



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

**THE INFLUENCE OF CHARADES GAME ON THE STUDENTS'  
COMPETENCE IN ENGLISH VOCABULARY AT THE FIFTH GRADE  
STUDENTS OF *KEPONGPONGAN 3* ELEMENTARY SCHOOL – CIREBON  
REGENCY**

**A THESIS**

Submitted To English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*  
*Cirebon* State Institute for Islamic Studies in Partial Fulfillment of the Requirements  
for Islamic Scholar degree in English Education



**WINDY DYAH INDIANI**

**REG NUMBER : 58430745**

**ENGLISH EDUCATION DEPARTMENT OF  
TARBIYAH FACULTY OF  
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES  
CIREBON  
2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

## ABSTRACT

**Windy Dyah Indiani : THE INFLUENCE OF CHARADES GAME ON THE STUDENTS' COMPETENCE IN ENGLISH VOCABULARY AT THE FIFTH GRADE STUDENTS OF KEPONGPONGAN 3 ELEMENTARY SCHOOL - CIREBON REGENCY.**

This final project was about the influence of charades game on the students' competence in english vocabulary at the fifth grade students of kepongpongan 3 elementary school - cirebon regency 2012/2013. In Indonesia, English is detemined as the first foreign language, because of English is an international language which is used all over the world. Therefore, it is recommended to be taught at elementary schools up to universities. It is important to be learned as a communication tool with another countries. Vocabulary is an important element in language. Because without vocabulary, it is nothing can be conveyed. So, learning vocabulary is the first step that must be done to study English.

Although English has been taught to the first year students of Kepongpongan elementary School Cirebon Regency, but most of them still find difficulties in learning and understanding English, especially in learning English vocabulary. For this reason, the writer tries to give a method as like charades game as the way to learn English vocabulary. It should be kept in mind that the application of charades game which can be used for teaching English as a foreign language especially for teaching English vocabulary is the fun way which can motivate the students' interest in learning English.

The aims of the research carried out by the writer are to find of the data of the students' achievement in learning English vocabulary through the application of charades game and to know what the effect of the application of charades game on the students' competence in English vocabulary.

The method of this research is quantitative approach. The techniques for collecting the data used by the writer are observation, interview, questionnaire, and test. Then the writer use t-test as the statistical analysis.

After the data have been analyzed, the writer concludes that the students' response of the application of charades game at the fifth grade of Kepongpongan 3 Elementary School Cirebon Regency can be categorized "good" because by mean of score achieved is 27,3. The result of the students' competence in English vocabulary before the application of charades game can be categorized is "not good" because by mean of score achieved is 4.4. And after the application of charades game can be categorized "sufficient" because by mean of score achieved is 6.7. And the influence of charades game on the students' competence in English vocabulary is 2.04 by  $t_{0.5}$ . So,  $2.04 < 11.29$  (t values greater than t.table). It means that there is a positive and significant influence between charades game on the students' competence in English vocabulary.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## PREFACE

The writer would like to express her thankfulness to Allah SWT who has given His Blessing to finish this paper. May invocation and safety always be given to prophet Muhammad (Peace Be Upon Him), his family, his followers up to the end of the world.

This thesis entitled “**THE INFLUENCE OF CHARADES GAME ON THE STUDENTS’ COMPETENCE IN ENGLISH VOCABULARY AT THE FIFTH GRADE STUDENTS OF KEPONGPONGAN 3 ELEMENTARY SCHOOL – CIREBON REGENCY**” is submitted to fulfill the requirement for the Islamic Scholar Faculty of Tarbiyah, English Study Program of Syekh Nurjati State Institute for Islamic Studies (IAIN) Cirebon.

