), p. 75.

important and the teacher should use appropriate technique to teach vocabulary, in order to motivate and help the students in learning process.

Nation in Cameron proposes that there are some listed basic techniques that can be used by teacher in classroom:<sup>8</sup>

By demonstration or pictures

- 1. Using an object
- 2. Using a cut-out figure
- 3. Using gesture
- 4. Performing an action
- 5. Photographs
- 6. Drawings or diagrams on the board
- 7. Pictures from books (to these we might add moving images, from TV, video or computer.

By verbal explanation

- 8. Analytical definition
- 9. Putting the new word in a defining context (e.g. an *ambulance* takes sick people to hospital)
- 10. Translating into another language

Based on explanation above, the writer can conclude, teaching vocabulary to build knowledge of word, teaching vocabulary can be presented in many

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<sup>&</sup>lt;sup>8</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (New York: Cambridge University Press, 2001), page 85.

ways. In teaching vocabulary, teachers can use the media, gestures, translating the word. The teachers can use them based on the needs and level of the students. the teacher must have expertise in teaching, especially in the teaching of vocabulary, the teacher in teaching vocabulary using basic stages by teaching techniques that can attract the attention of students to know the material, with the techniques used in teaching vocabulary teacher must first match which techniques are suitable for use in this matter, because by using a technique more suited to the material that will be presented that can improve students' curiosity and enthusiasm in learning.

## d. The Principle of Teaching and Learning Vocabulary

Richards and Renandya provide 7 principles of teaching and learning vocabulary, they are<sup>9</sup>:

# 1) Provide Opportunities for The Incidental Learning of Vocabulary

In the long run, most words in both first and second languages are probably learned incidentally, through extensive reading and listening. The incidental learning of vocabulary through extensive

<sup>&</sup>lt;sup>9</sup>Richards, Jack C and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press), 2002, p. 259-264.

reading can benefit language curricula and learners at all levels.

## 2) Diagnose which of the 3,000 Most Common Words

Knowing approximately 3,000 high-frequency and general academic words is significant because this amount covers a high percentage of the words on an average page. For second language learners entering university, Laufer found that knowing a minimum about 3,000 words was required for effective reading at the university level, whereas knowing 5,000 words indicated likely academic success.

# 3) Provide Opportunities for the Intentional Learning of Vocabulary

The incidental learning of vocabulary may eventually account for a majority of an advanced learners' vocabulary; however intentional learning through instruction also significantly contributes to vocabulary development. Surely the significant development uses certain instruction, such as the solution given by Coady. He asks students to have extensive reading until achieve 3,000 words form and meaning, then it should be continued by pair learning strategy.

# 4) Provide Opportunities for Elaborating Word Knowledge

Prince states that simply knowing translations for the second language words does not "guarantee that they will be successfully accessed for use in a second language context. Elaboration involves expanding the connection between what the learners already know and new information. It is able to be done by teacher by making collocation and association. For the exercise of the material, teacher can apply semantic maps with generating derivatives, inflections, synonyms, and antonym of a word.

# 5) Provide Opportunities for Developing Fluency with Known Vocabulary

Fluency-building activities recycle vocabulary already know by students in such as a content in order make them confident in understanding the use of the words. According to Nation, developing fluency it means develop the other skill too. So it gives opportunity for students to increase their ability in reading, writing, listening and speaking.

## 6) Experiment with Guessing the Context

Guessing from context is a complex and often difficult strategy to carry out successfully. However, this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning. Just what is not learned will partly depend on text difficulty as well as the learners' level.

Nation and Coady provide five-step strategy to decide words chosen in guessing :

- a) Determine part of speech of unknown words
- b) Look at immediate context and simplify it if necessary
- c) Look at the wider context
- d) Guess the meaning of unknown word
- e) Check that the guess is correct

# 7) Examine Different Types of Dictionaries and Teach Students How to Use Them

Bilingual dictionaries have been found to result in vocabulary learning. Teacher gives training of the using of different dictionaries; bilingual dictionaries, billingualized dictionaries or electronics dictionaries. Besides that teacher should emphasize the important of checking a word's original context carefully because context determines which sense of a word is being used.

Thus, the writer can conclude that learning vocabulary through incidental, intentional, and

independent approaches requires teachers to plan a wide variety of activities and exercises.

# 2. Descriptive Text

#### a. Definition of Descriptive Text

Descriptive text is one of text types or genre which describes a particular person, place or thing. In other words, descriptive text is to describe something naturally. The object that described in shape, size, substance and characteristic.

#### b. The Generic Structure in Descriptive Text

Descriptive text also has generic structures, there are as follow:

Identification : identifies phenomenon to be

described

Description : describes parts, qualities,

characteristics<sup>10</sup>

# The Example of Descriptive Text:

#### My Close Friend, Jacquez

#### Identification

Jacquez has been my close friend for two years. I first met him on a school exchange tripto Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

<sup>&</sup>lt;sup>10</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar: AnIntroductory of Workbook*, (Australia:GredStabler AEE, 1998), p. 208.

## Description

Jacquez is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacquez is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacquez is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

All in all, I'm glad to have Jacquez as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.<sup>11</sup>

# c. Language Feature

Descriptive Text has four language features are: 12

- 1) Focus on specific participant
- 2) Use of attributive and identifying processes

<sup>11</sup> http://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang-dan-arti/, accessed on Monday, December 21 st, 2015 at 13.51.

<sup>&</sup>lt;sup>12</sup>Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), p. 40.

- 3) Frequent use of ephithets and classifier in nominal groups
- 4) Use of simple present.

Thus, from the explanation above, the researcher concludes that descriptive text is any meaningful stretch of language in oral and written that has social purpose to describe a particular person, place or thing.

#### 3. Charades Game

#### a. Definition of Charades Game

Charades is one of the game that can be used in teaching vocabulary. Teare states that Charades game is a game miming the individual parts of a word. It means that the game uses mime style to know meaning word. In addition Ellery states that Charades game is a game to make a mental image of a word to aid in recalling the word. It means Charades game can help students in vocabulary and can be easy students in remember the word.

Charades is a wordguessing game. In the form most played today, it is an acting game in which one player *acts out* a word or phrase, often by miming similar-sounding words, and the other players guess the word or

<sup>&</sup>lt;sup>13</sup>Dhika Lomita Rafinggi, "Teaching *Vocabulary by Using Charades Technique for Young Learners*", West Sumatra: (STKIP) PGRI.

phrase. The idea is to use physical rather than verbal language to convey the meaning to another party.<sup>14</sup>

Charades is a game in which the players are typically divided into two teams, members of which take turns at acting out in pantomime a word, phrase, title, etc., which the members of their own team must guess.<sup>15</sup>

Based on the explanation above, the writer concludes that Charades game can help students in knowing meaning of words. Because the activities of this game using pantomime style cues and engage students in physical activity and provoke curiosity of students to find out, this game uses exciting ways to define a word, because students prefer to learn by interacting directly, this game thinking students to guess a word by using gestures, this will help students define or remember the meaning of the word.

#### b. The Rules of Charades Game

There are some steps in applying Charades game according to some experts. According to Dayton, there are some steps in teaching vocabulary by using Charades:

<sup>&</sup>lt;sup>14</sup><u>https://en.wikipedia.org/wiki/Charades</u>, accessed on Monday, December 21<sup>st</sup>, 2015 at 13.59.

http://dictionary.reference.com/browse/charade, accessed on Monday, December 21<sup>st</sup>, 2015 at 14.06.

- 1) One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.
- 2) The other players try to guess who the acting player is or what they are doing.
- 3) You can have players working together in twos, threes or fours miming a situation or an activity while the others guess.

Moreover, Allery states that the steps are as follow:

- 1) Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word card and acting out (role playing or pantomiming) the meaning of the word on the card while holding or moving related or symbolic objects. Suggested teacher talk could be "what part of the pantomime helped you to know the word?"
- 2) Have students give suggestions for what the word might be until the correct word is identified.
- 3) Return to the text, and highlight the words students acted out within the text.<sup>16</sup>

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<sup>&</sup>lt;sup>16</sup>Dhika Lomita Rafinggi, "Teaching *Vocabulary by Using Charades Technique for Young Learners*", West Sumatra: (STKIP) PGRI.

In addition, The rules used for the acted Charades are usually informal and vary widely, but commonly agree in essence with the following basic rules:<sup>17</sup>

- 1) The players divide into two teams.
- 2) Each team in turn produces a "secret" word or phrase, to be guessed by the other team, and writes it on a slip of paper. Rules vary as to which phrases are allowed; single words may be restricted to nouns as found in dictionaries, while multi-word phrases usually are required to be commonly used phrases, or common expressions for well-known concepts. Often the secret phrases allowed are confined to titles of books, songs, or movies.
- 3) The slip of paper with the secret phrase is revealed to one member of the other team, the "actor", but kept secret from the remainder of the other team, the "guessers".
- 4) The actor then has a limited period of time in which to convey the secret phrase to the guessers by pantomime.
- 5) The actor may not make any sounds or lip movements. In some circles, even clapping is prohibited, while in others, the player may make any

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<sup>&</sup>lt;sup>17</sup>https://en.wikipedia.org/wiki/Charades, accessed on Monday, December 21<sup>st</sup>, 2015 at 13.59.

sound other than speaking or whistling a recognizable tune.

- 6) The actor cannot point out at any of the objects present in the scene, if by doing so they are helping their teammates.
- 7) Most commonly, the actor is allowed to make any gestures other than blatantly spelling out the word. In more stringent sets of rules, indicating anything about the *form* of the phrase is prohibited, even the number of words, so that only the *meaning* may be acted out.
- 8) The guessers attempt to guess the word or phrase based on the actor's performance. They can ask questions, to which the actor may give non-verbal responses, such as nodding in affirmation. If any of the guessers says the correct word or phrase within the time limit in the literal form as written on the slip, their team wins that round; if the phrase is not guessed when the time limit expires, the team that produced the secret phrase wins the round.
- 9) The teams alternate until each team member has had an opportunity to be the actor.

Besides, Maley and Duff proposes that the procedures by using Charades technique are:<sup>18</sup>

<sup>&</sup>lt;sup>18</sup>Alan Maley and Alan Duff, *Drama Techniques*, (United Kingdom: Cambridge University Press, 2005), p. 174.

