THE IMPLEMENTATION OF TEACHING VOCABULARIES
USING CHARADES GAME
AT EIGHTH GRADE STUDENTS OF SMPN 1 JENGGAWAH
IN 2019/2020 ACADEMIC YEAR

THESIS

By:

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SRN: T20166076

ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
2020

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THESIS

Presented as a partial fulfillment of requirements
for the degree of Bachelor Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

IAIN JEMBER

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُم صَادِقِين

"And He taught Adam all the names (of everything), then He showed them to the

angels and said, Tell Me the names of these, if you are truthful."

(Al-Baqarah: 31)[1]

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[1] Muhammad Taqi-Ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qiran English Translation of the Meanings and Commentary, terj* (Medina: Dar-us Salam Publications, 1996), 8.

DEDICATION

This thesis proudly dedicated to :

1. My beloved father, Abdul Hadi (alm), and my mother Elok Farida who always love, pray, motivate, and support me. Thank you for everything.

2. My brothers, Muhammad Aditya and Ahmad Fadho Ilul Latif who always love me all the time. Thank you for your smiles every day.

3. For all my beloved friends, thank you for every moment that we did. Especially for TBI2 class who always encourage and support me.

4. My beloved almamater, IAIN Jember, who made me grown up and have contributed much for myself.

5. And the last for all people who are present in my life. You are amazing.

ABSTRACT

Rif'atun Nadilah, 2020: *The Implementation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020.*

One of the parts in creating and understanding the language is vocabulary, people cannot express their opinion and ideas in English without knowing their vocabulary. Teaching vocabulary is not easy to do. It needs appropriate ways to be applied. One of them is by using a game to make the learning process more interesting and fun. The suitable game that can be used to teach vocabulary is a charade game that can help the students to find out the meaning of the words using gestures or physical activity.

The objectives of this research are; 1) To find out the goals of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah; 2) To find out the material of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah; 3) To describe the procedures of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah; 4) To describe the evaluation of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah.

This research used descriptive research design with a qualitative approach. This research was categorized as qualitative descriptive because the researcher described the condition, the situation with words and language. The technique for validating data was a triangulation of sources and triangulation of techniques which includes observation, interview, and document review.

This research found that the goals of teaching are four; first, the students got it easier to remember and understand the vocabulary, they got fun and enjoyed the activity while the learning process; second, to get good responses from the students to make the learning process run effectively; third, the students were able to guess the vocabulary based on the pictures; fourth, students were able to capture the meaning of the vocabulary contained in the recount texts that were presented in written form. The material used was recount text which consists of three sub material namely basic vocabulary, simple past tense, and a story in the past form. The procedure used was based on David Jacobsen who states that there are three steps in teaching approach namely planning, implementing, and evaluating. The evaluation used is formative evaluation in the form of a written test that consists of essays' questions and multiple choice questions.

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All the thanksgiving of the writer conveyed to Allah SWT because of His mercy and grace, the planning, process, completion of the thesis as one of the requirements for completing the duty can be completed smoothly.

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7. Her beloved parents; Abdul Hadi *(alm)* and Elok Farida, brothers; Muhammad Aditya and Ahmad Fadhoilul Latif.

May Allah bless and give in return for every help and righteous deed they did to the researcher. Finally, it is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.
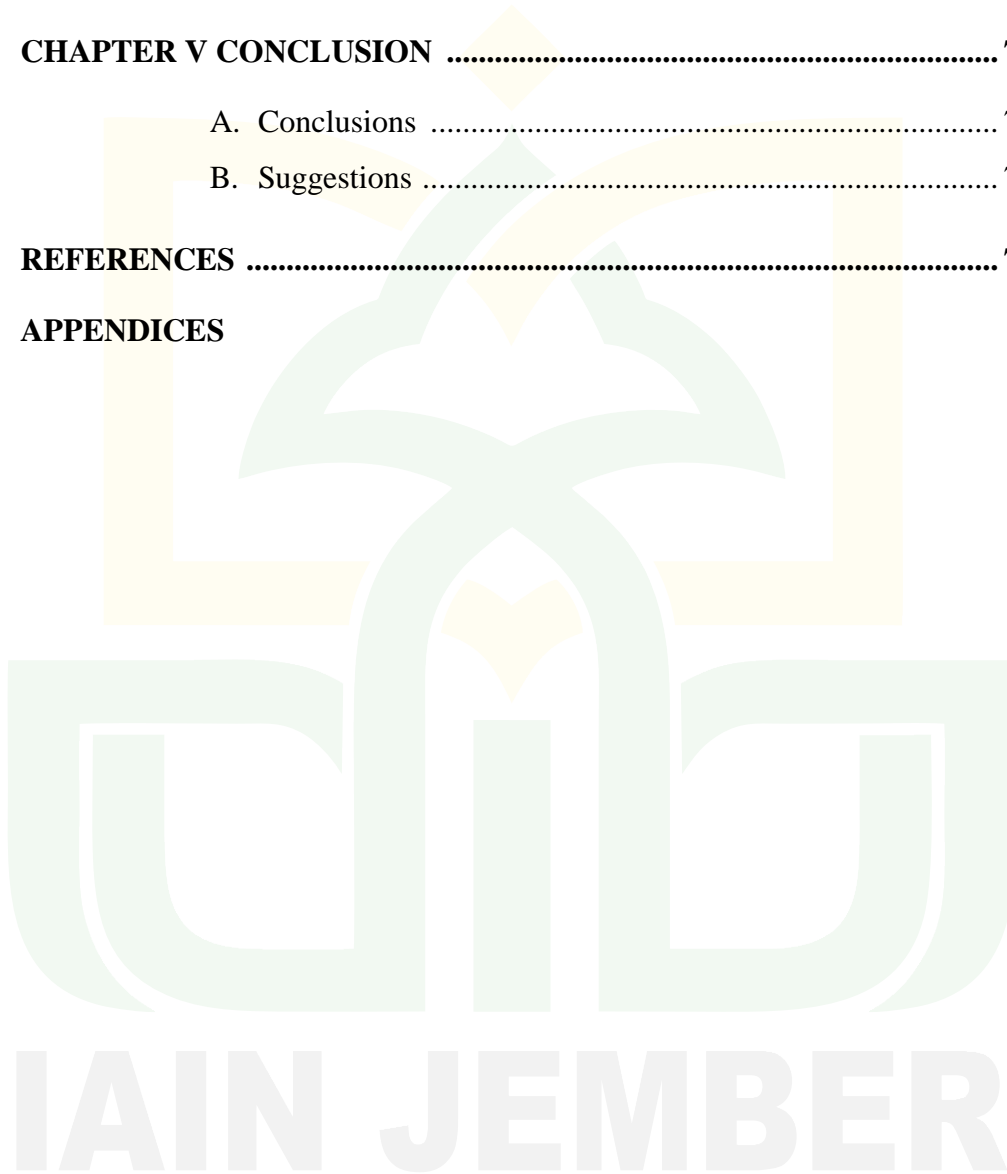
Jember, 19th of May 2020

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents a description about the background of the research, research questions, research objectives, significance of the research, and definition of key term.

A. Research Background

Vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

In addition, vocabulary is the basic competence that needs to be 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 the English program is to help students gain a large vocabulary of useful words. This statement is proven by Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

"And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these, if you are truthful."
(Al-Baqarah: 31)[1]

In the surah above, Allah shows us that we must learn vocabulary. So, we can create our language skills. We can choose the right words in spoken or

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[1] Muhammad Taqi-Ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qiran English Translation of the Meanings and Commentary, terj* (Medina: Dar-us Salam Publications, 1996), 8.

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written language. A good vocabulary is an important part of effective language communication.

Richard and Rennadya defined vocabulary as the main component of language proficiency and provide much of the basis for how well learners speak, listen, read, and write.[2] It means that without a proportional amount of vocabulary anyone will get trouble in their speaking, reading, listening, and writing.

Tarigan says that the students who are rich in vocabulary are better in mastering a language than the poor ones.[3] It means that vocabulary is also needed by every student in English subject at the school because vocabulary is needed in order to make the students are able to communicate both in written and oral. It can be said that without knowing the vocabulary, students cannot express what they mean and cannot communicate with other people in English well.

As we know, teaching vocabulary is not easy to do because most students have many problems in the learning process of vocabulary. From the interview and observation with the teacher in SMPN 1 Jenggawah, the researcher knew that there were some problems that made the students were not interested in learning English, especially in learning vocabulary. For example, the students could not express words well because they got

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[2] Jack C Ricards,Willy A. Rennadya, *Methodology In Language Teaching (*New York: Cambridge University Press, 2002), 255.
[3] Immas Haryanti, "*The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at The Eighth Class of The Second Semester of Mts Negeri Gunung Rejo Way Lima Pesawaran in Academic Year 2011/2012,"* (IAIN Raden Intan: Bandar Lampung, 2012), 2.

difficulties in remembering the meaning of words and it made them bored in the process of learning in the class. The other example is the students did not understand about the meaning of words that the teacher said and they mostly found the difficulties on how to enrich their vocabulary meaning. The last is the students still asked the teacher to find out the meaning of the vocabulary which they did not know. Even, they were lazy to open their dictionary to find the meaning and only asked the teacher. Thus, the teacher should be more creative in adjusting an interesting teaching technique when they are going to teach vocabulary.

However, appropriate teaching technique is necessary to make the teaching and learning process effective. Whereas, there are several techniques in teaching vocabulary such as by using pictures, songs, games, etcetera. Especially by using games, there are some games that can be used by the teacher to teach vocabulary such as definition games, role play games, charade games, and so on. As we know definition game is part of a word game in language learning and Role-play games can be seen as simple, guided drama activities to speak activities but depending on the language level, curiosity, and confidence of players. Different from the charade games, Hidayati says, Charades is miming individual parts of a word. The activity of the game using gesture and engage students in physical activity and provoke curiousity of students to find out the word.[4] This game uses exciting ways to define a word, because children prefer to learn by interacting directly, and

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[4] Nur Rohmah Hidayati, "The Use of Charade Game to Teach Vocabulary," *Journal of English Language Teaching* (State University of Semarang: 2016), 3.

this game pushes the children's emotional to guess the word by using gesture and it helps students define or remember the meaning of the word from Charades Game.

