

CHAPTER 1

INTRODUCTION

This chapter contains background, research questions, research purposes, research significance, research framework, hypothesis, and previous study.

A. Background

In learning English, students have to practice some basic skills, and one of those skills is vocabulary, which is an essential skill. Vocabulary plays a significant role in the English language. Students can only speak well in English with sufficient vocabulary. Wallace (2007) stated that vocabulary is an essential key to learning English. Therefore, students with many vocabularies will be able to express their purposes easily to others. However, students will face difficulties in mastering vocabulary, and teachers must find solutions to overcome the obstacles.

Every language requires vocabulary because vocabulary is a vital and fundamental component of a prominent structure, such as sentences or paragraphs in a language. With sufficient vocabulary, people will be able to utilize a language. Cardenas (2001) stated that vocabulary is the heart of any language since students need more vocabulary to comprehend English and convey their ideas in front of others. Hence, learning vocabulary is the first step in mastering a foreign language, mainly English.

Teaching English to young learners needs a lot of effort, particularly regarding vocabulary. Teaching a language to young learners differs from teaching a language to adult students. Young learners are easily distracted, have poor concentration, and are quickly bored. Young learners make mistakes occasionally. Therefore, teachers must understand their characteristics and find appropriate techniques or mediums for teaching English vocabulary. Brown (2001) mentioned that teachers must consider the characteristics and intellectuality of their young learners to be successful in learning the language. Teaching vocabulary to young learners is more challenging than we thought. Teachers need a medium that can support the teaching of young learners in

the class, and it is a game where the teacher can get their interest and attention so the young learners can learn effectively.

Today's trend in vocabulary learning is to learn by utilizing games, where teachers put vocabulary materials in gaming activities that can motivate learners to engage. Teachers can use either traditional or modern games combined with technology as a medium to teach vocabulary to learners to be more effective. Using games for educational purposes could increase students' motivation, a fundamental and ubiquitous element of learning behavior (Schunk et al., 2012). The game has become popular among people, especially teachers who employ games to improve students' language learning. Therefore, the researcher has chosen the charade game as a teaching medium to improve students' vocabulary mastery in this study.

According to Schaefer (2006), the charade game is a medium where gesturing and mimicking are the individual parts of a word. The players must make a gesture or facial expression to define a word without saying it. The charade game is a physical activity that trains students' motor skills, memory, and provokes their curiosity to find out. This game can also help students to understand and remember the vocabulary contextually because it uses pantomime-style cues. Charade game does not need facilities and is easy to play, and it is a fun activity to encourage students' creativity. This game is suitable to improve students' vocabulary mastery, they not only learn new words but are also encouraged to be active in the learning process. This game uses exciting movements to define a word. This medium will help students understanding or memorizing the words (Rafinggi, 2013).

There were some vocabulary problems in students' English skills; the first problem was followed by a lack of motivation to master vocabulary and a lack of vocabulary knowledge. Students were bored easily when they learned vocabulary materials. They did not have any motivation, and some did not attend English classes because they lacked motivation to study. Since they were EFL students, they also lacked vocabulary knowledge because their mindset said English is difficult to learn, and they did not know how to increase their vocabulary knowledge. Even if they knew,

they were not interested in doing it because of a lack of motivation around their environment. Those problems caused the students to need help understanding clearly when the teacher explained the material or spoke in English. Those problems also made it difficult to practice English because they required more vocabulary to say.

The second problem was that the school needed an appropriate environment to support students in mastering English vocabulary, such as the vocabulary list in the canteen, classroom, or park. The researcher also found a need for more facilities to support their learning, such as a limited overhead projector (OHP), language laboratory, and English reading books at the library to be a reference for them to train their English skill. This problem also caused students to lack motivation and became a big concern for the school to solve. According to Bull (2001), technology provides unlimited resources to language learners. Genc (2005) also mentioned that teachers should encourage learners to find appropriate activities using computer technology to succeed in language learning.