- 1) You will need to explain, and then demonstrate, how Charades works, the idea is that an individual (or group) has a word that they convey to others by miming and using sounds (but not words). Usually this is done by breaking the word into chunks and acting out teach chunk separately, if the word was tennis, you might show ten fingers, then point at your knees; if the word was humorous, you could start by laughing a lot, then point to yourself and others to show us; if the word was detestation, you could make a face showing hate/disgust, then mime waiting for a train at a station.
- 2) When students have idea, divide them into groups of five. Give one word slip to one person in each group. This student then has to present the word as quickly as possible to the other group members.
- 3) As soon as groups correctly guess the first word, give out a different slip to another group member. Continue with the activity till everyone has had a turn.
- 4) Conduct whole-class feedback, inviting volunteers to present some of their words to everyone. What were the most ingenious mimes?

In conclusion, teaching vocabulary in Descriptive Text by using Charades can be modified based on the level of students but the purposes are same to

increase students' vocabulary well. Using Charades should be suitable with the materials and level of the students. Teacher should give more attention for them in learning process because the students need attention and reward to appreciate their job. in this game the students more active because students use gestures such as playing cards, acting style pantomime interlocutors addressed to them, with this process students will be more active and increases students' enthusiasm for learning. Based on some rules above, the writer choose one procedure by expert such as Dayton, because by using the procedure, the students will be easy in learning vocabulary in Descriptive Text.

# c. The Adventages of Charades Game

Charades game gives the advantages in increasing vocabulary. According to Kaduson and Schaefer, Charades can be used to develop therapeutic rapport with the students. The therapist can "stack the deck" by deciding which feelings are included in the game or the order in which the cards are drawn. Selected self-disclosure of feelings by the therapist similar to what the students are experiencing helps to facilitate a development of compassion and understanding. Feeling Charades can serve as a warm-up for sharing deeper emotional issues and help to establish a comfort level through acceptance

of all feeling. This game helps students to regulate their emotion in the delivery of a word.

Besides, Layne proposes that this game having a mixed age team also has the advantage of helping students learn how to act out words. These games learn 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.<sup>19</sup>

In addition, Himmele states that take them to activities of higher level thinking. It is also a lot of fun when students are asked to do this in a group. By using the game, students are encouraged to think that done in groups, it makes them more comfortable in conducting activities in the classroom and outside, and using this game will facilitate them to learn vocabulary.<sup>20</sup>

Based on the explanation above, the writer can conclude, Charades game has advantages: Charades game can help students to learn vocabulary, Charades game can manage emotions in the act or the words and trains students to say the word by setting erosion as well as in acting and also Charades game take the students to

<sup>&</sup>lt;sup>19</sup>Dhika Lomita Rafinggi, "Teaching *Vocabulary by Using Charades Technique for Young Learners*", West Sumatra: (STKIP) PGRI.

<sup>&</sup>lt;sup>20</sup>PersidaHimmele&Himmele William, *Total Participation Techniques*, (Alexandria: Library of Congres Cataloging-in-Pablication Data, 2011), page 72.

activities of higher level thinking. Students in the class using Charades game in groups because students prefer to work in groups, the group of students to think how to provide the meaning of the words they have, in a way pantomime or gestures.

#### **B.** Previous Research

Previous research which is relevant is the description of the relationship between the problems examined in the theoretic framework used and in relation to the relevant previous research.<sup>21</sup> In composing this thesis, the writer considered some previous researches related to this study, those are:

A thesis by Ana Faizah (093411007), the Faculty of Islamic Education and Teacher Training Walisongo State Islamic University Semarang, the title is "Enriching Students' Vocabulary through Word Jar Game (A Classroom Action Research at the Fifth Grade of MI Tinjomoyo, Semarang in the Academic Year of 2013/2014". This thesis concerns with using Word Jar Game in teaching vocabulary. She used documentation, observation, test, and interview for collecting data. And the result of the study shows the improvement of the vocabulary achievement's average from the pre-test 58,2, cycle I 63,3, cycle II 73,2, post test 80,4.

<sup>&</sup>lt;sup>21</sup> Abdul Wahib, dkk., *Pedoman Penulisan Skripsi Program Strata Satu (S.1)*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2010), page 12.

A thesis by Rozikun (113411127), the Faculty of Islamic Teacher Training Walisongo Education and StateIslamic University Semarang, the title is "Improving Students Descriptive Text Writing Skill by Watching Video Clip (A Classroom Action Research at Tenth Social 1 Grade of MA NU Mranggen in Academic Year 2014/2015)". The similarity this research and previous research is concern in same text type that is descriptive text. His research showed that teaching writing descriptive text using video clip can be enjoyable for both teacher and students. He used three instruments to collect data they were observation, test, and documentation. The result shows that the students become better in composing and arranging descriptive text effectively, systematically and efficiently.

However, this research is different with previous ones, but there is the similarity both of them, that is concern on vocabulary in descriptive text. First researcher above was conducted the implementation of using Word Jar Game in teaching vocabulary, the second researcher used video clip to increase students descriptive text writing skill, but in this research, the researcher used Charades Game to increase students' vocabulary in Descriptive Text. So, those are still having relevance and significance factors why it is interested to be observed.

# **C.** Action Hypothesis

Considering the theory of teaching vocabulary by using Charades game, the hypothesis of this study is using Charades game can increase Students' vocabulary of the eighth grade students of MTsN Model Brebes.

# CHAPTER III RESEARCH METHOD

## A. Research Methodology

#### 1. Research Design

The researcher used classroom action research. According to Wiriaatmadja classroom action research is a method how a group of teacher can organize their teaching learning condition and learn from their own experience.<sup>1</sup>

Carr and Kemmis state that classroom action research is a form of self-refective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices, and the situation in which the practices are carried out.<sup>2</sup>

Action research can be implemented in education to improve the quality of education such as improving students' learning, improving students' motivation, improving students' mastery of certain subjects and etcetera. Ebbun in Hopkins states that action research is systematic study of attempt to improve educational practice by groups of participants by

<sup>&</sup>lt;sup>1</sup>Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), p. 13.

<sup>&</sup>lt;sup>2</sup>Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), p. 21.

means of their own practical actions and by means of their own reflection upon the effect of those actions. <sup>3</sup>

From the explanation above, it can be summarized that action research is systematic study of effort to overcome educational problems to change things related to educational problems and/or for improvement. It is conducted collaboratively among the teacher, researcher, and those with an interest in the problem of affected by it by means of their own practical actions and by means of their own reflection upon the effect of the actions.

In this study, the action research is conducted to solve the problem in teaching vocabulary at the eighth grade students of MTsN Model Brebes using Charades game. The researcher collaborated with the English teacher in conducting the research. The action in this research is the implementation of using Charades game in teaching vocabulary. The researcher played as teacher while the English teacher helped the researcher by being as observer.

#### 2. Characteristic of Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are<sup>4</sup>:

<sup>&</sup>lt;sup>3</sup>David Hopkins, *A Teacher's Guide to Classroom Research*, (Buckingham: Open University Press, 1993), p. 48.

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers
- b. It is collaborative
- c. It is aimed and changing things

Burns states the characteristics of action research as follows:<sup>5</sup>

- a. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners a research.
- d. Changes in practice are based on the collection of information or data which provides the impetus for changes.

#### 3. The steps of Classroom Action Research

In this research, the researcher conducted two cycles of classroom action research. There are four step process in

<sup>&</sup>lt;sup>4</sup>David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 17.

<sup>&</sup>lt;sup>5</sup>Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: CambridgeUniversity Press), 1999, p. 30.

each cycle for doing classroom action research. All those steps can be explained as follow:

#### a. Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done.

## b. Acting

In this step, the teaching technique will be applied in teaching learning process. It is using word expert cards in improving students' vocabulary.

#### c. Observing

In this phase, the researcher observed and took notes during teaching learning process.

#### d. Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.<sup>6</sup> Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

<sup>&</sup>lt;sup>6</sup>Suharsimi Arikunto, et. al., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 74.

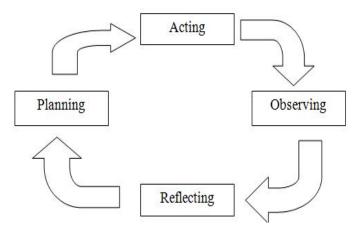


Figure 1. Action Research Cycle

#### B. Place and Time of Research

This action research carried out at MTsN Model Brebes. It is located at JalanYosSudarso 33 Brebes 52212. This school is the one of Government Junior High School in Brebes. The research was conducted in February 2016.

# C. The Subject and Collaborator of The Study

# 1. Subject of the Study

The subject of the study is the students of 8 Smart grade of MTsN Model Brebes at 2<sup>nd</sup> semester in academic year 2015/2016. It consists of 28 students, 14 girls and 14 boys.

#### 2. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teaches English at MTsN Model Brebes, she is Mrs. Jenab Yuniarti, S.Pd.

## D. Technique of Collecting Data

#### 1. Documentation

The researcherused documentation which relate with this research. They are students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process by word expert cards.

#### 2. Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decided to use observation form.

#### 3. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group.

# E. Technique of Analysing Data

The classroom action research in this study is considered successful if there is an improvement of students' vocabulary in Descriptive Text . The indicators are students can do the tests well and enjoy in learning English in classroom. It means there is an

improvement of students' vocabulary achievement after they are taught using Charades game.

There are two types of data as evidence. They are namely quantitative and qualitative data. The quantitative data are data from written test namely pre-test and post-test. The result of the test is analyzed statistically. Meanwhile, the qualitative data comes from observation noted on field notes.

#### 1. Data from Observation

Researcher used observation scheme during the teaching-learning process in pre-cycle research, cycle I, and cycle II. Data from observation described as detail as the researcher got. Data from observation are grouped based on students' attention toward the lesson, students participate toward teacher's teaching, students respond to explained material, students are interested in the teaching learning process, students are active during teaching learning process, being enthusiastic to English learning has taken as a clue or indicator for students' vocabulary in Descriptive Text using In this observation, the researcher used Charades game. systematic observation. According to Arikunto systematic observation is observation that done by researcher with guidance as intrument of observation. The guidance is called sign system which contained the list of activities that will be

<sup>&</sup>lt;sup>7</sup>Suharsimi Arikunto, *Prosedur Penelitian :Suatu Pendekatan Praktik*, (Jakarta: RinekaCipta, 2013), p. 200.

observed, hereafter the researcher gave sign toward students' activities.