Thus, charades game that involve body movement and facial expressions are fun and encourage creativity and spontaneity of the students. Charades game can make the students more active, enjoy, and interested in the learning process. Charades game can help students in knowing the meaning of words. The activity of this technique uses pantomime or physical activity and provoke the curiosity of students to find out. This games uses exciting ways to define a word, this will help students remember the meaning of the word. Thus, it is the reason why charade games become an appropriate teaching technique to use in teaching vocabulary.

The researcher also found some previous studies which related to this study conducted by Ami Rahm Dania entitled "The Effectiveness of Using Charades Game towards Students' Vocabulary Mastery (A Quasi-Experimental Study at the Seventh Grade Students of MTs Al-Ihsan Pamulang in Academic Year 2015/2016.)" She took that title because most of the teacher often used memorization, and looked for words up to the dictionary as the teaching technique to teach vocabulary. Thus, the researcher thinks both of those techniques less effective for students in learning vocabulary, whereas they should have an adequate vocabulary. Yet, by using charades game it can be an effective game to help the students in learning vocabulary.

The other previous study conducted by Dica Yuriza, the title research was "The Effect of Using Adverb Charades Game toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru. The researcher looked that some of the students in SMP Negeri 20 Pekanbaru still had some problems with their speaking interest. However, here the researcher tried to find out an appropriate game to overcome the students' problem in their speaking interest by using an adverb charades game.

The last study was conducted by Fatchul Lutfah entitled "The Effectiveness of Using Charade Game to Teach Writing Procedure Text." One of the reasons why the researcher conducts this study was he saw students still got confused about the use of "to be." Then, they admitted that it was totally difficult to arrange some words into sentences, moreover to arrange paragraphs because they had poor vocabulary too. From those problems, the researcher tried to discover a good way for students so that they would be able to improve their skills in English especially in writing by using charades games.

From some previous studies above, it can be concluded that charades game not only can be used to teach vocabulary but also can be used to teach speaking and writing. Based on the explanation before, the researcher conducted research under the title *"The Implementation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020"*

B. Research Questions

Based on the background of the research as previously presented, the research questions are as follow:

1. What are the goals of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah?

2. What is the material used in teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah?

3. How is the procedure of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah?

4. How is the evaluation of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah?

C. Research Objectives

Based on the research questions above the aims of the research are as follow:

1. To find out the goals of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah.

2. To find out the material of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah.

3. To describe the procedure of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah.

4. To describe the evaluation of teaching vocabularies using Charades Game at eighth grade students of SMPN 1 Jenggawah.

D. Significance of the Research

This research is expected to have contributions to:

1. Theoretical Benefit

After conducting the research, the researcher hopes that the result of the study can enrich the body of knowledge related to charade games teaching vocabulary.

2. Practical Benefit

a. For the teacher

The result of this research is expected to help the teacher to overcome the students' difficulties in the teaching-learning process of vocabularies using charades game at SMPN 1 Jenggawah.

b. For the students

This research can be used to help the students in learning vocabulary and it may guide them to memorize and overcome their difficulties in understanding the vocabulary.

c. For the future researcher

This research is expected to give new knowledge of the future researcher to do better research of the same teaching and learning cases, it can be one of the references to conduct a study about the same topic.

E. Definition of Key Terms

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain. The terms are as follows:

1. Implementation of Charades Game

   An implementation is a teaching-learning process in the classroom which was conducted by the teacher to deliver the material with a various method, technique, and media. The teacher can use both of them, based on the level of the students and the student's needs.

2. Charades Game

   The researcher may infer that charades game is a game in which the players are typically divided into teams, members of each team must act in a pantomime and gestures of a word, phrase, title, etcetera, which the members of their own team must guess the body language description of the vocabular .

3. Teaching Vocabulary

   Teaching vocabulary is an activity of teaching some words to learners. It is the process to transfer the knowledge about words by using some methods, techniques, and media. Vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. In this research, the teacher focused to teach students' vocabularies especially in the second form of a verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous research and some reviews of relevant theories related to the topic of the research.

A. Previous Research

In this part the writer described some previous researches which are relevant to this thesis.

1. The first research was conducted by Ami Rahma Dania in 2016 entitled "The Effectiveness of Using Charades Game towards Students' Vocabulary mastery (A Quasi- Experimental Study at the Seventh Grade Students of MTs Al-Ihsan Pamulang in Academic Year 2015/2016.)" In this research Ami Rahma Dania used quasi experimental as the kind of the research. The difference between Ami Rahma's research and this research is she observed about the effectiveness of charades game towards teaching vocabulary mastery and this research observed about the implementation of teaching vocabularies using charades game. The similarity between this research and Ami Rahma's research is both of them are focused on teaching vocabulary.

2. The second research is conducted by Dica Yuriza, the title research was "The Effect of Using Adverb Charades Game toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru. In this research Dica Yuriza used quasi experimental as the research design. The

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difference between Dica Yuriza's research and this research is she observed about the effect of using adverb charades game for the students speaking interest, while this research described how charades game was implemented to teach students' vocabulary. The similarity between this research and Dica Yuriza's research is both of them used charades game as the strategy.

3. The third previous research which conducted by Fatchul Lutfah entitled "The Effectiveness of Using Charade Game to Teach Writing Procedure Text." In this research Fatchul Lutfah used quasi experimental as research design. The difference between Fatchul Lutfah research and this research that he observed about the effectiveness of using charades game to teach writing procedure text. Yet, this research observed the implementation of charades game in teaching vocabulary. The similarity between this research and Fatchul Lutfah research is both of them used charades game as the strategy.

4. The fourth research conducted by Nur Fahmiati, the title research was "Improving Students' Vocabulary Achievement through Word Games (Classroom Action Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016). In this research Nur Fahmiati used a classroom action research (CAR). The difference between Nur Fahmiati research and this research that she used Word Games as the technique to improve students' vocabulary achievement while in this research used Charades Game

technique to teach vocabulary mastery. The similarity between this research and Nur Fahmiati research is both of them were focused on teaching vocabulary.

5. The last research entitled "Teaching Vocabulary Using Definition Game at the First Semester of the Tenth Grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018" by Cahya Maulita Tyasih. In this research Cahya used qualitative descriptive and for collecting the data she did observation and interview. The difference between Cahya Maulita Tyasih research and this research that she used Definition Game as the technique of teaching vocabulary while this research used Charades game to teach vocabulary. The similarity between this research and Cahya's research is both of them were focused on teaching vocabulary by an interesting technique.

Table 2.1
The Similarities and The Differences
Between the Previous Research with the Research
Conducted by the Researcher

No	Name and Thesis Title	Similarities	Differences
1	2	3	4
1.	Ami Rahma Dania, The Effectiveness of Using Charades Game Towards Students' Vocabulary mastery (A Quasi-Experimental Study at the Seventh Grade Students of MTs Al-Ihsan Pamulang in Academic Year 2015/2016	• Both used charades game to teach vocabulary.	• This research was conducted at SMPN 1 Jenggawah, Ami Rahma's was conducted at Mts Al-Ihsan Pamulang. • This research was conducted at the eighth-grade students of SMPN 1 Jenggawa, while Ami Rahma's research was in the seventh grade students of Mts Al-Ihsan Paaamulang. • This research used qualitative, Ami Rahma's research used quasi experimental design.

1	2	3	4
2.	Dica Yuriza, The Effect of Using Adverb Charades Game Toward Speaking Interest of the Second Year Students at SMP Negeri 20 Pekanbaru	• Both used charades game and the subject of the research was the eighth grade students.	• This research was conducted at SMPN 1 Jenggawah and Yuriza's research was conducted at SMPN 20 Pekanbaru. • This research used qualitative method while Yuriza's research used an experimental research.
3.	Fatchul Lutfah, The Effectiveness of Using Charade Game to Teach Writing Procedure Text	• Both used charade game.	• This research was conducted at SMPN 1 Jenggawah and Fatchul's research was conducted at Mts SA Pancasila Salatiga. • The students' grade of this research was the eighth grade students of SMPN 1 Jenggawah and Fatchul's was at the ninth grade stduents of Mts SA Pancasila Salatiga. • This research method used qualitative and Fatchul's research used a quasi-experimental research as the framework of the research.
4.	Nur Fahmiati, Improving Students' Vocabulary Achievement Through Word Game (Classroom Action Research at the Fifth Grade of Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati in the Academic Year of 2015/2016)	• Both used a game to teach vocabulary.	• This research was conducted at SMPN 1 Jenggawah and Fahmiati's research was conducted at Tarbiyatul Islamiyah Islamic Elementary School Lengkong Batangan Pati. • The subject of this research was the eighth grade sudents of SMPN 1 Jenggawah and Fahmiati's was the fifth grade students of Elementary School Lengkong Batangan Pati. • This research used charade game to teach vocabulary, while Fahmiati used word game. • This research used qualitative and Fahmiati's research used CAR.
5.	Cahya Maulita Tyasih, Teaching Vocabulary Using Definition Game at the First Semester of the Tenth Grade at MAN 1 Kotabumi Lampung Utara in the Academic Year of 2017/2018	• Both used a game to teach vocabulary and used qualitative as the method of research.	• This research was conducted at SMPN 1 Jenggawah and Tyasih's research was conducted at MAN 1 Kotabumi Lampung Utara. • The subject of this research was the eighth grade students of SMPN 1 Jenggawah, while Tyasih's was the tenth grade students of MAN 1 Kotabumi Lampung Utara. • This research used charades game to teach vocabulary and Tyasih's research used definition game to teach vocabulary.