The last problem was that the teacher still taught the vocabulary materials without engaging media such as pictures, flashcards, or other media to easily support students' understanding of the vocabulary functions and meanings. This problem bored students, made it difficult for them to understand the vocabulary and memorize the words, and made them not want to engage in the learning activity. Teachers need to use exciting media and adequate technological support to solve language learning problems, especially vocabulary learning. Nowadays, teachers should be aware of the importance of media and technology in supporting the teaching process. According to Anderson (2011), technology provides teaching resources and brings learning experience to the learner's world. Authentic language materials, especially vocabulary materials can be delivered to learners. They can also be motivated through engaging media or adequate technological support.

From the vocabulary problems above, the research found that the biggest problem was a lack of motivation among students to master vocabulary. It prevented them from enriching their vocabulary knowledge. This issue became the researcher's

primary concern in conducting research at the school. In addition, this study concluded that the three factors above were causing these problems, especially in vocabulary mastery. The first internal factor came from students who lost the motivation to master vocabulary and lacked the vocabulary knowledge to practice. The second came from the teachers who still teach with monotonous media or even without, which made students not interested in learning English. The third came from the school, which needed to facilitate a supportive environment for students learning English, especially vocabulary. Therefore, the researcher believed that, based on those three problems above, games could be a medium to solve students' learning obstacles and provide exciting activities for teachers and students in the classroom.

In addition, the researcher found the previous studies that were conducted on research related to the effect of the Charade Games technique on enhancing students' memory of English by Mahmood (2021). It was conducted as quantitative research that focused on the effect of Charade games on the students' retention of English words. Other research has focused more on students' perceptions of learning to speak through charade games by Abas (2022). It was a qualitative study. This study discussed learning speaking through Charade games and focused more on the student's perception of implementing the game strategy. The research from Singh (2021) focused on implementing the Charade games to improve speaking skills in college. The research took 18 students from college using a quasi-experimental design. However, the limitations of the research are time and participants.

Therefore, this study focused on different areas from previous studies. This study focused on improving students' vocabulary mastery and providing them with exciting media to learn using charade games. In addition, this title was chosen by the researcher because game was his passion, and his experience from teaching internship showed that games made a lot of contribution to motivate students in the learning activity and became an alternative media if the school or teachers were limited of adequate technology to use in the class.

B. Research Question

Based on problems have been found above, it can be described to be some research questions. There are three questions to be answered in this study:

1. How is the students' vocabulary mastery before engaging them in learning vocabulary through Charade Games?
2. How is the students' vocabulary mastery after engaging them in learning vocabulary through Charade Games?
3. Is there any significant difference in students' vocabulary mastery before and after involving in activities using charade games?

C. Research Purpose

Based on the research questions above, the aim of this study are:

1. To find out students' vocabulary mastery before using charade games
2. To find out students' vocabulary mastery after using charade games
3. To find out any significant difference in students' vocabulary mastery before and after involving in activities using charade games

D. Research Significance

This research expects that Charade games can enrich students' vocabulary. Students are expected to learn vocabulary more effectively in class. They are also expected to understand the vocabulary contextually and get motivated to learn English. In addition, charade games can enhance students' vocabulary mastery and help them memorize vocabulary as soon as possible by gesturing or miming it.

1. Theoretical Significance

This research provides details about the charade games for teachers as a teaching medium so teachers can adjust their teaching style and make English learning more enjoyable.

2. Practical Significance

There are two practical significances in this study, they are:

a. For Students

The result of this research can provide a reference for students to improve their vocabulary mastery and become a medium for students to learn English vocabulary more effectively.

b. For Teachers

This research provides a solution for teachers to teach vocabulary by using charade games. This media can be beneficial in learning and teaching to improve vocabulary mastery. The teachers also can make the lesson activities more enjoyable.

c. For Researchers

The charade game is an engaging and innovative educational medium for vocabulary learning that helps to reduce student boredom and create a fun atmosphere for students. The charade game can be used as a reference for future researchers interested in teaching vocabulary.

E. The Scope of Study

The research was conducted at the SMPN 03 Carita Junior High School in Banten, and the researcher took class VII A from seventh grade. This research focused on using Charade games to improve students' vocabulary mastery.