In this opportunity, the writer would like to express her particular thanks to:

1. Prof. Dr. H. Maksum Muktar, MA., The Rector of Syekh Nurjati State Institute for Islamic Studies Cirebon
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon
3. Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Education Department of Syekh Nurjati State Institute for Islamic Studies Cirebon.
4. Sumadi, SS, M. Hum, Secretary of English Education Department of Syekh Nurjati State Institute for Islamic Studies Cirebon.
5. H. Udin Kamiludin, M.Sc, as the first supervisor
6. Wakhid Nashruddin, M. Pd, as the second supervisor
7. Hj. Ikah Barkah, S.Pd, as head master of Kepongpongan 3 Elementary School
8. All teachers of Kepongpongan 3 Elementary School
9. All the lecturers and the staff of English Education Department of Syekh Nurjati State Institute for Islamic Studies Cirebon.
10. All my friends in English Education Department of Syekh Nurjati State Institute for Islamic Studies Cirebon

The writer realizes that this paper is still far from being perfect. Thus the writer expects criticism and suggestions from the readers. She hopes this paper will be useful, especially for her and reader in general.

Cirebon, 11 October 2012

The writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## TABLE OF CONTENTS

**ABSTRACT**

**THE APPROVAL**

**RATIFICATION**

**OFFICIAL NOTE**

**LETTER OF AUTHENTICITY**

**DEDICATION**

**AUTOBIOGRAPHY**

**PREFACE**

**TABLE OF CONTENTS**

### **CHAPTER I INTRODUCTION**

A. Research Background.....	1
B. The Identification of The Problem .....	5
C. The Limitation of The Problem.....	5
D. The Questions of The Research.....	6
E. The Aims of The Research.....	6
F. The Usefulness of The Research .....	6

### **CHAPTER II THEORETICAL FOUNDATION**

A. The Nature of Vocabulary .....	7
1. The Definition of Vocabulary .....	7
2. Types of Vocabulary .....	9
3. Teaching English Vocabulary .....	18
4. Strategy of Teaching Vocabulary.....	19
B. The Nature of Game .....	25
1. The Definition of Game .....	25
2. Concept of Charades Game.....	27
3. The Advantages and Limitations.....	33
C. The Frame of Thinking.....	34
D. The Hypothesis of The Research .....	36



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

### CHAPTER III THE METHODOLOGY OF THE RESEARCH

A. The Objective of The Research .....	37
B. The Place and Time of The Research .....	37
C. The Method of The Research .....	38
D. The Variables of The Research.....	38
E. The Population and Sample of The Research .....	38
F. The Techniques of Collecting Data .....	39
G. The Techniques of Analysis Data.....	41

### CHAPTER IV THE RESEARCH FINDINGS

A. The Objective Condition of <i>Kepongponan 3</i> Elementary School .....	43
B. Research Finding	
1. The Students Response on the Application of Charades Game.....	50
2. The Students' Competence in English Vocabulary .....	64
3. The Influence of the Application of Charades Game on the Students' Competence in English Vocabulary .....	71

### CHAPTER V CONCLUSION

A. CONCLUSION.....	77
B. SUGGESTION .....	78

### BIBLIOGRAPHY

### APPENDIXES



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## CHAPTER I

### INTRODUCTION

#### A. Research Background

In Indonesia, English is determined as the first foreign language, because of English is an international language which is used all over the world. Therefore, it is recommended to be taught at elementary schools up to universities. It is important to be learned as a communication tool with the other countries. Vocabulary is an important element in language. Because without vocabulary, it is nothing can be conveyed. So, learning vocabulary is the first step that must be done to study English.

The KTSP curriculum in the syllabus of Elementary School states that some of the objectives of English teaching are in order to student can understand and express simple instructions to act in the context of school.

To achieve the objectives above, so the students must enrich their vocabulary to cover all of the basic language skills, like listening, speaking, reading and writing. Because learning vocabulary is the first step to learn English, it is important to introduce vocabulary for the students as facilities to achieve their skills in English.

Therefore teachers should have a good strategy to be able teach their students. Teacher's skill has the important factor among others to achieve the teaching goal. Succeed of students are depend on their teacher. That is why a



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

teacher has to be a good manager that can select suitable in techniques of teaching.