From the previous researches above, it can be concluded that most of the researchers used quasi experimental as the kind of research. In this research, the researcher was more interested in using qualitative descriptive as the research design to avoid plagiarism and to know about the implementation of teaching and learning vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah in Academic Year 2019/2020.

B. Theoritical Framework

1. Teaching and Learning

a. Definition of Learning

Learning is the process of interaction between students and teachers and learning resources in a learning environment.[1] According to Degeng in Hamzah states that learning is an effort to teach students.[2] Based on the statement, the researcher states that learning is an effort to teach the students in explaining the materials by making the communication and interaction between the teachers and the students.

b. Learning Components

The interaction in the learning process includes learning objectives, learning materials, learning methods, and learning evaluation.

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[1] Suardi, *Belajar Mengajar* (Yogyakarta: Deepublish, 2008), 7.
[2] Hamzah, B. Uno, *Perencanaan Pembelajaran* (Jakarta: Bumi Aksara, 2012), 2.

1) The learning objectives

The learning process always has to be achieved. This goal must be in line with the students learning objectives. The students are expected to achieve optimal development which includes cognitive aspects, affective aspects, and psychomotor aspects. Thus, it can be concluded that the learning objectives are something to be achieved. To achieve this goal, the students carry out the learning activities and the teacher carries out the learning. Both activities must complement each other.[3]

The learning objectives are what expected from the students as learning outcomes. According to Robert F. Meager in Sumiati and Asra (2009) gives clearer limitation about the learning objectives, namely the intent communicated through the statement that describes the expected changes from the students.[4]

According to Daryanto, the purpose of learning is objectives that describe the knowledge, abilities, skills, and attitude that students must have as a result of learning outcomes expressed in the form of observable behavior and be measured.[5] While Suryosubroto asserts that the goal of learning is a detailed

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[3] Tim MKDK IKIP Semarang, *Belajar dan Pembelajaran* (Semarang: departemen Pendidikan dan Kebudayaan IKIP Fak. Ilmu Pendidikan, 1996), 12.
[4] Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 10.
[5] Daryanto, *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2005), 58.

formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.[6]

2) Learning Materials

Learning material is an important part of learning. It considered based on the topic in the syllabus. Syaiful Bahri Djamarah et al states that the learning material is the substance that will be delivered in the teaching and learning process. Without learning material, the teaching and learning process will not work.[7]

In this research, the teacher used the textbook from the government to choose the appropriate material for students. As stated in the Ministry of National Education and culture law number 71 the year 2013 about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guidelines, the textbook is provided for teachers and students namely *When English Rings a Bell*.[8]

3) Learning Methods

The learning method is a way of doing or presenting and giving training the material content to the students to achieve a certain goal by the learning objectives. According to Sumiati and

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[6] Suryosubroto, *Tatalaksana Kurikulum* (Jakarta: Rineka Cipta, 1990), 23.
[7] Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43.
[8] Menteri Pendidikan dan Kebudayaan Republik Indonesi, Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesi Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Pandun Guru untuk Pendidikan Dasar dan Menengah, 1.

Asra (2009), the accuracy of the use of the learning method depends on the suitability of learning material, teacher ability, , source or facility, students' situation and condition, and time.[9]

4) Learning Evaluation

Evaluation is one component of the learning system. Harjanto (2003) states that the evaluation of learning is the assessment of growth and the progress of students towards the goals that have been set.[10]

c. **Three Steps of Teaching Approach**

The three basic steps in teaching approach are planning, implementing, and evaluating.[11]

1) Planning

According to Kaufman in Harjanto, states that planning is a projectionof what is needed to achieve legitimate and valuable goals. While Sugeng and Faridah states that planning is namely lesson plan. Lesson plan is the most operational plan of the tecaher before the teacher carries out learning.[12] So that lesson plan describe the procedure and learning management to reach one ore more basic competencies in syllabus.

In the planning, the steps are choosing the instructional strategies, organize learning activities, and collect supporting

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[9] Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 92.

[10] Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2003), 277.

[11] Jacobsen David, et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20.

[12] Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran*, (Malang: UIN Maliki Press, 2010), 133.

materials. The learning material is the substance that will be delivered in the teaching and learning process.[13] And the maerial selected should be satisfied with the competency standards has been specified.[14]

In addition, the benefits of planning are as direction of activities in achieving the goal which the goal of learning is a detailed formulation of what should be mastered by the students after they have passed the learning activities concerned successfully,[15] as a work guide for each element between the students and teacher, and as a measure of the jo effectiveness.[16]

2) Implementation

The second step of the teaching process is implementing. In the implementing step, it is also devided into three steps namely pre activities, main activity, and post activity.

a) Pre-activity

In this step, the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned.[17]

There are some ways that can be conducted in pre-activity, such as:

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[13] Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43.
[14] Mohamad Ainul Churri, et al, "Pengembangan Materi dan Media Pembelajaran" *Journal of Electrical Engineering Education* (Surabaya State University: 2013), 804.
[15] Suryosubroto, *Tatalaksana Kurikulum*, 23.
[16] Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 22.
[17] Ibid., 104.

(1) Open the class by greeting students and pray together.

(2) Checking students attandence list.

(3) Giving some illustration about the material that will be discusseed.

(4) Apperception or assessing basic skills.

(5) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher guidance to students.

b) Main activity

The main activity incude four things, namely the delivery of learning objectives, delivery of material, giving guidance for students' understanding, and conducting examination.

c) Post activity

In the post activity, teacher provides confirmation or conclussions and provides an assessment of the mastery of the material given to the main activity.[18]

3) Evaluation

According to the National Education System Year 2003 states that evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.[19] Broadly, it can be said that evaluation

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[18] Ibid., 104-105.
[19] UU Tahun 2003 pasal 58 ayat 1

is an assessment of the growth and progress of students towards the goals set out in the law.[20]

There are some purposes of evaluation. *First*, evaluation is to increase in continuous learning process (formative). *Second*, it is to give feedback for the students on their progress or achievement (summative).[21] Brown stated, that there are two kinds of evaluation. Informal evaluation which called as formative evaluation and formal evaluation which called as summative evaluation.[22]

The same statement stated with Mansyur et al, there are two kinds of evaluation in the learning process. The first is formative evaluation and the second is summative evaluation.[23]

a) Formative Evaluation

Formative evaluation is the assessment which the function is to improve the teaching and learning process. This evaluation is carried out at the end of each discussion of a topic and it is intended to the extent of the learning process has proceeded as planned at the beginning of the activity.

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[20] Harjanto, *Perencanaan Pengajaran*, 277.
[21] Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide* (China, Penguin English, 2003), 245.
[22] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (San Francisco: Longman, 2003), 402.
[23] Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15.

b) Summative Evaluation

Summative evaluation is carried out in every end of a unit of time which more than one subject is included, and it is intended to determine the extent which the students have been able to move from one unit to the next unit.

Thus, from the explanation above, it can be concluded that there are two kinds of evaluation namely, formative evaluation and summative evaluation. In this research used formative evaluation because the teacher evaluates the students after the learning process of each discussion of a topic.

2. **Vocabulary**

a. **Definition of Vocabulary**

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

David Nunan defined vocabulary as the collection of words that an individual knows.[24] In addition, a list of words which are known and collected by someone are called vocabulary. Also there is one element of English that should be learnt and taught, it is vocabulary because vocabulary is a fundamental component of second language

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[24] David Nunan, *Practical English Language Teaching Young Learners* (New York: McGraw-Hill ESL/ELT, 2006), 121.

proficiency, one of the primary goals of language learning is to know the meaning of the words.

Thornbury says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[25] It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. This shows that people will do nothing in communication if they do not know the words or vocabulary. From the statement before, it is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

Furthermore, the researcher can concluded that vocabulary is collection or a list of words and central elements of English and learning foreign language that should be learnt to know the meaning of the words that can help the students to use the language for doing communication with others.

b. **Types of Vocabulary**

In English, vocabulary has some types that need to be learnt. There are many types of vocabulary which explained by the experts. One of the explanations is explained by Thornburry. He classified into eight word classes such as nouns, pronouns, verbs, adjectives, adverb,

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[25] Scoot Thornbury, *How to Teach Vocabulary* (London : Pearson Education Limited, 2002), 13.

preposition, conjunction, and determiners.[26] Those can be describe as follows:

1. Noun

    There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech. It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

2. Pronoun

    A pronoun is a word that replaces one or more than one noun20. There are two types of pronoun, they are personal pronoun and reflexive pronoun.

3. Verb

    Verb is a word or groups of words that expresses an action, an event or a state. For example: *eat* (an action), *happen* (an event), and *exist* (a state). The verb is used after subject, or before object or complement.

4. Adjective

    Adjective are words like short, old, cheap, happy, nice, and electric. Most adjectives express quality; they tell us what something is like. An adjective always has the same form, except for comparison. Adjective is a word that describes a person, a

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[26] Ibid, 4.

thing, for example big, red, and clever in red wine, and c*lever idea*. For example is *cheap shirt*. Cheap (adjective) describes shirt (noun).

5. Adverb

An adverb is another word category. As far as meaning is concerned, adverbs often add information in relation to circumstances of manner, time, or place. In other words, they answer the questions 'How?', 'When?', 'Where?'

6. Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession. Words belonging to this include: *of, in, on, at, to, from, till, with, for, beside, against, by, towards,* and so on.

7. Conjunctions

Conjunctions are the word that "joins". A conjunction joins two parts of a sentence and helps to show the connection between two parts of sentence.

8. Determiner (Article)

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

a) Definite and Indefinite Articles

b) Demonstratives

    c) Possessive.

From the explanation above, it can be concluded that they are many kinds of vocabulary that should be known by the students. Including, adverb, adjective, noun, verb, pronouns, preposition, conjunction, and determiner (articles). In this research, the researcher did the research to know the students' vocabulary in the verb. Especially, focused on the second form of a verb. Because the material used is recount text which consists of three sub materials; basic vocabulary, simple past tense, and a story in the past form.