The form of sign system observation is as follow:

Table 1 Form of Sign System Observation

No	Indicators	None (0%)	Few (≤20%)	Half (21%- 50%)	Many (51%-70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students						
	participate						
	toward						
	teacher's						
	teaching						
2	Students						
	respond to						
	explained						
	material						
3	Students are						
	interested in						
	the teaching						
	learning						
	process						
4	Students are						
	active during						
	teaching						
	learning						
	process						
5	Being						
	enthusiastic						
	to English						
	learning						

# 2. Data from Test

Test is one technique to measure someone's proficiency. Brown states that a test is a method of measuring

person's ability, knowledge or performance in a given domain. Test is preparing administrative procedure that occurs in identifiable times in a curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. In this study, there are three kinds of test such as; pre-test, assessment and post-test. In this research, the researcher used written test.

In test, researcher used rating scales. It can be extremely helpful in judging skills, product, social behaviors, and attitudes. In pre-test and post-test researchergave score on students' proficiency on students' vocabulary in Descriptive Text. The researcher used mean formula to know the average of students' score and to check the increasing of students' vocabulary in Descriptive Text, mean defined as "the total number of score divided with the total number of individu". The pattern of mean as follow: 10

To know the mean of students' score, the formula is as follow:

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

M = The average of students' score

 $<sup>^{8}</sup>$  H. Douglas Brown, *Language Principles and Classroom Practices*, (New York: Pearson, 2004), p. 3.

<sup>&</sup>lt;sup>9</sup> H. Douglas Brown, "Language Principles..."p. 3.

<sup>&</sup>lt;sup>10</sup>HadiSutrisno, Statistikjilid 1, (Yogyakarta: Andi, 2001), p. 37.

 $\Sigma X = Total score$ 

N =The number of student

#### F. Indicator of Achievement

The students' success and failure in doing the planned activities assessed by referring to the increasing students' vocabulary achievement through Charades game. The proficiency could be said that they are successfully gained by students if the students have improvement in every cycle.

# CHAPTER IV RESEARCH FINDING

## A. Finding of the Research

In this chapter, the researcher would like to describe and discuss the result or the finding of the research. In this research, the researcher focused on the increase of students' vocabulary. The researcher used Classroom Action Research as the field of research methodology. Then as the result of the research would be presented by the result of the research and the analysis of the collected data during did the research that involved Preliminary Study, Cycle I, and Cycle II.

The result and the description of all cycles are as below:

# 1. Preliminary Study

In this stage, the researcher interviewed the English teacher of the eighth grade students of MTsN Model Brebes to get information about the result of the students study. Then, the researcher asked base line data to the English teacher of 8<sup>th</sup> Smart Grade.

The preliminary study was acquired from base line data of students' score in previous semester or one year ago or two years ago. And the researcher took base line data of students' score at the 8<sup>th</sup> Smart grade in the first semester. The researcher found that there are many students who get low score.

#### 2. First Cycle

The first cycle was conducted on February 9<sup>th</sup>, 2016. In this cycle, the researcher began to apply Charades game in teaching vocabulary. The material was Descriptive Text about describing animals. The researcher made 36 vocabularies through Charades Game to be played in the class. The students felt interesting during teaching learning process. The further result would be explained as follows.

# a. Planning:

- 1) Made 36 vocabularies about describing animals through Charades Game
- 2) Made a lesson plan
- 3) Prepared the Charades Game which would be used in teaching learning process
- 4) Prepared checklist observation
- 5) Prepared exercises for the test

From the planning, the researcher used lesson plan to implement activities which would be done. In this case, there were three parts of activities such preactivities, main activities, and post activities.

In pre-activities, the teacher prepared all of thing needed for teaching and started to teach students. firstly, the teacher greeted students, checked students' attendance. Then in the main activities the researcher divided students into 4 groups and each group played

Charades Game to memorize vocabulary easily and happily with the researcher conveyed the regulations of the game. And in the post activities the researcher asked the representative of each group to come forward and read aloud the vocabulary which they memorize.

## b. Acting

- 1) Researcher informed to the students that the material is about describing animals. Researcher made vocabularies about describing animals through gadget named Charades Game.
- 2) Students were divided into four groups to play Charades Game. Researcher conveyed the regulations of the game. After that the researcher prepared gadget to play Charades Game that consist of some vocabularies in describing animals.
- 3) Each group played Charades Game with different vocabularies in the gadget which made by researcher. There was student who used gesture to give the clue about the vocabulary and also there was student who used pantomime or only used the description about the vocabulary.
- 4) The group who guessed the most vocabulary would be the winner.
- 5) The researcher concluded the learning about describing animals by asking representative of

- students to come forward and read aloud vocabulary that they have got through Charades Game.
- 6) Researcher gave students a test to measure students' achievement in the first cycle.

#### c. Observing

- 1) Students joined the game enthusiastically, but not all students were involved in the game, only representative of students of each group.
- 2) Students were confused in guessing vocabulary, because there were some new vocabularies
- 3) Students were more interested in teaching learning process than in the pre cycle. It could be seen from the checklist observation and the improvement of students' achievement. Yet, the achievement was not too satisfying.

# d. Reflecting

- 1) There were students who were not involved in Charades Game, only representative of students of each group who were involved, so it must be revised to involved whole students in Charades Game for the next cycle.
- 2) There was only one student who guessed the vocabulary, it should all members of each group
- 3) The students knew what their friends gave the gesture, pantomime, description, but they were confused to

- say the vocabulary, thus, there must be list of vocabulary in the slide.
- 4) After the researcher and the collaborator evaluate the the score and observation checklist, the researcher decided to conduct the next cycle.

#### 3. Second Cycle

The second cycle was done based on the result of reflection in the first cycle. It was conducted on February 13<sup>th</sup>, 2016. It was same with the first cycle. It contained of teaching learning process using Charades Game and there was test assessment, but the material is different, it was about describing people and the regulation of the game was added in order to all sudents were involved in the Charades Game and students are able to guess the vocabulary more easily.

However, the problem in the first cycle faced by researcher was some students got difficulties in guessing the vocabulary and there were some students not involved in the game. It encourage researcher to find the way to solve the problem. Then the researcher decided to focus in using Charades Game during teaching learning process was in progress. The complete procedure could be seen as follows:

#### a. Planning:

1) Identified the problem and found the way to solve the problem

- 2) Made 36 vocabularies about describing people through Charades Game
- 3) Made a lesson plan
- 4) Prepared the Charades Game which would be used in teaching learning process
- 5) Prepared checklist observation
- 6) Prepared exercises for the test

#### b. Acting

- Researcher informed to the students that the material is about describing people. Researcher made vocabularies about describing people through gadget named Charades Game.
- 2) Students were divided into three groups to play Charades Game. Researcher conveyed the regulations of the game which have been added. After that the researcher prepared gadget to play Charades Game that consist of some vocabularies in describing people.
- 3) Each group played Charades Game with different vocabularies in the gadget which made by researcher. All members of each group were involved in playing Charades Game. There was student who used gesture to give the clue about the vocabulary and also there was student who used pantomime or only used the description about the vocabulary.

- 4) The group who guessed the most vocabulary would be the winner.
- 5) The researcher concluded the learning about describing people by asking representative of students to come forward and read aloud vocabulary that they have got through Charades Game.
- 6) Researcher gave students a test to measure students' achievement in the second cycle.

## c. Observing

- 1) Students joined the game more enthusiastic than in the first cycle, because the students were given choices in guessing the vocabulary, it made them easy to guess the vocabulary. Then all students were involved in the game, because the regulati
- 2) ons of the game have been added which asked all members of each group were involved in the game.
- 3) Students were more interested in teaching learning process than in the pre cycle and first cycle. It could be seen from the checklist observation and the improvement of students' achievement. There was significant improvement on students' score and checklist observation.

#### d. Acting

The analysis of the second cycle showed that the result was better than first cycle. In the first cycle the

mean of score was less than 80 and the mean of score in the second cycle was more than 80. The result in the second cycle made researcher was satisfied. And the researcher decided to quit the research. It meant that there was no third cycle and it was enough for the research.

# **B.** The Analysis of the Result

# 1. Preliminary Study

In the preliminary study, the researcher took base line data of students' score at the 8<sup>th</sup> Smart Grade in first semester. There were many students who got low score. The score of base line data as follow:

Table 2
Base Line Data of students' Score at the 8<sup>th</sup> Smart Grade in
First Semester

No	Students' Name	Score
1	Adelya Shafa Salsabila	73
2	Andri Taufik Jatmiko	66
3	An'im Al Ghiffari Shofro	66
4	Annistia Intan Savitri	73
5	Chesilia Dwi Putri	60
6	Dhia Zulfa Karima	66
7	Emha An Noor Baihaky	66
8	Ghefira Raras Nur Azmia	67
9	Haki Alfatikh	66
10	Hasna Nabillah	66
11	Ilhan Manziz	80
12	Khafidzoh Qoulan Tsaqyla	73
13	Khaneishia Azzara	66
14	M. Dimas Yasholu	66
15	M. Ghusna Choiril Aqnia R.S.M	80

16	M. Hammam Alchoiri S	66
17	M. Naufal Ashifuddin	73
18	Melia Wulandari	60
19	Muamar Rizal Palefi	80
20	Nizar Maulana	66
21	Rizqi Haidar Syafiq	66
22	Shabila Ayu Putri Islami	60
23	Sofi Yasmin Muzzafarah	80
24	Tedi Ardiansyah	66
25	Tiara Dewi Aryani	60
26	Vicky Yudha Muzzaka	66
27	Widiana Febri Yanti	80
28	Widya Vera Nurhikmah	60
	1917	

To know the mean of students' score, the formula is as follow:

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

M = The average of students' score

 $\Sigma X = Total score$ 

N =The number of student

$$M = \frac{\sum X}{N}$$
$$= \frac{1917}{28}$$
$$= 68,46$$

# 2. First Cycle

In this cycle, the researcher began to implement Charades Game in teaching vocabulary. The material was Descriptive Text about describing animals. In the first cycle, the collaborator also did observation as below:

Table 3
The Observation Checklist of First Cycle

No	Indicators		Few (≤20%)	Half (21%- 50%)	70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching			√			3
2	Students respond to explained material			V			3
3	Students are interested in the teaching learning process				V		4
4	Students are active during teaching learning process			V			3
5	Being enthusiastic to English learning				V		4

$$S_{core} = \frac{T_{otal \ Score}}{M_{aximum \ Score}} \times 100\%$$

$$= \frac{17}{25} \times 100\%$$

$$= 68\%$$

According to data of observation checklist above, it can be concluded that there was difference after the researcher implemented Charades Game in teaching vocabulary, the students joined the English learning enthusiastically although the students still confused in guessing vocabulary because there was not vocabulary's choices, so it was needed an adaption for them.