Actually, there are many research have done to improve the students competence in English vocabulary. But each of those research still have shortcomings and need for more tailored and refined to the conditions and facts in the field. So that it can actually be implemented and benefit optimally. Here are the author includes some of the research has been done:

In a research conducted by Wahyu Suherni Asih (2004) entitled “The Correlation Between of The Application of Picture Media and The Mastery of The Students’ English Vocabulary at The First Year of SMP N 1 Bulakamba-Brebes”, that by providing picture as media in teaching English vocabulary, the students can illustrate or describe thing that can be seen and understood directly. The meaning of word can be easier to be memorized; it can also increase the mastery of the student’ English vocabulary. The result of the research is that has a positive correlation.

Lutfiyah (2005) has been research at SDN 1 Astanalanggar Losari Cirebon, the title of the research is “The Correlation between The Application of Audio-lingual Method and The Students’ Achievement In English Vocabulary at The Sixth Year of SDN 1 Astanalanggar Losari Cirebon”. She states that audio-lingual method gives a fun situation for the students to comprehend English through method gives vocabulary, which is helped by audio-lingual aids. The teacher should use pattern drill and the students



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

memorize and practice some vocabulary unconsciously. The result of the application Audio-Lingual method of the students' achievement in English vocabulary shows that is positive and significant; it means that the correlation between the application of audio-lingual method and the students' achievement in English vocabulary in the school can be categorized as positive and high correlation.

Different research by Ayu Asminingrum (2010) presented in thesis entitled "The Correlation Between The Students' Mastery of English Vocabulary and Their Ability in Matching Words at The First Year Students of MTs Nurul Huda Kalibuntu Losari-Brebes", she states that matching is one kinds of vocabulary practice. Matching is another kind multiple choice, but it is more enjoyable. By matching, students can do this exercise as a hobby and they will increase their vocabulary unconsciously. The result of the research is enough or sufficient correlation between the students' mastery of English vocabulary and their ability in matching words.

According to the thesis of Chusnul Chotimah (2010) entitled "The Influence of The Application of Microsoft Power Point on The Students' Competence in English Vocabulary at The Second Class Students of SMK Veteran Cirebon"- learning process will be meaningful if the teacher could make the situation of the class alive, so the teacher will help students to become interested in the subject by using Microsoft Power Point, because it can influence students competence in learning process especially in English



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

vocabulary. The result of the research shows that the students' mastery in vocabulary can be categorized as "good", the students' competence in vocabulary can be categorized as "high", there is high correlation and in other words, there is influence of the application in Microsoft Power Point on the students' competence in vocabulary.

All of the research show good results. But, it still needs observation what the researches are appropriate with the condition of participants and place that would be researched.

At Elementary school of Kepongpongan 3 Cirebon Regency, the writer found that the students got difficult in study English. They are seemed not interested in study English and very passive. They are difficult to remember words in English. Beside also the condition of the school is lack of support facilities.

To solve the problem above, the writer thinks a new technique to learn vocabulary. Game is an appropriate strategy to improve the students' competence in English vocabulary. By learning vocabulary using games, students do not only learn new word, but they are encouraged to be active in the classroom and learn by doing. Beside also the learning process will be more interesting and fun. Charades game is very suitable to be applied in improving students' competence in vocabulary. Because to do it, does not require a lot of facilities.



## B. The Identification of The Problem

The problem in this research is classified into the following sections:

### 1. The Research Area

The research area of this thesis is vocabulary. To help the students more interested in learning and improve their vocabulary, so the writer uses charades game.

### 2. The Kinds of The Problem

The kinds of the problem is quantitative. It means that the data is obtained in particular forms presented by numbers: consequently, they can be measured and interpreted by means of using statistical analysis.

### 3. The Main of The Problem

The main of the problem is to the lack of the students' competence in vocabulary. It means that the students' vocabulary competence do not improve.