3. Technique Teaching Vocabulary

Teaching vocabulary is not easy to do. Teaching vocabulary quite useful to have some idea of what makes words relatively easy or difficult to learn. The teacher should teach the words using the appropriate strategy, media, technique, etcetera. 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.[27] It means that teachers must pay attention to make students enjoy and interested in the English subject. If they are interested in the lesson, they will keep the attention and get a high spirit in learning vocabulary.

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[27] Lyne, Cameron, *Teaching Language to Young Learners* (Newyork: Cambridge University Press, 2001), 75.

Nation in Cameron proposes that some listed basic techniques can be used by the teacher in the classroom as follows:

a. By Demonstration and Pictures

    1) Using an object

    2) Using gesture

    3) Performing an action

    4) Photographs

    5) Drawing or diagrams on the board

    6) Pictures from books and other sources

b. By verbal explanation

    7) Analytical definition

    8) Putting the new word in defining context (example; an *ambulance* takes sick people to the hospital)

    9) Translating into another language

Teaching and learning through games as the technique can increase students' motivation. By using games, the teacher can create a good atmosphere in the classroom, so that the students do not tense to learn sometimes, students do not realize that they are learning. This enjoyable situation unconsciously makes the students want to speak. If they talk more, it means that they can increase their vocabulary.

Based on the explanation above, it can be concluded that teaching vocabulary to build knowledge of word, teaching

vocabulary can be presented in many ways. In teaching vocabulary, teachers can use an object, gesture, photograph, and so on. The teachers can use them based on the needs and level of the students. The technique used by the teacher must be appropriate with the materials because using a technique that suited to the materials can improve student's curiosity and enthusiasm in the learning process. So, this research used a game as the technique of teaching and learning vocabulary because a game can help the students to know the meaning of the vocabulary and make them easier to remember the words.

4. Concept of Teaching and Learning by Game

A game is an activity with rules, a goal element of fun. The main aim of games should be to develop communication skills. Games are used at all stages of the lesson and to make the students easier to understand and remember vocabulary in some topics. Games can be the technique to teach vocabulary because they are fun, the pleasant relax atmosphere fostered by the game has proven to be efficient learning. It is supported by Wallace in Haryanti, in the game, there will be the additional aim to add an element fun, relaxation, and enjoyable to the lesson.[28] It means that games are a vital part of a teacher's equipment, not only for language practice they provide, but also for the therapeutic effect they have. They can be used at any stage of a class to provide an amusing and challenging respite from

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[28] Immas Haryanti, *The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at The Eighth Class of The Second Semester of Mts Negeri Gunung Rejo Way Lima Pesawaran in 2011/2012 Academic Year,* ((IAIN Raden Intan, Bandar Lampung, 2012), 10.

other classroom activities and especially useful at the end of a long day to send students away feeling cheerful about their English class.

However, learning English vocabulary using games has an important role for teachers and students. First, as students, they have strong and good motivation to depend on the English language. Second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. Third, teaching English vocabulary using games can help teachers in the teaching-learning process. Finally, they can teach and learn English vocabulary using games.

Based on the statement above, it can be concluded that games are fun, it is can create a relaxed atmosphere if it uses in the teaching-learning process. So, it can help the students easier to receive the material. Using games can be an interesting technique because all students will act in class and doing fun activities. So, the teaching-learning process will be run effectively.

5. **Charades Game**

   a. **The Definition of Charades Game**

There are many techniques in teaching and learning vocabulary. One of them called charades. Charades is one of a technique that can be used in teaching and learning vocabulary. It comes from the United Kingdom which adopted from the traditional game in New Years' Eve. Charades define as a guessing game that used actions to describe a word that can be played for all students of

all ages and levels. The students divide into groups or teams. Each group delegates one player in front of the class to act out some words and the other members of the group seat and try to guess the word.[29]

According to Kaduson and Schaefer defined that charade is an excellent technique to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, remediation for children who appear to be lagging in emotional development. Because this technique requires the students to be in the spotlight and the center of attention for a few minutes, it is intrinsically motivating.[30] More, the game of charades involves body movement and facial expressions are fun and encourage creativity and spontaneity of the students.[31] Besides, Teare stated that charade is a technique miming the individual parts of a word.[32]

In addition, a charade game is a kind of game in which words are represented in pantomime. The idea is using physical rather than verbal language to convey meaning. Physical language like mime and gestures will be able to facilitate communication, understanding, and

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[29] Fuzi Bafadal, Humaira, Nurmasitah, "The Use of Charades Games in Teaching Vocabulary to the Junior High School Students," *Journal of English Language Teaching and Linguistics* (University of Muhammadiyah Mataram: 2018), 14.

[30] Kaduson, Heidi Gerard and Schaefer, *101 Favorite Play Therapy Technique* (Estover: Library of Congress Catalogingin-Publication Data, 2003), 217.

[31] Ibid., 217.

[32] Teare, Beary, *Successful Provision for Able and Talented Children* (London: Network Continum Education, 2006), 76.

participation.[33] In other words, the charades game can facilitate students to learn vocabulary. They can learn and play simultaneously so that they are easy to remember the word.

Based on the explanation from several experts, it can be concluded that the charades game is a fun and creative game. It is a guessing game which is can be played by anyone, uses non-verbal as communication, and it is for all ages, also can be played with 5 or more people. With the rules; one of them acts out some words using gestures not in spoken or spell the words, and the others try to guess the words. It can help the students in knowing the meaning of the vocabulary, also make the students easier in remembering the words. This technique provokes students to find out the meaning and pay attention to the learning process.

b. The Procedures of Charades Game

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

1. Teacher will need to explain and then demonstrate how charades works, the idea is that individual (or group) has a word that they convey to others by miming and using sound but not words. Usually this is done by breaking the word into chunks and acting out teach chunk separately.

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[33] Nur Rohmah Hidayati, "The Use of *Charade Game* to Teach Vocabulary," *Journal of English Language Teaching* (State University of Semarang: 2016), 3.

2. When students have idea, divide them into groups of five. Give one word slip into one person in each group. This student then has to present to 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 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.[34]

In addition, Ellery states that the steps Charades as follows:

1. Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word cards and have students take turns selecting a word card and acting out (role playing) the meaning of the word on the card while holding or moving related or symbolic objects.

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.[35]

Based on two experts above, in this research, the teacher modified the procedures as follows:

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[34] Allan Duff & Alan Maley, *Drama Techniques* (Cambridge: Cambridge University Press, 2005), 174.
[35] Valerie Ellery, *Creating Strategic Reader.* (New York : Library of Congress Catalonging-in-Publication Data, 2005)

a. The teacher divided students into five groups, each group consisting of five persons or four persons and each group has one leader.

b. Each group got the same five words and given 10 minutes to play the game. The words are, played, woke up, walked, went, and caught.

c. The leader of each group comes forward and took a card in the box contained the arrangement of vocabulary they have to guess. For example, the first group has to demonstrate the word "walked" for the first vocabulary and the second group has to demonstrate the word "went" for the first vocabulary and so on. So, each group got a different arrangement vocabulary to demonstrate. And took pictures of the vocabulary head.

d. One member demonstrated the meaning of the given vocabulary and the other members quickly try to guess.

e. The group that succeeds in guessing the most and fastest vocabulary will be the winner.

From the explanation above, the researcher concluded that teaching and learning vocabularies using charades game can be modified based on the level of students but the purposes are same to help the students in vocabulary learning process. Using charades game should be suitable with the materials and level of the students.

c. **The Procedures of Charades Game in Teaching Vocabularies**

There are several steps in teaching vocabulary by using charades game as follow:

1) Pre activity

The teacher opens the meeting by giving a greeting to the students. After that, the teacher explains the theme of the lesson and technique using charade game before the teacher begins his activities. The teacher shows all materials which related with charade game such as, paper, pictures related with some verb, and box. The teacher guides the students to remember about some verb that will be used by them to make a short story in the form of recount.

2) Whilest activity

In the next step, the teacher devided students into five teams, than every team should delegate one member to be a chief in that team in order to make sure that the game will be run effectively. The chief of each team have to select one of cards in the box that provided by the teacher. Then the students demonstrate the game based on the instraction before.

3) Post activity

After finishing the lesson, the teacher gives worksheet to know the students' ability in mastering vocabulary after using charade game. In this step, the teacher takes the assesment based on the materials that have taught before.

d. Advantages and Disadvantages of Charades Game

In every game, there are advantages and disadvantages. However, the Charade game also gives the advantages and disadvantages of learning vocabulary. Based on the analysis of the researcher. The advantages of the charade game are:

1. By implementing a charade game in the learning process it can help the students to remember the vocabulary easier.

2. It can make the students' enthusiastic because students will work hard to act out and guess the right answer to win the game.

3. It overcomes students' boredom in the learning process to master their vocabulary because students like something enjoyable and fun.

The disadvantages of Charade game are:

1. The class will be rather noisy, because the students try to guess the word by shouting in the class when this game is applied.

2. It takes a long time during the process because of many groups in the class.

CHAPTER III

RESEARCH METHODS

This chapter presents several technical methods which were used in this research.

A. Research Design

This research occupied qualitative descriptive research. It helped the researcher got the information about the teaching process of vocabulary by implementing charade game as the media in the learning process. The researcher used a qualitative approach that frequently called descriptive qualitative because, in this research, the researcher described the condition and situation with words and language.

Sumadi Suryabrata said, the aims of descriptive research is to arrange discovery systematically, factual, and accurately about facts and population in a certain area.[40] Sugiyono stated that qualitative research is a research based on the philosophy of post positivism. Qualitative research used to examine the natural condition of objects. Whereas, the researcher as the key instrument in this research. The data validity used triangulation method, the data analysis is the interview, observation, and document review.[41]

According to Donal Ary declared that "qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of

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[40] Sumadi Suryabrata, *Metodologi Penelitian* (Jakarta: PT Raja Grafindo Persada, 2009), 75.
[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan RnD* (Bandung: Alfabeta, 2018), 9.

data."[42] It means that the data in this research is analyzed in the form of a description based on the reality in the teaching learning process.