Then, after giving the test to students, the researcher gave the score as the result of the test. The score of all students had been counted as follow:

Table 4
Score of Test in the First Cycle

No	Students' Name	Score
1	Adelya Shafa Salsabila	70
2	Andri Taufik Jatmiko	80
3	An'im Al Ghiffari Shofro	65
4	Annistia Intan Savitri	60
5	Chesilia Dwi Putri	80
6	Dhia Zulfa Karima	80
7	Emha An Noor Baihaky	90
8	Ghefira Raras Nur Azmia	70
9	Haki Alfatikh	80
10	Hasna Nabillah	70
11	Ilhan Manziz	85
12	Khafidzoh Qoulan Tsaqyla	70
13	Khaneishia Azzara	80
14	M. Dimas Yasholu	80
15	M. Ghusna Choiril Aqnia R.S.M	100
16	M. Hammam Alchoiri S	100
17	M. Naufal Ashifuddin	80
18	Melia Wulandari	70

19	Muamar Rizal Palefi	75
20	Nizar Maulana	80
21	Rizqi Haidar Syafiq	80
22	Shabila Ayu Putri Islami	80
23	Sofi Yasmin Muzzafarah	70
24	Tedi Ardiansyah	80
25	Tiara Dewi Aryani	70
26	Vicky Yudha Muzzaka	90
27	Widiana Febri Yanti	70
28	Widya Vera Nurhikmah	60
	2165	

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

M = The average of students' score

 $\Sigma X = Total score$ 

N =The number of student

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

$$= \frac{2165}{28}$$

$$= 77,32$$

From the result above, there was improvement compared with the result of pre cycle. But the researcher was not satisfied with the result of first cycle, because the mean of score still less than 80. It should be increased again to make the research more successful and the researcher feel satisfied. Therefore the researcher decided to conduct the next cycle.

# 3. Second Cycle

In this cycle, the researcher used Charades Game again. The material was about describing people and the regulation of the game was added in order to all sudents were involved in the Charades Game and students are able to guess the vocabulary more easily. In the second cycle, the collaborator also did observation as below:

Table 5
The Observation Checklist of Second Cycle

No	Indicators	None (0%)	<b>(≤20%)</b>	50%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students						
	participate					1	
	toward						5
	teacher's						
	teaching						
2	Students						
	respond to						3
	explained			'			
	material						
3	Students are						
	interested in				,		
	the teaching				$\sqrt{}$		4
	learning						
	process						
4	Students are						
	active during					,	
	teaching					V	5
	learning						
	process						
5	Being						
	enthusiastic to						5
	English					,	
	learning						

$$Score = \frac{Total Score}{Maximum Score} \times 100\%$$
$$= \frac{22}{25} \times 100\%$$
$$= 88\%$$

According to the result of observation checklist above, the students were involved during teaching learning process, because the regulation of the game had been added by asking all members of each group were involved in Charades Game and giving them vocabulary's choices to guess the vocabulary. It made the English learning was enjoyable, so the students were more active and they joined the English learning enthusiastically and happily.

After implementing the test, the result of the test was assessed. Then comparing the result of second cycle to the previous cycle.

Table 6
Score of Test in the Second Cycle

No	Students' Name	Score
1	Adelya Shafa Salsabila	80
2	Andri Taufik Jatmiko	75
3	An'im Al Ghiffari Shofro	80
4	Annistia Intan Savitri	85
5	Chesilia Dwi Putri	100
6	Dhia Zulfa Karima	100
7	Emha An Noor Baihaky	80
8	Ghefira Raras Nur Azmia	95
9	Haki Alfatikh	80
10	Hasna Nabillah	95

No	Students' Name	Score
11	Ilhan Manziz	80
12	Khafidzoh Qoulan Tsaqyla	80
13	Khaneishia Azzara	80
14	M. Dimas Yasholu	70
15	M. Ghusna Choiril Aqnia R.S.M	75
16	M. Hammam Alchoiri S	80
17	M. Naufal Ashifuddin	85
18	Melia Wulandari	95
19	Muamar Rizal Palefi	70
20	Nizar Maulana	70
21	Rizqi Haidar Syafiq	70
22	Shabila Ayu Putri Islami	85
23	Sofi Yasmin Muzzafarah	85
24	Tedi Ardiansyah	90
25	Tiara Dewi Aryani	80
26	Vicky Yudha Muzzaka	80
27	Widiana Febri Yanti	75
28	Widya Vera Nurhikmah	85
	Total Score	2310

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

M = The average of students' score

 $\Sigma X = Total score$ 

N = The number of student

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

$$= \frac{2310}{28}$$

$$= 82, 5$$

The analysis in the second cycle showed that the result of test in the second cycle was better than pre cycle and first cycle. It might be caused by Charades Game which used in learning vocabulary. However, actually in the first cycle had been implemented Charades Game same with second cycle which used Charades Game. But the result was different, it might be caused by reflecting in the first cycle by adding the regulation of Charades Game in the second cycle which made students were more enjoyable than regulation of Charades Game in the first cycle. It also made students are able to memorize vocabulary easily.

### C. The Analysis of Whole Cycles

Table 7
The comparison of students' enthusiastic during Learning English through Charades Game in Cycle 1 and Cycle 2

No	Cycle	Percentage
2	Cycle 1	68%
3	Cycle 2	88%

Table 8
The comparison of students' score in the Preliminary Study,
Cycle 1 and Cycle 2

No	Cycle	Mean
1	Preliminary Study	68,46
2	Cycle 1	77,32
3	Cycle 2	82,5

All meetings of every cycle ran well. There was significant improvement in every cycle.

In the preliminary study, the average of students' score was 68,46. In the first cycle, the average of students' score was 77,32 and for the percentage of observation checklist was 68%. There was improvement after the researcher applied Charades Game in teaching vocabulary.

In the second cycle, the average of students' score was 82,5 and for the percentage of observation checklist was 88%. There was also improvement and the result was more satisfying than the result in the first cycle, it was because the researcher did reflection to reform the first cycle. At last, the researcher felt so satisfied to the result in the second cycle.

According to the result of first cycle and second cycle, it was significant improvement. So, it can be said that using Charades Game in teaching vocabulary was successful.

## D. The Strength and Weakness of Using Charades Game

## 1. The Strength:

a. Charades Game is fun way to teach vocabulary, because it asked students to use pantomime, gesture and description of vocabulary and then the other students guess the vocabulary related with the pantomime, gesture and description of their friends. It makes students are active in learning.

- b. It makes students are interested in learning English and it also makes students are happy during teaching learning process.
- c. Students are able to memorize many vocabularies easily.

#### 2. The Weakness:

- a. The teacher has to handle the game carefully, because the students may be dishonest in playing game
- b. The students will be tired, because the students give the pantomime, gesture, description and the students who guess will find the correct vocabulary because they are curious to guess the vocabulary.

# CHAPTER IV RESEARCH FINDING

### A. Finding of the Research

In this chapter, the researcher would like to describe and discuss the result or the finding of the research. In this research, the researcher focused on the increase of students' vocabulary. The researcher used Classroom Action Research as the field of research methodology. Then as the result of the research would be presented by the result of the research and the analysis of the collected data during did the research that involved Preliminary Study, Cycle I, and Cycle II.

The result and the description of all cycles are as below:

## 1. Preliminary Study

In this stage, the researcher interviewed the English teacher of the eighth grade students of MTsN Model Brebes to get information about the result of the students study. Then, the researcher asked base line data to the English teacher of 8<sup>th</sup> Smart Grade.

The preliminary study was acquired from base line data of students' score in previous semester or one year ago or two years ago. And the researcher took base line data of students' score at the 8<sup>th</sup> Smart grade in the first semester. The researcher found that there are many students who get low score.

#### 2. First Cycle

The first cycle was conducted on February 9<sup>th</sup>, 2016. In this cycle, the researcher began to apply Charades game in teaching vocabulary. The material was Descriptive Text about describing animals. The researcher made 36 vocabularies through Charades Game to be played in the class. The students felt interesting during teaching learning process. The further result would be explained as follows.

## a. Planning:

- 1) Made 36 vocabularies about describing animals through Charades Game
- 2) Made a lesson plan
- 3) Prepared the Charades Game which would be used in teaching learning process
- 4) Prepared checklist observation
- 5) Prepared exercises for the test

From the planning, the researcher used lesson plan to implement activities which would be done. In this case, there were three parts of activities such preactivities, main activities, and post activities.

In pre-activities, the teacher prepared all of thing needed for teaching and started to teach students. firstly, the teacher greeted students, checked students' attendance. Then in the main activities the researcher divided students into 4 groups and each group played

Charades Game to memorize vocabulary easily and happily with the researcher conveyed the regulations of the game. And in the post activities the researcher asked the representative of each group to come forward and read aloud the vocabulary which they memorize.

### b. Acting

- 1) Researcher informed to the students that the material is about describing animals. Researcher made vocabularies about describing animals through gadget named Charades Game.
- 2) Students were divided into four groups to play Charades Game. Researcher conveyed the regulations of the game. After that the researcher prepared gadget to play Charades Game that consist of some vocabularies in describing animals.
- 3) Each group played Charades Game with different vocabularies in the gadget which made by researcher. There was student who used gesture to give the clue about the vocabulary and also there was student who used pantomime or only used the description about the vocabulary.
- 4) The group who guessed the most vocabulary would be the winner.
- 5) The researcher concluded the learning about describing animals by asking representative of

- students to come forward and read aloud vocabulary that they have got through Charades Game.
- 6) Researcher gave students a test to measure students' achievement in the first cycle.