F. Conceptual Framework

Since English has become a widely used language for mass communication, people utilize English to communicate with foreigners, look for an excellent job, or even get a better education. As mentioned by Baker (2016), people who master English very well can have better chances of getting an education, finding a good job, and getting a promotion. One of the vital skills to master the English language is vocabulary mastery, as mastering vocabulary is considered the most crucial essential skill when studying a new language. Learners who master vocabulary can develop English skills

and use them to express their ideas and purpose well. Cameron (2001) mentioned that vocabulary is central to learning a foreign language. With mastering vocabulary, the learners will be able to speak English well. Willis (2018) also supported that when students build up vocabulary mastery, they can communicate their ideas, knowledge, and voices more effectively. This is the reason why students must master vocabulary as the first step in learning a language.

In addition, teaching young learners is more complex than teaching adult students because they get distracted easily. Teachers should find suitable media to get learners' attention and deliver the materials effectively. According to Harmer (2008), teachers of young learners need to spend plenty of time examining and understanding how their learners think and operate. Teaching English to young learners requires more effort and good strategies, especially in teaching EFL students. As EFL students never utilize English in daily communication, teachers must teach English as clearly as possible to make learners easily understand. According to Brown (2015), teachers must consider the characteristics and intellectuality of their young learners to be successful in learning the language. In teaching vocabulary to young learners, teachers should understand their characteristics to find appropriate media to make students happy and easily understand the materials. This can improve their vocabulary mastery and English skills. Teachers can use games as media in teaching vocabulary. Besides motivating learners, games also can make them focus on learning activities.

One of the games is Charade games. It is a game where players make or replicate their friends' gestures or expressions, practicing them with the next player. According to Schaefer (2006), a charade game is a media mimicking the individual parts of a word. Due to the limitations of their communication abilities, the participant must use gestures or facial expressions to explain the word or sentence. This game is used to train students' motor skills and memory. This charade game is similar to the whispering game, where the players must imitate what they see from the previous player before practicing it on the next player. The game may become more challenging and enjoyable. Everyone makes a variety of random gestures, which may be both

laughable and funny. This method can encourage students to practice harder and better while also providing entertainment and positive vibes among themselves. Learners need to learn the meaning of vocabulary. However, they also know the vocabulary contextually.

G. Hypothesis

According to Meilia (2010), she mentioned that if the hypothesis is in a temporary state and still weak, then the researcher must investigate it. This research has two variables; the x variable is the use of a charade game, and the Y variable is EFL students' vocabulary mastery. The hypothesis of this research is mentioned as follows: "The use of charade games to improve EFL students' vocabulary mastery." In addition, the hypothesis in this research is an alternative hypothesis (H_a) and the null hypothesis (H_o).

The formula is presented as follows:

1. Null hypothesis (H_o): There is not a significant difference in the students' vocabulary mastery before and after using charades games.
2. Alternative hypothesis (H_a): There is a significant difference in students' vocabulary mastery before and after using game charades games.

H. Previous Study

The researcher has selected some previous studies related to this study. First is the effect of the Charade Games technique on enhancing students' memory of English by Mahmood (2021). It was conducted as quantitative research, focusing on the effect of Charade games on the students' retention of English words.

The second is students' perceptions of learning English through charade games by Ayuwandini, Ahmad, and Abas (2022). It was a qualitative study. This study discussed learning to speak through charade games and focused more on the student's perception of implementing the game strategy.

The third is research about implementing the Charade game to improve students' speaking skills by Singh and Aziz (2021), who focused on implementing the Charade games to improve speaking skills at college. The research took 18 students from college using a quasi-experimental design. The limitations of the research are time and participants.

In addition, this study focused on improving students' vocabulary mastery and also providing them with exciting media to learn by using charade games. This study focused on improving students' vocabulary knowledge, helping them understand either vocabulary function or meaning quickly, and providing them with exciting activities to remove boredom. The more students enjoy and get motivated, the more they can understand and practice the vocabulary. The research took the students from seventh grade, which had 24 participants using a pre-experimental design. Since seventh grade is categorized as young learners, the researcher believes that charade game is appropriate media at this level to improve vocabulary mastery and provide interesting activity in the classroom.