This research classified as qualitative descriptive because this research aims was to examine more deeply and describe how the implementation of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah in the academic year 2019/2020. The data was taken from the observation, interview, and document review. The researcher described the problem based on reality in the learning process.

B. Location of the Research

This research was conducted at the eighth grade students of SMPN 1 Jenggawah which is located at Jl. Tempurejo No.63 Jenggawah-Jember. The researcher took this school because the English teacher had ever applied the charades game in the teaching process of vocabulary. In addition, she did her practiced field experience in this school so it was possible for her to get permission to conduct the research.

C. Subject of the Research

The subject of this research was the eighth grade students of Junior High School at SMPN 1 Jenggawah. Class 8 H was chosen by the researcher. Moreover, the English teacher of this school had ever applied a fun game in the eighth grade students of 8H, that was charades game. Thus, the researcher wanted to know the implementation of teaching vocabularies using charades

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[42] Donal Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th Edition (Belmont USA: Wadsworth, 2010), 242.

game at the eighth grade students of SMPN 1 Jenggawah in academic year 2019/2020.

In this research, the researcher used a purposive technique to choose the students as the source of data. This purposive technique means to determine the research sample with certain considerations which the aimed is making the data obtained more representative.[43] Therefore, the researcher chose the eighth grade students of 8H because their enthusiasm in learning was high. They also understood the steps on how to play charades games in the learning process because the teacher had ever applied this game with a different material in that class.

D. Data Collection Method

In this research, data were collected through several ways:

1. Observation

Observation is collecting data processess that observed the occurrence situation. The researcher must be on the spot to observe things related to room, place, people, activities, time, events, and purpose. According to Lodico, he defined observation as a tool of research requires systematic and careful examination of the phenomena being studied.[44] There are two kinds of observation technique, participant observation and non-participant observation.

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[43] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan RnD* , 65.
[44] Marguerite G. Lodico, Dean T Spaulding and Katherine N. Voegtl, *Method in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey Bass, 2010), 114.

In this research, the researcher used non-participant observation which means the researcher only acts as independent observers. As for the data obtained using this observation technique were:

a. The location of the research

b. Situation and condition of the classroom

c. Problems which may rise in the classroom

d. Facilities and infrastructure

And for thr specific information obtained by this technique were:

1) The goals of teaching and learning vocabularies using charades game.

2) The material used in teaching and learning vocabularies using charades game.

3) The procedure of teaching and learning vocabularies using charades game.

4) The evaluation of teaching and learning vocabularies using charades game.

2. Interview

The interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.[45] It means that interview intent to make sure the result of the observation and interview becomes a technique for gathering data through the question process.

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[45] Sugiono, *Metode Penpoelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

There are three kinds of interview; structured interviews, unstructured interviews, and semi-structured interviews.

In this research, the researcher used structured interviews which means she already arranged the questions systematically for the informant to find the problem. In the interview, the researcher listened carefully and make a note about the statement which came from the informant.

As for the technique of interviews in this research, it is meant to dig up information and get data on:

1) The goals of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah.

2) The material used by the teacher in teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah.

3) Procedures for teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah.

4) The evaluation of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah.

3. Document Review

Document review is an effort to collect data by investigating the written object.[46] Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscriptions, and so on. The data obtained in the document review are:

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[46] Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 186.

a. History of SMPN 1 Jenggawah

b. Profile of SMPN 1 Jenggawah

c. Vision and mission of SMPN 1 Jenggawah

d. Facilities and infrastructure of SMPN 1 Jenggawah

e. Teacher and Employee Data of SMPN 1 Jenggawah

f. The data of students of class 8 H

g. Lesson plan

E. Data Analysis

Miles, Huberman, and Saldana state that there are three stages in conducting the data analysis process in qualitative research. Those stages are explained as follows:[47]

a. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The data conCensation or transforming process is an activity that leads researcher to summarize, choose, and focus on the data that had been taken from participants.

From the explanation above, the researcher needs to manage the data and information from observation notes, interview transcript, and documents to get the important points related to the research.

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[47] Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis: A Method Sourcebook* (London: Sage, 2014), 10.

b. Data Display

In qualitative research, the presentation of data can be done in the form of a short description, charts, relationships between categories, flowcharts, and the like. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have a certain meaning. Then, the data presented in the form of description, tables, and photos.

c. Conclusion Drawing

Conclusion drawing is the final step in qualitative data analysis which drawn and verified. In this phase, the researcher drew the conclusion and verified the results of the data by comparing the observation data, interview data, and document review of the data. If the conclusions expressed at the early stages are supported by strong evidence and consistent with the conditions found in the field. Then, the conclusions obtained can be said as credible conclusions. And vice versa.

F. Data Validity

There are some techniques that can be used to increase data validity in qualitative research. The validity of the research is very important in research. The researcher used triangulation as one of the data validity techniques.[48] William Wiersma in Sugiyono stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according

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[48] Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

to the convergence of multiple data sources or multiple data collection procedures.[49]

In this research, the researcher used triangulation of sources and triangulation of techniques. Triangulation of sources is triangulation to test the credibility of data which can be done by checking the data that has been obtained through several sources. Triangulation of sources at this stage can be done by comparing several sources. From all the data it cannot be averaged but it is described, categorized, which views are the same, which are different, and which are specific from those three sources. Then, the data that has been analyzed by researchers can produce a conclusion through member checks with these three data sources. Whereas, triangulation of methods can be done by collecting the same data use different technique or method of collecting data such as observation, interview, and document review.

G. Research Procedures

In this phase, the research implementation plan carried out by researchers, starting from research background, the study of design, the actual research, and the writing of the reports.[50] The steps of this research are as follow:

1. Pre-field research stage

There are several stages of activities that the researcher must do, in this stage, one consideration is added the needs to be understood, namely

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[49] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan RnD*, 273.
[50] Sugiyono, *Kuantitatif, Kualitatif dan R&D,* 274.

research ethic in the field of activities and considerations described below:

a. Prepare research designs

b. Select the research field

c. Take care of licensing

d. Explore and assess the field

Field assessments and assessments were carried out well if the researcher has read in advance from the literature or knows through people about the situation and condition of the area where the research was conducted. It is also expected that the researcher can adjust to the circumstances of the research area.

e. Select and use informants

f. Prepare equipment

2. Stage of fieldwork

After all preparations were considered mature, the next step was carried out in he research. In carrying out this stage, the researcher collected the data needed by using several methods, including observations, interviews, and document reviews.

3. Data analysis phase

After all the data was collected, analyzed the whole data, then described it in the form of a report and consulted with the supervisor. This activity continued to be carried out by the researcher so that the supervisor stated the results of this research were ready to be tested.

H. Systematic Discussion

The result of this research divided into five chapters, namely introduction, review of related literature, research methods, data display and data analysis, and the conclusions also suggestions. The format of systematic writing is qualitative descriptive, not a table of contents. Here will be explained what the systematic discussions consists of:

The first chapter consists of research background, research questions, research objectives, significance of the research, and definition of key-term.

The second chapter consist of the previous research and theoretical framework.

The third chapter consist of the research design, location of the research, subject of the research, data collection method, data analysis, data validity, research procedures, and systematic discussion.

The fourth chapter consist of a description of research object, research findings and discussion.

The fifth chapter consist of conclussions and suggestions.

CHAPTER IV

DATA DISPLAY AND DATA ANALYSIS

In this chapter, the researcher presents the research findings and discussion. It was intended to answer the research questions that contained in the first chapter. In finding, the researcher described the process of collecting data and presents the results of the data. Whereas in the discussion section the researcher analyzes the finding.

A. Description of the Research Object

1. The Brief History of SMPN 1 Jenggawah

SMPN 1 Jenggawah was established on April 20th, 1986. It was located in Jl. Tempurejo 63 Wonojati, Jenggawah, Jember Regency. The headmaster of this school now is Mr. Drs. Harjunadi. The types of buildings that surround the school are as follows:

West   : bordering a fashion shop

East   : bordering people's homes

North   : bordering the community garden

Southern   : bordering the highway and Village Office of Wonojati

Along with the development of education, there are several changes in various sectors in SMPN 1 Jenggawah. For example, the condition of the building was better than before and the completeness of the facilities. It can be seen from the infrastructure of SMPN 1 Jenggawah in the form of physical condition building and completeness of educational support facilities built on its own land area of 11,010 m2.

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Land use including school building area of 3,688,5 m2, yard, sports field, venue parking, and others totaling 7,181.5 m2, vacant land for development of 140 m2 library that supports the academic field and mushala as supporters of pious people. SMPN 1 Jenggawah was also active in joining some competitions in Jember, such as football competition, volleyball competition, dance, etc.

This progress has given rise to achievements in various fields both academic or extracurricular. And able to align themselves with other schools. Besides that it has also produced Successful alumni continue their respective studies. For example, some alumni have continued at SMAN and schools another superior in Jember.