#### c. Observing

- 1) Students joined the game enthusiastically, but not all students were involved in the game, only representative of students of each group.
- 2) Students were confused in guessing vocabulary, because there were some new vocabularies
- 3) Students were more interested in teaching learning process than in the pre cycle. It could be seen from the checklist observation and the improvement of students' achievement. Yet, the achievement was not too satisfying.

## d. Reflecting

- 1) There were students who were not involved in Charades Game, only representative of students of each group who were involved, so it must be revised to involved whole students in Charades Game for the next cycle.
- 2) There was only one student who guessed the vocabulary, it should all members of each group
- 3) The students knew what their friends gave the gesture, pantomime, description, but they were confused to

- say the vocabulary, thus, there must be list of vocabulary in the slide.
- 4) After the researcher and the collaborator evaluate the the score and observation checklist, the researcher decided to conduct the next cycle.

#### 3. Second Cycle

The second cycle was done based on the result of reflection in the first cycle. It was conducted on February 13<sup>th</sup>, 2016. It was same with the first cycle. It contained of teaching learning process using Charades Game and there was test assessment, but the material is different, it was about describing people and the regulation of the game was added in order to all sudents were involved in the Charades Game and students are able to guess the vocabulary more easily.

However, the problem in the first cycle faced by researcher was some students got difficulties in guessing the vocabulary and there were some students not involved in the game. It encourage researcher to find the way to solve the problem. Then the researcher decided to focus in using Charades Game during teaching learning process was in progress. The complete procedure could be seen as follows:

#### a. Planning:

1) Identified the problem and found the way to solve the problem

- 2) Made 36 vocabularies about describing people through Charades Game
- 3) Made a lesson plan
- 4) Prepared the Charades Game which would be used in teaching learning process
- 5) Prepared checklist observation
- 6) Prepared exercises for the test

#### b. Acting

- Researcher informed to the students that the material is about describing people. Researcher made vocabularies about describing people through gadget named Charades Game.
- 2) Students were divided into three groups to play Charades Game. Researcher conveyed the regulations of the game which have been added. After that the researcher prepared gadget to play Charades Game that consist of some vocabularies in describing people.
- 3) Each group played Charades Game with different vocabularies in the gadget which made by researcher. All members of each group were involved in playing Charades Game. There was student who used gesture to give the clue about the vocabulary and also there was student who used pantomime or only used the description about the vocabulary.

- 4) The group who guessed the most vocabulary would be the winner.
- 5) The researcher concluded the learning about describing people by asking representative of students to come forward and read aloud vocabulary that they have got through Charades Game.
- 6) Researcher gave students a test to measure students' achievement in the second cycle.

### c. Observing

- 1) Students joined the game more enthusiastic than in the first cycle, because the students were given choices in guessing the vocabulary, it made them easy to guess the vocabulary. Then all students were involved in the game, because the regulati
- 2) ons of the game have been added which asked all members of each group were involved in the game.
- 3) Students were more interested in teaching learning process than in the pre cycle and first cycle. It could be seen from the checklist observation and the improvement of students' achievement. There was significant improvement on students' score and checklist observation.

#### d. Acting

The analysis of the second cycle showed that the result was better than first cycle. In the first cycle the

mean of score was less than 80 and the mean of score in the second cycle was more than 80. The result in the second cycle made researcher was satisfied. And the researcher decided to quit the research. It meant that there was no third cycle and it was enough for the research.

## **B.** The Analysis of the Result

## 1. Preliminary Study

In the preliminary study, the researcher took base line data of students' score at the 8<sup>th</sup> Smart Grade in first semester. There were many students who got low score. The score of base line data as follow:

Table 2
Base Line Data of students' Score at the 8<sup>th</sup> Smart Grade in
First Semester

No	Students' Name	Score
1	Adelya Shafa Salsabila	73
2	Andri Taufik Jatmiko	66
3	An'im Al Ghiffari Shofro	66
4	Annistia Intan Savitri	73
5	Chesilia Dwi Putri	60
6	Dhia Zulfa Karima	66
7	Emha An Noor Baihaky	66
8	Ghefira Raras Nur Azmia	67
9	Haki Alfatikh	66
10	Hasna Nabillah	66
11	Ilhan Manziz	80
12	Khafidzoh Qoulan Tsaqyla	73
13	Khaneishia Azzara	66
14	M. Dimas Yasholu	66
15	M. Ghusna Choiril Aqnia R.S.M	80

16	M. Hammam Alchoiri S	66
17	M. Naufal Ashifuddin	73
18	Melia Wulandari	60
19	Muamar Rizal Palefi	80
20	Nizar Maulana	66
21	Rizqi Haidar Syafiq	66
22	Shabila Ayu Putri Islami	60
23	Sofi Yasmin Muzzafarah	80
24	Tedi Ardiansyah	66
25	Tiara Dewi Aryani	60
26	Vicky Yudha Muzzaka	66
27	Widiana Febri Yanti	80
28	Widya Vera Nurhikmah	60
	<b>Total Score</b>	1917

To know the mean of students' score, the formula is as follow:

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

M = The average of students' score

 $\Sigma X = Total score$ 

N =The number of student

$$M = \frac{\sum X}{N}$$
$$= \frac{1917}{28}$$
$$= 68,46$$

# 2. First Cycle

In this cycle, the researcher began to implement Charades Game in teaching vocabulary. The material was Descriptive Text about describing animals. In the first cycle, the collaborator also did observation as below:

Table 3
The Observation Checklist of First Cycle

No	Indicators		Few (≤20%)	Half (21%- 50%)	70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching			V			3
2	Students respond to explained material			V			3
3	Students are interested in the teaching learning process				V		4
4	Students are active during teaching learning process			V			3
5	Being enthusiastic to English learning				V		4

$$S_{core} = \frac{T_{otal \ Score}}{M_{aximum \ Score}} \times 100\%$$

$$= \frac{17}{25} \times 100\%$$

$$= 68\%$$

According to data of observation checklist above, it can be concluded that there was difference after the researcher implemented Charades Game in teaching vocabulary, the students joined the English learning enthusiastically although the students still confused in guessing vocabulary because there was not vocabulary's choices, so it was needed an adaption for them.

Then, after giving the test to students, the researcher gave the score as the result of the test. The score of all students had been counted as follow:

Table 4
Score of Test in the First Cycle

No	Students' Name	Score
1	Adelya Shafa Salsabila	70
2	Andri Taufik Jatmiko	80
3	An'im Al Ghiffari Shofro	65
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6	Dhia Zulfa Karima	80
7	Emha An Noor Baihaky	90
8	Ghefira Raras Nur Azmia	70
9	Haki Alfatikh	80
10	Hasna Nabillah	70
11	Ilhan Manziz	85
12	Khafidzoh Qoulan Tsaqyla	70
13	Khaneishia Azzara	80
14	M. Dimas Yasholu	80
15	M. Ghusna Choiril Aqnia R.S.M	100
16	M. Hammam Alchoiri S	100
17	M. Naufal Ashifuddin	80
18	Melia Wulandari	70

19	Muamar Rizal Palefi	75
20	Nizar Maulana	80
21	Rizqi Haidar Syafiq	80
22	Shabila Ayu Putri Islami	80
23	Sofi Yasmin Muzzafarah	70
24	Tedi Ardiansyah	80
25	Tiara Dewi Aryani	70
26	Vicky Yudha Muzzaka	90
27	Widiana Febri Yanti	70
28	Widya Vera Nurhikmah	60
	<b>Total Score</b>	2165

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

M = The average of students' score

 $\Sigma X = Total score$ 

N =The number of student

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

$$= \frac{2165}{28}$$

$$= 77,32$$

From the result above, there was improvement compared with the result of pre cycle. But the researcher was not satisfied with the result of first cycle, because the mean of score still less than 80. It should be increased again to make the research more successful and the researcher feel satisfied. Therefore the researcher decided to conduct the next cycle.

# 3. Second Cycle

In this cycle, the researcher used Charades Game again. The material was about describing people and the regulation of the game was added in order to all sudents were involved in the Charades Game and students are able to guess the vocabulary more easily. In the second cycle, the collaborator also did observation as below:

Table 5
The Observation Checklist of Second Cycle

No	Indicators	None (0%)		Half (21%-50%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	Score
1	Students						
	participate					,	
	toward						5
	teacher's						
	teaching						
2	Students						
	respond to			$\sqrt{}$			3
	explained			٧			3
	material						
3	Students are						
	interested in						
	the teaching				$\sqrt{}$		4
	learning						
	process						
4	Students are						
	active during					,	
	teaching					$\sqrt{}$	5
	learning						
	process						
5	Being						
	enthusiastic to					1	5
	English					\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	5
	learning						

$$Score = \frac{Total Score}{Maximum Score} \times 100\%$$
$$= \frac{22}{25} \times 100\%$$
$$= 88\%$$

According to the result of observation checklist above, the students were involved during teaching learning process, because the regulation of the game had been added by asking all members of each group were involved in Charades Game and giving them vocabulary's choices to guess the vocabulary. It made the English learning was enjoyable, so the students were more active and they joined the English learning enthusiastically and happily.

After implementing the test, the result of the test was assessed. Then comparing the result of second cycle to the previous cycle.