## C. The Limitation of The Problem

To limit the problem, the writer takes following themes in application of "charades game". They are: animals, things and place.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumunkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

#### **D. The Questions of The Research**

1. How is the students' response of the application of charades game?
2. How is the students' competence in English vocabulary?
3. Is there any positive and significant effect of the application of charades game in English vocabulary?

#### **E. The Aims of The Research**

1. To know the students response of the application of charades game
2. To know the students competence in English vocabulary
3. To know a positive and significant effect of the application of charades game in English vocabulary

#### **F. The Usefulness of The Research**

In writing this thesis, it is hoped readers; especially the students can be more master vocabulary. Besides that, game can motivate the students in learning English through more interesting way. So the teachers can use charades game as a media to teach vocabulary. As a result, the students' vocabulary competence can be better so that they will not get difficulties in learning English.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## BIBLIOGRAPHY

- Ali, Muhammad. (1976). *English as a Foreign Language "Linguistic Background and Teaching Methods"*. Riyad University Press.
- Arikunto, Suharsimi . (1997). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.
- \_\_\_\_\_. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- \_\_\_\_\_. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Asdi Mahasatya.
- \_\_\_\_\_. (2007). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- \_\_\_\_\_. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Borg, Walter R and Meredith D Gall. (1971)*Educational Research: An Introduction*. Longman, Inc, New York, NY.
- Cameron, Lynne. (2001). *Teaching language to young learners*. New York: Cambridge University Press.
- El-Shamy, Susan. (2001). *Training Games*. Stylus Sterling: Virginia.
- Heinich, Robert and Molenda, Michael. (1996). *Instructional Media and Technologies for Learning*. Boston: Pearson Education.
- Kamil & Hiebert. (2007). *A Focus on Vocabulary*. from:  
[http://www.prel.org/products/re\\_/ES0419.htm](http://www.prel.org/products/re_/ES0419.htm) accessed in July 19, 2012.
- Lewis, Gordon. (1999). *Games for Children*. New York: Oxford University Press.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- McMillan , James H. (1992). *Educational Research: Fundamentals for The Consumers*. New York, NY: Harper Collins Publishers.
- Murthy, JD. (2003). *Contemporary English Grammar for Scholar and Students*. New Delhi: Book Palace.
- Nau, Dana S. (2000). *Rules for the Game of Charades*.  
from: <http://www.cs.umd.edu/~nau/misc/charades.html>, accessed in February 20, 2012.
- Richard. (August 3). *Perfect Gesture Game?*. From:  
<http://genkienglish.net/teaching/perfect-gesture-game>, accessed in February 20, 2012.
- Richards, Jack C. and Schmidt, Richard. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics Fourth Edition*. Britain: Pearson Education Limited.
- S. Gerlach, Vernon & P. Ely, Donald & Melnick, Rob.(1980). *Teaching and Media a Systematic Approach*. New Jersey: Prentice-Hall, Inc., Englewood Cliffs.
- Sari, Ghada. *Using Games in Teaching Vocabulary*.  
from: <http://www.udel.edu/eli/2006P4L/ghada.pdf>. downloaded on March 20, 2012.
- Slattery, M & Willis, Jane. (2001). *English for Primary Teacher*. Oxford University Press.
- \_\_\_\_\_. (2003). *English for Primary Teachers: A Handbook of Activities and Class Room Language*. Oxford New York: Oxford University Press.
- Teaching English As A Second Language: Methods And Techniques*. From:  
<http://www.essortment.com/teaching-english-second-language-methods-techniques-40401.html> accessed in July 19, 2012.
- Thornbury, Scott. (2004). *How to Teach Vocabulary*. New York: Longman.
- Trounce, David. (2010). *Charades-Common Gestures*.
- Young, Donna. (2007). *What is Vocabulary*. From:  
<http://www.donnayoung.org/form/help/vocabulary.htm>, accessed in July 19, 2012.