2. **The Profile of SMPN 1 Jenggawah**

   a. School Name   : SMPN 1 Jenggawah

   b. NPSN   : 20523866

   c. Educational Level   : Junior High School

   d. School Status   : Public School

   e. Address   : Jl. Tempurejo, 63

   f. Postal Code   : 68171

   g. Village   : Wonojati

   h. Sub-district   : Jenggawah

   i. Regency/City   : Jember

   j. Province   : East Java

3. Vision and Mission of SMPN 1 Jenggawah

a. School Vision of SMPN 1 Jenggawah

The vision of Junior High School 1 Jenggawah in Academic Year 2019/2020 is Superior in Quality Rests on Faith and Taqwa. To achieve the school vision those are some indicators of the mission as follows:

1. *Unggul dalam melaksanakan standar isi pendidikan* (Excellent in implementing educational content standards)

2. *Unggul dalam menerapkan standar proses pendidikan* (Excellent in applying education process standards)

3. *Unggul dalam pencapaian kompetensi lulusan* (Excellent in achieving graduate competencies)

4. *Unggul dalam kualitas pendidikan dan tenaga kependidikan* (Excellent in quality educators and education personnel)

5. *Unggul dalam penyediaan sarana dan prasarana* (Excellent in providing facilities and infrastructure)

6. *Unggul dalam pengelolahan pendidikan* (Excellent in managing education)

7. *Unggul dalam memenuhi standar pembiayaan* (Excellent in meeting financing stndards)

8. *Unggul dalam merumuskan penilaian pendidikan* (Excellent in formulating educational assessments)

b. School Mission of SMPN 1 Jenggawah

The method in achieving the vision of the school required a mission, and those are a mission of SMPN 1 Jenggawah in Academic Year 2019/2020:

1) *Melaksanakan penjabaran kurikulum dalam bentuk Kurikulum Satuan Pendidikan, pemetaan kompetensi dasar, silabus, rencana pelaksanaan pembelajaran, lembar kerja dan jurnal mengajar* (Carry out the translation of the curriculum in the form of curriculum Education Unit, basic competency mapping, syllabus,lesson plans, worksheets and journals of teaching)

2) *Meningkatkan dan mengembangkan proses pembelajaran yang efektif dalam rangka pelaksanaan CTL secara maksimal untuk mencapai standar kompetensi* (Improve and develop the effective learning process in the context of the maximum CTL implementation to achieve competency of the standards)

3) *Melaksanakan pembelajaran yang efektif dan efisien dalam rangka pengembangan potensi siswa secara maksimal untuk memperoleh peningkatan nilai Ujian Akhir Nasional sesuai dengan Standart Kelulusan* (Implement effective and efficient learning to develop the maximum potential of students to obtain an increased value of the National Final Examination, corresponding with Graduation Standards)

4) *Mengembangkan kualitas kinerja tenaga kependidikan dalam rangka meningkatkan kualitas pendidikan* (Developing the performance quality of education personnel to improve the quality of education)

5) *Mengoptimalkan Standar minimal sarana dan prasarana untuk menunjang pelaksanakan proses belajar mengajar termasuk penggunaan TIK* (Optimizing minimum standards for facilities and infrastructure to support the implementation of the teaching and learning process including the use of ICT)

6) *Menerapkan manajeman partisipatif aktif dengan melibatkan seluruh warga sekolah sesuai dengan tugas pokok dan fungsi masing-masing* (Implement an active participatory management by involving all school residents following their main duties and each function)

7) *Mengembangkan standar pembiayaan mengatur komponen dan biaya operasi satuan pendidikan* (Developing a set of components and finance standards educational unit operating costs)

8) *Melaksanakan penilaian secara periodik sesuai dengan kompetensi dasar masing-masing mata pelajaran dan mengadakan program pengayaan serta remedial* (Carry out the periodic assessment following basic competencies of each subject and conduct enrichment and remedial programs)

B. **Data Display and Data Analysis**

The researcher collected data by using interviews, observation, and document review techniques. Based on the result of the interviews, observation, and document review, the data obtained about the implementation of teaching and learning vocabularies using charades game at eighth-grade students of SMPN 1 Jenggawah in academic Year 2019/2020 are as follow:

1. **The Goals of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

Teaching and learning vocabularies using charades game is an interesting way to do. Based on the interview that the researcher conducted, Mr Imam Fatoni said that the goals of teaching vocabularies using charades game as follows:

> "*Tujuan umum dari penggunaan game dalam proses pembelajaran yaitu untuk memberikan respon yang positif untuk siswa agar mereka tertarik untuk melakukan proses kegiatan belajar di kelas. Saya menggunakan charade game/ tebak gaya untuk di terapkan dalam proses blajar mengajar vocabulary. Sedangkan, tujuan utamanya adalah untuk mempermudah siswa mengingat dan memahami kosa kata yang akan di pelajari. Dan juga motivasi mereka lebih tinggi serta tingkat ke aktifan mereka di kelas juga bagus.* (The general goals of using a game in the learning process is to provide a positive response for students so that they are interested in doing the process of learning in the class. Therefore, I used charades game/ guess style to be applied in the process of teaching and learning vocabularies. Meanwhile, the main goals are making the students easier to remember and understand the vocabulary to be learned, build their motivation in the teaching and learning process, and their level of activity to act in the class is good.)"[51]

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[51] Mr. Imam Fatoni, *Interview*, February 24, 2020

Based on the interview above, the goals of teaching and learning vocabularies using charades game were; the students got it easier to remember and understand about the vocabulary, the students could be more interested and motivated in the learning process and they were able to guess the vocabulary based on the pictures. They gave good responses to the learning process if the teacher used the game to teach in the class. They also felt happy and got something new by applying the game. They got fun activities when the teacher implemented the charades game in the teaching and learning process. Most the students also liked to see pictures because they got good motivation and was interested in media. By using pictures in the teaching and learning process, the teacher gave good participation for the students. From those interview explanation was confirmed on lesson plan point A, B, and C about the learning objectives which the students were able to:

> *"a. Siswa mampu menangkap makna dari kosa kata yang terdapat dalam teks recount yang disajikan secara lisan, b. Siswa mampu menangkap makna dari kosa kata yang terdapat dalam teks recount tertulis, c. Siswa mampu mengingat kosa kata yang terdapat dalam teks, d. siswa mampu menangkap tentang peristiwa/ kejadian, dan kegiatan yang terdapat dalam teks.* (a. Students are able to capture the meaning of the vocabulary contained in the recount text that is presented orally, b. Students are able to capture the meaning of the vocabulary contained in the recount text that is presented in written form, c. Students are able to remember the vocabulary contained in the text, d. Students are able to capture the activities and events contained in the text.)"

Picture 4.1
Explaining the goals of the teaching and learning process

Based on the observation which has proven with the picture above, Mr. Imam Fatoni gave brainstorming to the students about the learning topic to be discussed then he told about the goals of the lesson simplicity. The students paid attention to the teacher's explanation. The teacher did not mention all the goals to the students but they got what Mr. Imam Fatoni meant. Mr. Imam Fatoni also explained about the process of teaching and learning vocabularies clearly and sequentially based on the lesson plan.[52]

From the explanations of the interview, observation, and document review (lesson plan) above, the researcher concluded that the goals of teaching and learning vocabularies using charades game were as follow: first, the students were easier to remember and understand about the meaning of the vocabulary, they got fun and enjoy the activity while the learning process; second, to get good responses from the students to

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[52] SMPN 1 Jenggawah, *Observation*, February 19, 2020

make the learning process ran effectively; third, the students were able to guess the vocabulary based on the pictures; fourth, students were able to capture the meaning of the vocabulary contained in the recount text that was presented in written form.

2. **The Materials of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

The materials of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah according to Mr. Imam Fatoni as English teacher was:

> "*Untuk materi pembelajaran yang saya jelaskan ke siswa biasanya saya menggunakan buku dari sekolah yaitu buku paket "When English Rings a Bell" dan buku paket "Practice your English." Akan tetatpi, terkadang saya juga mencari referensi lain dari internet. Seperti halnya untuk topic materi saat ini, yaitu siswa akan belajar tentang teks recount. Jadi, saya harus mencari cerita yang berbentuk past tense yang tidak ada di buku paket. Cara mengajarnya juga mengikuti panduan yang ada di buku. Jadi, untuk pertemuan pertama saya lebih menekankan pada kosa kata yang ada pada materi dan untuk saat ini siswa harus mengetahui kata kerja bentuk kedua yang ada pada cerita.* (For the material that I used to be explained to my students was accordancing to the books provided by the school namely "When English Rings a Bell" and "Practice your English." Yet, sometimes I looked for the other references from the internet. And for this topic which the students will Iearn about recount text. So that I have to provide a story in the past form which did not contain in the book. The way of teaching based on the guidelines in the book. So, for the first meeting I emphasized on the students understanding of the vocabulary which contained in the material and for this material, the students have to know about the second form of verbs in the story.)"[53]

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[53] Mr. Imam Fatoni, *Interview*, February 24, 2020

Picture 4.2
The Materials used in the teaching and learning
vocabularies using charades game

From the pictures above, it can be seen that the materials discussed at eighth grade students of SMPN 1 Jenggawah were related to the results of the data interview. The material discussed was recount text, there were several points taught; 1. Basic vocabulary about the second form of verbs, 2. Simple past tense, and 3. A story in the past form. Besides, this research focused on the learning process of teaching and learning vocabulary about the second form of a verb. The teacher took the materials from the textbook and sometimes from the internet. In addition, based on the statement from the teacher during the interview, the way he explained the material was following the guidelines in the book. Furthermore, in general, charades game could be used to teach vocabulary because it could help the students to know the meaning of words. Therefore, this material was suitable to be used by using charades

game to make the students more active, enthusiastic, and enjoyable while the learning process, and they got it easier to remember the vocabulary.

The interview above was confirmed on the lesson plan point C about the learning materials as follows:

> *"- Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount. - Vocabulary berkaitan dengan teks recount yang terdapat pada buku "When English Rings a Bell" dengan tema "When I was a Child" yang berupa kata kerja verb 2 yaitu; played, collected, walked, went, woke up, etc.* (- Oral and written texts to express and inquire about the elements of language and the structure of the text in the recount text. - Vocabulary related to the recount text contained in the book "When English Rings a Bell" with the theme "When I was a Child" in the form of verb 2: played, collected, walked, went, woke up, etc.)"