Table 6
Score of Test in the Second Cycle

No	Students' Name	Score
1	Adelya Shafa Salsabila	80
2	Andri Taufik Jatmiko	75
3	An'im Al Ghiffari Shofro	80
4	Annistia Intan Savitri	85
5	Chesilia Dwi Putri	100
6	Dhia Zulfa Karima	100
7	Emha An Noor Baihaky	80
8	Ghefira Raras Nur Azmia	95
9	Haki Alfatikh	80
10	Hasna Nabillah	95

No	Students' Name	Score			
11	Ilhan Manziz	80			
12	Khafidzoh Qoulan Tsaqyla	80			
13	Khaneishia Azzara	80			
14	M. Dimas Yasholu	70			
15	M. Ghusna Choiril Aqnia R.S.M	75			
16	M. Hammam Alchoiri S	80			
17	M. Naufal Ashifuddin	85			
18	Melia Wulandari	95			
19	Muamar Rizal Palefi	70			
20	Nizar Maulana	70			
21	Rizqi Haidar Syafiq	70			
22	Shabila Ayu Putri Islami	85			
23	Sofi Yasmin Muzzafarah	85			
24	Tedi Ardiansyah	90			
25	Tiara Dewi Aryani	80			
26	Vicky Yudha Muzzaka	80			
27	Widiana Febri Yanti	75			
28	Widya Vera Nurhikmah	85			
	Total Score 2310				

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

M = The average of students' score

 $\Sigma X = Total score$ 

N = The number of student

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

$$= \frac{2310}{28}$$

$$= 82, 5$$

The analysis in the second cycle showed that the result of test in the second cycle was better than pre cycle and first cycle. It might be caused by Charades Game which used in learning vocabulary. However, actually in the first cycle had been implemented Charades Game same with second cycle which used Charades Game. But the result was different, it might be caused by reflecting in the first cycle by adding the regulation of Charades Game in the second cycle which made students were more enjoyable than regulation of Charades Game in the first cycle. It also made students are able to memorize vocabulary easily.

### C. The Analysis of Whole Cycles

Table 7
The comparison of students' enthusiastic during Learning English through Charades Game in Cycle 1 and Cycle 2

No	Cycle	Percentage
2	Cycle 1	68%
3	Cycle 2	88%

Table 8
The comparison of students' score in the Preliminary Study,
Cycle 1 and Cycle 2

No	Cycle	Mean
1	Preliminary Study	68,46
2	Cycle 1	77,32
3	Cycle 2	82,5

All meetings of every cycle ran well. There was significant improvement in every cycle.

In the preliminary study, the average of students' score was 68,46. In the first cycle, the average of students' score was 77,32 and for the percentage of observation checklist was 68%. There was improvement after the researcher applied Charades Game in teaching vocabulary.

In the second cycle, the average of students' score was 82,5 and for the percentage of observation checklist was 88%. There was also improvement and the result was more satisfying than the result in the first cycle, it was because the researcher did reflection to reform the first cycle. At last, the researcher felt so satisfied to the result in the second cycle.

According to the result of first cycle and second cycle, it was significant improvement. So, it can be said that using Charades Game in teaching vocabulary was successful.

## D. The Strength and Weakness of Using Charades Game

## 1. The Strength:

a. Charades Game is fun way to teach vocabulary, because it asked students to use pantomime, gesture and description of vocabulary and then the other students guess the vocabulary related with the pantomime, gesture and description of their friends. It makes students are active in learning.

- b. It makes students are interested in learning English and it also makes students are happy during teaching learning process.
- c. Students are able to memorize many vocabularies easily.

#### 2. The Weakness:

- a. The teacher has to handle the game carefully, because the students may be dishonest in playing game
- b. The students will be tired, because the students give the pantomime, gesture, description and the students who guess will find the correct vocabulary because they are curious to guess the vocabulary.

# CHAPTER V CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research that had been done in first cycle and second cycle in the use of Charades Game to increase students' vocabulary in Descriptive Text at the eighth grade students of MTsN Model Brebes in the academic year 2015/2016, the researcher concludes that:

From the result of observation checklist, it shows there is positive change on students in learning English. During implemented Charades game in learning vocabulary in Descriptive text, the students gave attention and participation during teaching learning process. The students became more active in teaching learning activity. Then, the result of test shows that the average of students' score was increase. Therefore, it can be concluded that teaching vocabulary with using Charades game can increase students' vocabulary in Descriptive Text.

#### **B.** Suggestion

After doing research, there are some suggestions for teacher and for students that maybe can be considered dealing with English learning, specifically learning vocabulary:

#### 1. For the Teacher

- a. Teacher should use interesting media to teach English
- b. The research about the use of Charades Game in teaching vocabulary is successful. The researcher hopes to support the teacher using Charades Game in the teaching vocabulary.

#### 2. The Students

- a. Students are hoped to pay attention to teacher's explanation so that they can understand what they learn.
- b. Students can improve their vocabulary skill through fun activity like playing a game.

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https://en.wikipedia.org/wiki/Charades.

 $\frac{http://free english course.info/5-contoh-descriptive-text-tentang-orang-}{\underline{dan-arti/}}$ 

## **Research Schedule at MTsN Model Brebes**

			Month/Date					
No	Activity	Dec '15 January '16						
			8 <sup>th</sup>	5 <sup>th</sup>	31 <sup>th</sup>	9 <sup>th</sup>	13 <sup>th</sup>	16 <sup>th</sup>
		Interview the						
	1	English						
		teacher						
	2	Bring pra		2/				
	2	riset letter		\ \ \				
	3	Bring riset			2/			
	3	letter			٧			
	4	Activity of				2/		
		Cycle I				V		
	5	Activity of					2	
3	Cycle II					٧		
	6	Ask letter						
		after doing						
		research						

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## **Table of Observation Checklist**

		None	Few	Half	Many	Majority	
No	Indicators	(0%)	(≤20%)	(21%-	(51%-	(>70%)	Total
110	indicators.			50%)	70%)		Score
		1	2	3	4	5	
1	Students						
	participate						
	toward						
	teacher's						
	teaching						
2	Students						
	respond to						
	explained						
	material						
3	Students						
	are						
	interested						
	in the						
	teaching						
	learning						
	process						
4	Students						
	are active						
	during						
	teaching						
	learning						
	process						
5	Being						
	enthusiastic						
	to English						
	learning						

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## Students' Name of 8th Smart Grade MTsN Model Brebes

No	Students' Name	Sex
1	Adelya Shafa Salsabila	Female
2	Andri Taufik Jatmiko	Male
3	An'im Al Ghiffari Shofro	Male
4	Annistia Intan Savitri	Female
5	Chesilia Dwi Putri	Female
6	Dhia Zulfa Karima	Female
7	Emha An Noor Baihaky	Male
8	Ghefira Raras Nur Azmia	Female
9	Haki Alfatikh	Male
10	Hasna Nabillah	Female
11	Ilhan Manziz	Male
12	Khafidzoh Qoulan Tsaqyla	Female
13	Khaneishia Azzara	Female
14	M. Dimas Yasholu	Male
15	M. Ghusna Choiril Aqnia R.S.M	Male
16	M. Hammam Alchoiri S	Male
17	M. Naufal Ashifuddin	Male
18	Melia Wulandari	Female
19	Muamar Rizal Palefi	Male
20	Nizar Maulana	Male
21	Rizqi Haidar Syafiq	Male
22	Shabila Ayu Putri Islami	Female
23	Sofi Yasmin Muzzafarah	Female
24	Tedi Ardiansyah	Male
25	Tiara Dewi Aryani	Female
26	Vicky Yudha Muzzaka	Male
27	Widiana Febri Yanti	Female
28	Widya Vera Nurhikmah	Female

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#### LESSON PLAN OF CYCLE I

School ---: MTsN Model Brebes

Subject ——: English Class / Semester ——: VIII / 2

Material ——: Descriptive Text (Describing

Animals)

Skill —: Reading, Vocabulary

**Time Allotment** : 1 Meeting (2x 40 Minutes)

#### A. Core Competence

1. Esteeming and involving religion teaching which embraced.

- 2. Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confident, in interecting effectively with social environment and nature on range of its assocciation and existence.
- 3. Comprehending and applying knowledge (factual, conceptual, and procedural) based on curiosity about science, technological, artistic, related with culture of phenomenon and visible occurence.
- 4. Processing, serving, and thinking out in concrete domain ( using, decomposing, stringing up, modificating, and making) and the abstract domain ( writing, reading, counting, drawing, and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

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### B. Basic Competence and Indicator of Competence Achievement

KI	Basic Competence	Indicator of Competence		
		Achievement		
1.	1.1. Thanking goodness	1.1.1 Students show		
	for the opportunity	thankfulness can learn		
	to be able to learn	English as medium		
	English as medium	language and		
	language and	international		
	International	communication		
	communication	Ianguage realized in		
	language realized	learning spirit.		
	in learning spirit.			
2.	2.1. Showing	2.2.1 Students are able to		
	responsibility	show responsibility		
	behavior, care,	behavior, care,		
	cooperation, and	cooperation in		
	peaceful love, in	executing functional		
	executing	communication.		
	functional			
	communication.			
3.	3.10. Comprehending	3.10.1 Mentioning people,		
	social function,	animals, things and		
	text structure, and	the name of selected		

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		•
	Ianguage features	subdivision to be
	from descriptive	described.
	text with	3.10.2 Mentioning the
	explaining and	characteristics of
	asking about	people, animals,
	people	things and the
	description, very	subdivision.
	short and simple,	
	based on context	
	in use.	
4.	4.11. Comprehending	4.11.1 Mentioning action
	the meaning in oral	from or related with
	and written	people, animals,
	descriptive text,	things which agree
	short and simple.	with social function
		that will be reached.

C. Learning Material

#### Horse

Horse is one of mammals. Horse has four legs and tooth. It also has <u>mane</u>, <u>short fur</u>, <u>long tail</u>. The horse eats grass, it has brown skin and little hair in head. People often ride the horse.

#### Fish

Fish is cold blooded animal that live in the water. It is covered with scales and is equipped with two sets of paired fins. Fish exchanges

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## **Vocabularies in Descriptive Text (Describing Animals):**

Adjectives for	or Describing Animals	Animal Parts		
Furry	<u>:</u>	<del>∵</del> Berbulu		Fur •
	—: Bulu			
Ferocious		-: Garang		–Mane
	—: Bulu Tengkuk			
Dangerous		–: Berbahaya		-Snout
	-: Moncong			
Poisonous		–: Berbisa		–Paw
	—: Cakar			
Tame		–: Jinak	<u> </u>	_
	—Hoof		-: Kuku Hev	wan
Agile		-: Cerdas		–Tail
	—: Ekor			
Aggressive		-: Agresif		-Whiskers
	: Sungut			
Tiny		-: Kecil	<u> </u>	
	—Beak		-: Paruh	
Domestic		–: Piaraan		-Gill
	—: Insang			
Wild		–: Liar		
	—Feathers	: Bulu Ungg	gas	

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Teacher	Students	Time
- Greets students	- Respond the greeting	10'
- Persuades the	- Praytogetherwith teacher	
students to pray		
- Checksstudents's	- Respond the presence	
presence		
- Explains the	- Listen to the teacher's	
material about	explanation	
Descriptive Text		
(Describing		
Animals)		

# 2) Core Activities

Teacher	Students	Time
a. Observing		
- Shows Descriptive	- Observe the Descriptive	3'
Text about	Text	
describing animals		
- Gives the students	- Respond the questions	
some questions		
related with the		
text		
b. Questioning		
- Asks the students to	- Ask the difficult words	2'
list the difficult	in text about describing	
words in text	animals	

Г			
	<b>A</b>		
c.Exploring			
- Divides students in	- Gather with their group	15'	
group of four			
- Shows Charades	- Listen to teacher's		
Game and reads	explanation about the		
the regulations of	regulation of Charades		
Charades Game in	Game		
teaching			
vocabulary			
- Handles Charades	- Each group comes		
Game	forward to play		
	Charades Game with		
	two representatives of		
	each group		
d.Associating			
- Asks the students to	- Compare vocabularies of	5'	
compare	describing animals in		
vocabularies of	each group		
describing animals			
in each group			
e. Communicating			
- Asks two	- Come forward and play	5'	
representatives of	Charades Game with all		
the students to play	vocabularies		

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Charades Game	
with all	
vocabularies	

3) Closing

- 1				
	Teacher	Students	Time	
	- Makes a conclusion	- With the teacher make a	40'	
	about the material	conclusion		
	- Gives test	- Do the test		
	- Asks the students to	- Pray together		
	close the lesson by			
	praying			

#### **F.E.** Learning Method

- 1. Charades Game
- 2. Discovery Based Learning

## G.F. Learning Media, Tool, and Resource

a.1) Media

Power point, Charades Game

b.2)Tools

LCD, Laptop, Gadget

e.3)Resource

Text Book Interactive English, Internet

## H.G. Scoring

1. Test item : 20

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2. Score each item \_\_\_\_: 5

3. Total score of all items :  $5 \times 20 = 100$ 

**L.H.** Assessment

a.1. Form \_\_\_\_\_: Written test

b.2. Technique \_\_\_\_: Students are assigned to

choose the correct answer

e.3. Aspect to be assessed—: Vocabulary

Brebes, 9th of February 2016

Known by:

The English Teacher,

Jenab Yuniarti, S.Pd

NIP. 19830603 200901 2 007

The Researcher,

Ferdin Tri Yuniar

NIM. 123411041

The Headmaster of Muntovo, M.Pd
Muntovo, M.Pd
MP 9640408 199403 1 001

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Appendix 5

#### LESSON PLAN OF CYCLE II

School ---: MTsN Model Brebes

Subject — : English
Class / Semester — : VIII / 2

Material ——: Descriptive Text (Describing

People)

Skill —: Reading, Vocabulary

**Time Allotment** : 1 Meeting (2x 40 Minutes)

## **J.A.** Core Competence

- 4.81. Esteeming and involving religion teaching which embraced.
- Esteeming and involving honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), decent, self confident, in interecting effectively with social environment and nature on range of its assocciation and existence.
- 4.103. Comprehending and applying knowledge (factual, conceptual, and procedural) based on curiosity about science,

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4.114. Processing, serving, and thinking out in concrete domain (using, decomposing, stringing up, modificating, and making) and the abstract domain (writing, reading, counting, drawing, and composing) agree with being learned in the school and the same other sources in viewpoint/theory.

# K.B. Basic Competence and Indicator of Competence Achievement

KI	Basic Competence	Indicator of Competence
KI	Basic Competence	Achievement
3.	3.1. Thanking goodness	1.1.2 Students show
	for the opportunity	thankfulness can learn
	to be able to learn	English as medium
	English as medium	language and
	language and	international
	International	communication
	communication	Ianguage realized in
	language realized in	learning spirit.
	learning spirit.	
4.	2.2. Showing	2.2.2 Students are able to
	responsibility	show responsibility
	behavior, care,	behavior, care,
	cooperation, and	cooperation in

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peaceful love, in executing functional communication. executing functional communication. 3. 3.10. Comprehending 3.10.1 Mentioning people, social function, text animals, things and structure, and the name of selected subdivision Ianguage features from descriptive to be described. text with explaining 3.10.2 Mentioning the and asking about characteristics of people description, people, animals, very short and things and the simple, based on subdivision. context in use. 4. 4.11. Comprehending the 4.11.1 Mentioning action from or related with meaning in oral and written descriptive people, animals, text, short and things which agree with social function simple.

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## **L.C.** Learning Material

Sule

that will be reached.

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Sule is very <u>unique</u>. His hair is <u>long</u> with <u>brown</u> and <u>yellow</u> <u>colour</u>. He has <u>oval face</u>, <u>flat nose</u> and <u>slanting eyes</u>. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very <u>famous</u> song entittled by Susis.

## **Vocabularies in Descriptive Text (Describing People)**

Jujur

Round	: Bulat		Curly —	:
Keriting				
Slanting	: Sipit, Juling	Wav	у —	:
Bergelombang	g			
Oval	: Oval	]	Friendly	:
Ramah				
Square	: Persegi	]	Braid ———	•
Kepangan				
Heart	: Berbentuk Hati	Blon	ide ———	:
Berambut Pira	ang			
Sharp Nose	: Mancung	]	Bun ——	:
Sanggul				
Pointed Nose	: Mancung		Truthful	:

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Flat	—Nose	: Pesek	stops: Not at 7,32 cm + 14,65 c <b>Formatted:</b> After: 0 cm
	—Punctual	: Tepat waktu	
Thin	: Kurus, Tipis	Keen:	
Tekun			
Thick	: Tebal	Reluctant :	
Enggan, Ma	ılas		
	—Inflated	: Menggembung ———Indolent	Formatted: Left, Indent: Before
	: Malas		0,5 cm, After: -0,74 cm
Livid	: Pucat Kelabu	———Unsociable: Tak	Formatted: Left, After: -0,74 c
ramah			
Accurate	: Teliti	Easygoing :	Formatted: Left, Indent: Before
Gampangan			0,5 cm, First line: 0 cm, After: -0,74 cm
Sooty	: Hitam	Peaceful :	
Damai			
Muscular	: Berotot	Lively -:	Formatted: Left, After: -0,74 c
Bersemanga	ıt		
Skinny	: Kurus	Fearless :	
Tidak Takut	t		
Muscle	: Otot	Exuberant:	
Gembira Se	kali		
Fair———		: Putih	
	—Gentle	: Lemah Lembut	

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# M.D. Learning Activities

## 1) Opening

Teacher	Students	Time
- Greets students	- Respond the greeting	10'
- Persuades the students	- Praytogetherwith	
to pray	teacher	
- Checksstudents's	- Respond the presence	
presence		
- Explains the material	- Listen to the	
about Descriptive Text	teacher's	
(Describing People)	explanation	

## 2) Core Activities

Teacher	Students	Time
a. Observing		
- Shows Descriptive	- Observe the	3'
Text about describing	Descriptive Text	
people		
- Gives the students	- Respond the	
some questions related	questions	
with the text		
b. Questioning		
- Asks the students to	- Ask the difficult	2'

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words in text about			
describing people			
c.Exploring			
- Gather with their	15'		
group			
- Listen to teacher's			
explanation about			
regulation of			
Charades Game			
- Each group plays			
Charades Game and			
all members of each			
group guess the			
vocabularies			
vocabularies			
vocabularies - Compare	5'		
	5'		
- Compare	5'		
- Compare vocabularies of	5'		
- Compare vocabularies of describing people in	5'		
- Compare vocabularies of describing people in	5'		
- Compare vocabularies of describing people in each group			
	- Gather with their group  - Listen to teacher's explanation about regulation of Charades Game  - Each group plays Charades Game and all members of each		

Charades Game with	
all vocabularies	

## 3) Closing

Teacher	Students	Time
- Makes a conclusion	- With the teacher	40'
about the material	make a conclusion	
- Gives test	- Do the test	
- Asks the students to	- Pray together	
close the lesson by		
praying		

## N.E. Learning Method

- 3.1. Charades Game
- 4.2. Discovery Based Learning

#### O.F. Learning Media, Tool, and Resource

- d-1)Media
  - Power point, Charades Game
- e.2) Tools
  - LCD, Laptop, Gadget
- £3) Resource
  - Text Book Interactive English, Internet

## P.G. Scoring

1.4. Test item : 20 2.5. Score each item : 5 **Formatted:** After: 0 cm, Tab stops: Not at 7,32 cm + 14,65 cm

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cm

<u>6.</u> Total score of all items :  $5 \times 20 = 100$ 3. O.H. Assessment <del>d.</del> Form Written test e. Technique \_\_\_\_--: \_\_\_\_Students are assigned to choose the correct answer **f.3.** Aspect to be assessed: \_\_Vocabulary Brebes, 13th of February 2016 Known by: The Researcher, The English Teacher, Jenab Yuniarti, S.Pd Ferdin Tri Yuniar NIM. 123411041 NIP. 19830603 200901 2 007 e Headmaster of Model Brebes, 9640408 199403 1 001

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C, ... + Start at: 1 + Alignment:
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Appendix 6

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**Test of Cycle I** 

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Subject\_\_\_\_: English

**Material** : Descriptive Text (Describing Animals)

Time : 30 Minutes

Hint

a.1. Read Basmalah before doing the test

b.2. Write the name, student number and class on worksheet

e.3. Read accurately and do the questions which considered easier

d.4. Recheck the worksheet before being submitted to the teacher

e.5. Read Hamdalah after finishing the test

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TEST OF CYCLE I

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## Choose the correct vocabulary in the box to fill in the blank!

Snout	Fins	Mane	Scales	Horn
Feathers	Whiskers	Gills	Tail	Domestic

Use the picture below to answer questions number 1-3!



a.....animal is a....animal.

b.2. It has.....

e.3. This animal has

long.....

Use the picture below to answer questions number 4-6!



d. 4. This animal is covered with..........