Picture 4.3
Explaining the material by using the textbook

Based on the observation which has proven with the picture above, the material explained by the teacher was basic vocabulary about the second form of verbs, such as played, collected, woke up, walked, went, etc. And a short story in the past form. For example; "They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I am going to give them to ucok, my younger cousin. It is

my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten." The teacher read the texts then the students repeated. Afterwords, the teacher asked about unfamiliar words to the students and the teacher ordered the students to mention the second form of a verb which contained in the text.[54]

Picture 4.4
Interview with the eighth grade student from 8H class

The picture above was confirmed the results of the data observation by interviewing one student from 8H, she stated:

> *"Tadi itu belajar tentang teks recount atau cerita yang terjadi di masa lalu dengan topic when I was a child yang ada di buku. Mr. Fatoni juga menjelaskan kalau kita harus menggunakan verb 2 kalau mau cerita tentang kejadian di masa lampau. Biasanya Mr. Fatoni menyuruh kita untuk membacakan teks yang ada di buku lalu disuruh menyebutkan kata yang belum kita ketahui dan menanyakan verb 2 dari teks itu.* (I learned about recount text or a story which happened in the past, the topic is "When I was a Child." Mr. Fatoni stated that we have to use the second form of verb when we are going to tell about last events, experience, etc. Mr. Fatoni asked the students to read the texts which contained in the book also ordered us to mention unfamiliar words and mention about the second form of verbs in the text.)"[55]

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[54] SMPN 1 Jenggawah, *Observation*, February 19, 2020
[55] Shofiatus Sholeha, *Interview*, February 24, 2020

From the data interviews, observation, and document review, it can be concluded that the material of teaching vocabularies using charades game at eighth-grade students of SMPN 1 Jenggawah in the academic year 2019/2020 was recount text which consists of three points: First, basic vocabulary about the second form of verb; second, simple past tense; third, a story in the past form. The materials were taken by the teacher from the textbook and sometimes he took the materials from the internet and he selected the materials based on the curriculum/ syllabus.

3. **The Procedure of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

The procedure of teaching and learning vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah based on the interview between the researcher and the English teacher was as follow:

> *"Ada tiga tahapan dalam pengimplementasian charades game. Yaitu, kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Untuk pengimplementasian charades game ada pada kegiatan inti; pertama, membagi siswa menjadi beberapa kelompok. Kedua, membagikan kosa kata yang sudah disediakan kepada setiap kelompok. Ketiga, perwakilan dari setiap kelompok maju ke depan untuk mengambi sebuah kartu. Keempat, salah satu dari anggota pada setiap kelompok memperagakan kosa kata dengan gesture tanpa bersuara dan anggota lainnya berusaha menebak kosa kata tersebut. Kelima, kelompok yang berhasil menebak kosa kata terbanyak dan tercepat akan menjadi pemenang.* (There are three activities in implementing charades game. Namely, preliminary activity, main activity, and closing activity. for implementing a charades game is at the main activities; first, divide students into groups. Second, share the vocabulary provided to each group. Third, representatives from each group

come forward to take a card. Fourth, one of the members in each group demonstrates vocabulary with a gesture and the other members try to guess the vocabulary. Fifth, the group that succeeds in guessing the most and fastest vocabulary will be the winner.)"[56]

Based on the interview above, there were three steps in the lesson plan for the teaching and learning process. The first was the preliminary activity, here the teacher greeted the students and explained the planning which would be done in the learning process. The second activity was the main activity in which the teacher explained the material and implemented a charade game in the learning process. For the last was the closing activity, here the teacher concluded the material discussed before.

Picture 4.5
Explaining the charades games' rules

From the picture above, it can be seen that the students paid attention to the teacher that explained about the rules of the charades game. The teacher made sure that the students should be understood about the explanation of charades games' rules to make the teaching and learning process run effectively.

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[56] Mr. Imam Fatoni, *Interview*, February 24, 2020

The procedure of teaching and learning vocabularies using charades game is supported by the document review (lesson plan) in the main activity explanation:

> *"1). Guru membagi siswa menjadi beberapa kelompok dan setiap kelompok memiliki satu ketua yang bertujuan untuk memimpin ketika permainan berlangsung. 2).* Masing masing kelompok mendapatkan 5 kosa kata yang sama dan diberi waktu 10 menit untuk memainkan permainan. *3). Ketua kelompok maju kedepan untuk mengambil kertas yang terdapat di dalam kotak berisi tentang urutan kosa kata yang harus mereka tebak. 4). Salah satu anggota memperagakan makna dari kosa kata yang telah diberikan dan anggota yang lain dengan cepat berusaha untuk menebak. 5). Kelompok yang berhasil menebak kosa kata terbanyak dan tercepat akan menjadi pemenang.* (1. The teacher divides students into groups and each group has one leader who aims to lead when the game takes place. 2. Each group gets the same five words and given 10 minutes to play the game. 3. The leader of the group comes forward for taking a card in the box containing the arrangement of vocabulary they have to guess. 4. One member demonstrates the meaning of the given vocabulary and the other members quickly try to guess. 5. The group that succeeds in guessing the most and fastest vocabulary will be the winner.)"

Furthermore, based on the observation, the basic activity in the teaching and learning process was the teacher made some planning about the rules to teach vocabularies using charades game itself. In the lesson plan includes three activities; the first activity was preliminary, the second activity was the main activity, and the third was the closing activity. Using charades game to teach vocabulary could give positive responses to the students. For example, the students got it easier to play the game because the teacher ever implemented the game by using different material which was focused on adjective. The other example was students became more active while the learning process because they

used gestures to deliver the meaning of a word to guess, with this process, could increase students' enthusiasm for learning. In addition, there were a little problems while implemented the game such as the situation in the class would be more crowded because they tried to guess the vocabulary by shouting in the class and all groups applied the game simultaniously so the teacher had to focus on observing each group. It needed a high concentration to determine the winner in the game so the teacher could not be wrong in choosing the winner of the game. [57]

Picture 4.6
Applying charades game

Therefore, based on the picture above, there were some activities in the teaching-learning process by implementing the charades game. The first was the teacher divided students into five groups, each group consisted of five persons or four persons and each group had one leader. The teacher also had prepared the same five words for the students and he gave 10 minutes to play the game. The words prepared by the teacher were; played, woke up, walked, went, and caught. For the next was, the teacher asked the leader of each group to come forward and took pictures

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[57] SMPN 1 Jenggawah, *Observation*, February 19, 2020

of the vocabulary head also a card in the box contained the arrangement of vocabulary they had to guess. For example, the first group had to demonstrate the word "walked" as the first vocabulary and the second group had to demonstrate the word "went" as the first vocabulary and so on. Thus, each group got a different arrangement vocabulary to demonstrate. Where each group played the game simultaneously so the teacher had to ensure that the game would run smoothly and made sure that each group did not cheat. Therefore, they had to focus on their group. Afterwords, the teacher said that one member of each group has to demonstrate the meaning of the given vocabulary by using gesture not in spoken and the other members quickly tried to guess. The group that succeeds in guessing the most and fastest vocabulary would be the winner.

Picture 4.7
Interview with the eighth grade student from 8H class

In the picture above, it can be seen that the researcher interviewed one student from 8H, she stated the same explanation that was suitable with the results of the data observation, she said:

"Biasanya Pak.Fatoni kalau ngajar emang sering pakai game. Pak.Fatoni juga salah satu guru yang kreatif dan tidak membosankan dalam mengajar sehingga anak-anak merasa senang ketika Pak.Fatoni mengajar. Tapi untuk pelajaran kali ini berbeda, Pak.Fatoni menyuruh kita untuk memainkan game tebak gaya yang sudah kita tahu dari tv. Di tambah lagi Pak.Fatoni juga menggunakan gambar dalam permaian. Sehingga kita lebih semangat lagi untuk belajar. Berbeda dengan materi sebelumnya, Pak.Fatoni menggunakan permainan ular tangga. Dan untuk penyampian materinya biasanya mengikuti aturan yang ada di buku paket. Jadi kita baca bersama-sama setelah Pak.Fatoni membacakan cerita yang ada di buku. (Usually, the teacher uses the game when teaching and he is one of the creative teachers also he does not make the students bored when the learning process in the class. so, the students feel happy when he teaches. But for this lesson, he ordered us to play a charade game that we already knew from TV. In addition, he also uses pictures in games. So that we are more enthusiastic to learn. it is different from the previous material, he used snake and ladder game. And for delivering the material, the teacher follows the rules in the book. So we read together after he read the story in the book.")[58]

From the explanation of interviews, observation, and document review above, it can be concluded that the procedure of teaching and learning vocabularies using charades game were: 1). The teacher divided students into groups and each group had one leader who aimed to lead when the game took place. 2). Each group got the same words and got 10 minutes to play the game simultaniously. 3). Each leader from groups came forward to get the card in the box which contained the vocabulary arrangement. 4). One member of each group demonstrated the meaning of the given vocabulary and the other members quickly tried to guess. 5). The group that succeed in guessing the most and fastest vocabulary would be the winner.

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[58] Chalita Aurelia Salsabila, *Interview*, February 29, 2020

4. **The Evaluation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

Based on the observation and interview result, the researcher got the data about the evaluation of teaching vocabulary by using charade game media at eighth-grade students of SMPN 1 Jenggawah in the academic year 2019/2020. The interview conducted by the researcher as follows:

"Untuk kegiatan evaluasi, biasanya saya lakukan setelah pembelajaran selesai. Saya memberikan soal-soal yang terkait dengan materi yang dipelajari melalui buku paket akan tetapi terkadang saya memberikan soal dengan mencari di internet. Karena,meskipun soal soal yang di buku iu sudah lengkap, ada yang berbentuk essay dan juga berbentuk pilihan ganda. Akan tetapi tingkat kemudahan ataupun kesulitan soal berbeda sehinnga sesekali saya mencari soal melalui internet. (For evaluation activities, I usually do after the learning process is finished. I give questions related to the material learned through textbooks, but sometimes I give questions by searching the internet. Because, even though the questions in the book are already complete, some are in the form of essays and also in the form of multiple choice. However, the level of ease or difficulty of the questions is different so that I occasionally look for questions via the internet.")*

According to the interview above, the teacher evaluated after the teaching and learning process was finished. The teacher took the questions for the evaluation from the textbook and sometimes from the internet. He thought that even though the questions contained in the textbook were completed but the level of ease or difficulty of the questions was different so the teacher occasionally took the questions from the internet.