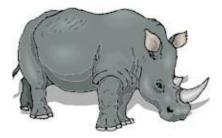
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is equipped with two sets of paired....... <u>f.6.</u>

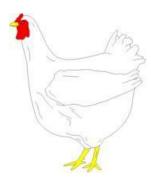
This animal exchanges gases through its....

Use the picture below to answer questions number 7 and 8!



This animal is large and gray. It lives in Africa. It has 7.....in its 8. .....

Use the picture below to answer question number 9!



9. This animal has.....and wings but can't fly long distances. It lives on a farm.

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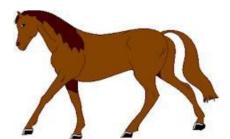
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Use the picture below to answer question number 10!



10. It is a large animal. It has.....and short fur. People often ride this animal.

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## Choose the correct vocabulary in the box to fill in the blank!

Furry Wild Agile

——Herbivorous—

——Ferocious

- 11. Elephant is a ......animal. It likes to eat some plants such as grass, small trees, leaves, etc.
- 12. Dog is.....animal. It can follow human's instruction.
- 13. Monkey is lively and <u>clever</u> animal. What is the synonym of the underlined word is......

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			•	Formatted: After: 0 cm, Tab stops: Not at 7,32 cm + 14,65 cm
I	14. Snake is	animal. It can bite human until die. It is al	so	Formatted: After: 0 cm
	15	animal.		
	16. Lion is	animal. It likes to eat other animals.		
	17. Tiger is (garang)	animal. It is also 18anim	al.	
	19. A rabbit is a	a weak andanimal and is always surround	ed	
	by many en	nemies.		
	20. Cat is	animal.	4	<b>Formatted:</b> Justified, Indent: Before: 0 cm, Hanging: 0,75 cm
I				
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	<b>PF</b>			
		Test of Cycle II		
		Name :	1	
		Student Number:	i	
		!	i	
		Class :	: <u>-</u>	
ı				
	Subject			Formatted: Indent: Before: 0 cm
	Material	: Descriptive Text (Describing People)		
	Time	: 30 Minutes		

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#### Hint

- f.1. Read Basmalah before doing the test
- g-2. Write the name, student number and class on worksheet
- h.3. Read accurately and do the questions which considered easier
- i.4. Recheck the worksheet before being submitted to the teacher
- <u>j.5.</u> Read Hamdalah after finishing the test

#### **TEST OF CYCLE II**

Choose the correct answer by crossing (X) a, b, c, or d!

<del>a.</del>1.



She has long and.....hair.

- a. curly
- b. braid
- c. cornrows
- d. wavy

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3, ... + Start at: 1 + Alignment:

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Read the passage below for number 2 and 3!

#### Claudia is my Close Friend

Hi, I am Vivia. Today I want to tell about my close friend, Claudia. Claudia is special. I like her spontaneous nature. She is young, <u>exuberant</u>, and <u>lively</u>; she is slim and active. She often wears colorful clothes.

- b.2. What does it mean by exuberant?
  - a. excited
  - b. beautiful
  - c. lifeless
  - d. discouraged
  - e.3. She is young, exuberant, and <u>lively</u>; she is slim and active. Whate is the <u>synonym</u> of the underlined word?
    - a. sleepy
    - b. inactive
    - c. dispirited
    - d. energetic
- d.4. His name is Sule. He has.....nose.



- a. flat
- b. big
- c. sharp
- d. pointed

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e.5. Sule has.....hair.

- a. wavy
- b. curly
- c. straight
- d. braid

Read the passage below for question number 6 and 7!

#### Jacques

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France.

Jacques is quite <u>good-looking</u>. He's tall and slim, with olive skin and curly dark hair. Jacquez is very <u>keen</u> on water sports. He likes sailing and he spends a lot of time on his boat.

f.6. What is the synonym of "good-looking"?

- a. dull
- b. bad-looking
- c. ugly
- d. attractive

<del>3.</del>

- h.7. Jacquez is very keen on water sports. What does it mean by the underlined word?
  - a. reluctant
  - b. interested
  - c. unenthusiastic
  - d. indolent

<del>i.</del>8.



She has.....eyes.

- a. round
- b. slanting
- c. hooded

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d. close-set

₹9. He is Zac Efron. He has......face and he has.....nose.

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a. round-long

- b. oval-pointed
- c. square-sharp
- d. oval-big

He has a tall body. His hair is blonde and.......

- . He also has.....lips.
- a. long-thin
- b. short-thick
- c. long-thick
- d. short-thin

+11. What's the meaning of..... Blonde

- a. jabrik
- b. hitam
- c. pirang
- d. keriting

m.12. Jokowi is a president of Indonesia. He is very friendly because he often keeps smile to everybody near him.

What is the opposite of friendly.....

- a. unsociable
- b. peaceful
- c. unbuddy
- d. easygoing

13. Jokowi is thin. What is the synonym of the underlined word?

a. skinny

b. fat

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- c. inflated
- d. thick

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•.14. She has white skin. What is the synonym of the underlined word?

- a. black
- b. livid
- c. fair
- d. sooty

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p.15

His name is Ade Rai. He has.....body.

- a. strength
- b. muscular
- c. muscle
- d. power

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Read the passage below for question number 16-20!

#### **Best Friend**

My best friend is Ernesto and he is my classmate. Wego to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

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He is <u>punctual</u>, well-educated, and has good manners. He is really <u>hard working</u>. He always does hishomework. He is also well-dressed and well-behaved.

Ernesto has a well-built body. He is <u>gentle</u> but <u>fearless</u>. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

- degree 4.16. He is <u>punctual</u>, well-educated, and has good manners. What is the <u>antonym</u> of the underlined word?
  - a. accurate
  - b. late
  - c. good
  - d. bad
- r.17. What does it mean by hardworking?
  - a. dedicated
  - b. lazy
  - c. sleepy
  - d. easygoing
  - s.18. What is the synonym of "gentle"?
    - a. soft
    - b. brave
    - c. rough
    - d. crude
- t.19. What is the opposite of "fearless"?
  - a. brave
  - b. unafraid

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c. afraid

d. confident

u.20. He is truthful, honest and obedient. What is the antonym of the underlined word?

- a. fuctual
- b. correct
- c. faithful
- d. dishonest

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Appendix 8

## **Answer Keys**

## **Answer Key of Cycle I**

1. Domestic

2. Whiskers

3. Tail

—11. Herbivorous

\_12. Tame

-13. Agile

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**Answer Key of Cycle II** 

1. D	6. D	11. C	16. B
2. A	7. B	12. A	17. A
3. D	8. B	13. A	18. A
4. A	9. B	14. C	19. C
5. C	10. D	15. B	20. D

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Researcher began to apply Charades Game in Cycle I with two players in each group



After researcher Researcher did reflecting the previous cycle, and all students became were involved in Charades GG ame in Cycle II

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## KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor: In. 06. 3/ J.4/ PP. 009.9/ 5980 / 2015

Semarang, 15 Desember 2015

Lamp :-

: Penunjukan Pembimbing Skripsi

Kepada Yth: Nadiah Makmun, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama

: Ferdin Tri Yuniar

NIM

: 123411041

Judul

: "The Use of Charades Game to Increase Students' Vocabulary in \* Descriptive Text" (A Classroom Action Research at The Eighth Grade Students of MTsN Model Brebes in Academic Year 2015/2016).

Dan menunjuk saudara:

Nadiah Makmun, M.Pd.

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Jurusan PBI

NIP: 19810908 200710 2 001

idatul Fadlilah, M.Pd.)

#### Tembusan disampaikan kepada Yth:

- 1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
- 2. Mahasiswa yang bersangkutan

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#### KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor

: Un.10.3/DI/TL.00./0386/2016

Semarang, 25 Januari 2016

Lamp

: Mohon Izin Riset

A.n. : Ferdin Tri Yuniar NIM: 123411041

Kepada Yth.:

Kepala MTsN Model Brebes

di Brebes

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami

hadapkan mahasiswa:

Nama

: Ferdin Tri Yuniar

NIM

: 123411041

Alamat

: Ds. Kaligangsa Wetan Kec. Brebes Kab. Brebes

Judul Skripsi

: The Use of Charades Game to Increase Students' Vocabulary in

Descriptive Text (A Classroom Action Research at the Eighth Grade

Students of MTsN Model Brebes in Academic Year 2015/2016)

Pembimbing : Nadiah Ma'mun, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi izin riset selama 14 hari, pada tanggal 01 Februari 2016 sampai dengan tanggal 14 Februari 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan, Wakil Dekan Bidang Akademik

H. Fatah Syukur, M.Ag 19681212 199403 1 003

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

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#### KEMENTERIAN AGAMA

#### MADRASAH TSANAWIYAH NEGERI MODEL BREBES

Jl. Yos Sudarso No 33 Telp (0283) 672038 Brebes 52211 e\_mail:mtsnmodel\_brebes@yahoo.com

#### SURAT KETERANGAN Nomor: MTs.11.29.108/KP.07.5/015/2016

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri Model Brebes menerangkan bahwa :

Nama

: FERDIN TRI YUNIAR

NIM

: 123411041

Fakultas

: Ilmu Tarbiyah dan Keguruan

Program Studi

: Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah melaksanakan riset di MTs Negeri Model Brebes selama 14 (*empat belas*) hari pada tanggal 1 Februari 2016 sampai dengan 14 Februari 2016, guna memperoleh bahan-bahan untuk menyusun tugas aknir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Brebes, 16 Pebruari 2016

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rs. 1. Muh. Muntoyo, MPd P. 19640408 199403 1 001

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## **CURRICULUM VITAE**

Name : Ferdin Tri Yuniar

NIM : 123411041

Place and Date of Birth: Brebes, 30<sup>th</sup> of June 1994

Address : Perumnas Kaligangsa Wetan Brebes

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Email Address : ferdintriyuniar@gmail.com

Education

SDN 02 Brebes : 2006

MTsN Model Brebes : 2009

SMAN 02 Brebes : 2012

UIN Walisongo Semarang : 2016

Researcher,

Ferdin Tri Yuniar NIM. 123411041 Formatted: After: 0 cm, Tab stops: Not at 7,32 cm + 14,65 cm

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