Furthermore, Mr.Fatoni as the English teacher of SMPN 1 Jenggawah stated that:

> *"Proses pembelajaran dapat dikatakan sukses apabila guru melakukan evaluasi setelah proses pembelajaran. Alasan saya melakukan evaluasi setelah proses pembelajaran selesai yaitu untuk mengukur seberapa paham siswa terhadap materi yang telah di pelajari. karena, dengan melakukan evaluasi saya bisa mengetahui mana siswa yang benar-benar menguasai materi dan mana yang tidak. Dan juga saya bisa mengetahui tingkat keefektifan dari metode ataupun technique yang telah saya terapkan ketika mengajar.* (The learning process can be successful if the teachers do an evaluation after the learning process. The reason I do an evaluation after the learning process is to measure how much students understand the material that has been learned. because, by doing an evaluation I can find out which students are mastering the material and which are not. And also I can find out the level of effectiveness of the method or technique that I have applied while teaching.")[59]

It cannot be denied that evaluation after the process of learning was important for students and teachers. One of the reasons why the teacher evaluated the students after the learning process was to know the students understanding the material that has been learned. That was also a reason why the teacher prepared appropriate questions based on the material learned and made sure that the students should pay attention while the learning process to make them understand the material and be able to answer the questions after the learning process.

The evaluation of teaching vocabularies using charades game was reinforced by the document review (lesson plan) in point F. Besides, it was

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[59] Mr. Imam Fatoni, *Interview*, February 29, 2020

supported by the observation that was conducted on Wednesday in the eighth-grade (8H) students of SMPN 1 Jenggawah.[60]

Therefore, based on the observation, the teacher evaluated students by giving them a written test. For example, the students should complete a letter into the past form or the second form to make sure that the students understood the vocabulary in the second form of a verb and also the material about the simple past tense. Here are the questions given by the teacher:

> Dear: Sarah
> Sarah, I am writing to you just to memorize about our holiday in your city last year. I (1)............ so happy being there with you. We (2)......... many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I enjoyed the places. We (3)......... many foods and souvenirs there. We also (4).......... the scenery of the picture. We (5)...... so happy spending time together. I hope we can visit there again next time.

Based on the questions above, the students should complete the blanks in the following letter by choosing a word in the second form which had been provided in the form of multiple choice. For example, for question number two there were some choices. The first was visited, second was visiting, third was visits, and the last was visit. So, students must choose which words were suitable for the sentence.

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[60] SMPN 1 Jenggawah, *Observation*, February 26, 2020

And also reinforced by the student stated:

"Biasanya setelah menjelaskan materi Pak.Fatoni langsung memberikan tugas yaitu mengerjakan soal yang ada di buku paket tapi kadang soalnya dari Pak.Fatoni sendiri. (Usually, after explaining the material, Mr.Fatoni immediately orders us to do the questions in the book, but sometimes the questions are from Mr.Fatoni.")[61]

Picture 4.8
The evaluation of teaching and learning vocabularies

In the picture above, it can be seen that the evaluation was done. So, the teacher asked some students to come forward and write their answer based on the questions given by the teacher.

From the interviews, observation, and document review above, the researcher concluded that the evaluation of teaching and learning vocabularies using charades game was formative evaluation because the teacher did it after the teaching and learning process finished. The questions consists of a written test. The evaluation for the written test was in the form of students' worksheets.

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[61] Chalita Aurelia Salsabila, *Interview*, February 29, 2020

Table 4.1
The Results of Research Findings

Research Focus	Research Findings
1	2
1. What are the goals of teaching vocabularies using charades game at eighth-grade students of SMPN 1 Jenggawah in the academic year 2019/2020?	There were four points: first, the students got it easier to remember and understand the vocabulary, they got fun and enjoyable the activity while the learning process; second, to get good responses from the students to make the learning process run effectively; third, the students were able to guess the vocabulary based on the pictures; fourth, students were able to capture the meaning of the vocabulary contained in the recount text that was presented in written form.
2. What are the materials used in teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah?	The material used in teaching vocabulary was recount text which consisted of three sub materials namely basic vocabulary, simple past tense, and a story in the past form. The materials were taken from the textbook and the internet.
3. How is the procedure of teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah?	The procedures of teaching vocabularies using chardes game were as follows: 1) The teacher divided students into groups and each group had one leader who aimed to lead when the game takes place. 2) Each group got the same words and got 10 minutes to play the game. 3) Each leader from groups came forward to get the card in the box which contains the vocabulary arrangement.. 4) One member of each group demonstrated the meaning of the given vocabulary and the other members quickly tried to guess. 5) The group that succeed in guessing the most and fastest vocabulary would be the winner.

1	2
4. How is the evaluation of teaching and learning vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah?	The evaluation of teaching vocabularies used by the teacher was formative evaluation which consisted of a written test. The evaluation for the written test was in the form of students' vocabulary worksheets.

C. Research Discussions

In this phase, the researcher described the data obtained by researchers from the field and previously presented in the form of data presentation. The following data are discussed in depth and associated with the theory in accordance with the formulation of the problems that exist in the study. Following are the discussions:

1. The Goals of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah

The goal of teaching is teachers' purpose to guide in the learning process. The goal will be achieved if the students understand the material that has been learned. If the students can reach the goal of the learning process, it means that students can follow and understand what has become the goal of the teacher.

Teaching and learning vocabularies using charades game is one of an interesting way to do by the teachers because a game as the technique can make the students interested and gave fun activities. So that, they can enjoy the process of learning. This statement is supported by Kaduson and Schaefer who stated that the game of charades involves body

movement and facial expressions are fun and encourage creativity and spontaneity of the students.[62]

Games can be the technique to teach vocabulary because they are fun, the pleasant relax atmosphere fostered by the game has proven to be efficient learning. It is supported by Wallace in Haryanti, in game there will be the additional aim to add an element fun, relaxation, and enjoyable to the lesson. [63]

For some reason, charades game can give benefits to the learning process. The benefits are: charades game makes the learning process run effectively and become interesting, the students' motivation to learn increases, and all students became active while the learning process because by implementing this game, students should play the game by using gestures not in spoken. Thus, it can be confirmed that all students will act in the class. This is in line with Glouberman (2003) who says that charades game is a game using the face and the body to communicate.[64] Besides, Kaduson and Schaefer defined that charade technique requires the students to be in the spotlight and the center of attention for a few minutes, it is intrinsically motivating.[65]

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[62] Kaduson, Heidi Gerard and Schaefer, *101 Favorite Play Therapy Technique* (Estover: Library of Congress Catalogingin-Publication Data, 2003), 217.

[63] Immas Haryanti, *The Influence of Using Hangman Game Towards Students' Vocabulary Mastery at The Eight Class of The Second Semester of Mts Negri Gunung Rejoway Lima Pesawaran in 2011/2012 Academic year* (IAIN RadenIntan, Bandar Lampung, 2012), 10.

[64] Nur Halimah dkk, "Fun Vocabulary Learning in Efl Classroom through Charades Game: Why Not?," (UAD Yogyakarta: 2017), 39.

[65] Kaduson, Heidi Gerard and Schaefer, *101 Favorite Play Therapy Technique,* 217.

Overall, the students got it easier to remember the second form of a verb and understand the vocabulary meaning, they got fun and enjoyable the learning process. The teacher got a good response from the students by implementing the charades game and the learning process ran effectively. Besides, students were able to guess the vocabulary based on the pictures and students were able to capture the meaning of the vocabulary contained in the recount text that was presented in writen form. However, Suryosubroto (1990) asserts that the goal of learning is a detailed formulation of what should be mastered by the students after they have passed the learning activities concerned successfully.[66]

2. **The Material of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

The material is all the learning materials or knowledge in the form of information that must be mastered by students in order to achieve the standard competencies which is previously set in the lesson plan in the teaching and learning process. The appropriate material and method in teaching can support students learning and increase students' success. It is in accordance with the statement from Sumiati and Asra, who stated that the accuracy of the use of the learning method depends on the suitability of learning material, teacher ability, source or facility, students' situation

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[66] Suryosubroto, *Tatalaksana Kurikulum* (Jakarta: Rineka Cipta, 1990), 23.

and condition, and time.[67] It is also supported by Syaiful Bahri Djamarah et al (2006) who explains that the learning material is the substance that will be delivered in the teaching and learning process.[68]

Furthermore, in this research, the teacher used recount text as the material which several points to be discussed; the first is a basic vocabulary, the second is simple past tense, and the last is a story in the past form. The material used should be explained in a good way by using appropriate game as the technique to make the students easier in understanding the material. Besides, this research focused on the teaching and learning vocabularies using charades game.

The teacher selected the material based on the curriculum/ syllabus and it should be satisfied with the competency standards has been specified. It is in accordance with the theory from Isdi susilo who states that "learning material is knowledge, skills, and attitudes that must be mastered by the students to satisfy the competency standards has been specified."[69] The material taken by the teacher from the textbook was made by the government. As stated in the Ministry of National Education and culture law number 71 the year 2013 about lesson textbook and teachers' guideline textbook for elementary and junior high school, the government designs a textbook for instruction guidelines, the textbook is

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[67] Sumiati and Asra, *Metode Pembelajaran* (Bandung: CV Wacana Prima, 2009), 92.
[68] Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43.
[69] Muhammad Ainul Churri et al, "Pengembangan Materi dan Media Pembelajaran" *Journal of Electrical Engineering Education* (Surabaya State University: 2013), 804.

provided for teachers and students namely *When English Rings a Bell*.[70] Thus, charades game became an appropriate game to be applied for this material because it can help the students to know the meaning of the words using gestures or physical activity.

3. **The Procedure of Teaching Vocabularies Using Charades Game Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

There are three steps used in the learning process. The first step is planning, the second step is implementing, and the third step is evaluating. This statement is proven with the opinion of David Jacobsen (2009) who states that there are three steps in teaching approach namely planning, implementing, and evaluating. [71] The charades game was selected by the English teacher to be applied in the teaching and learning vocabulary here because it was easy to do. This finding is related to the theory of Teare in Rafinggi who states that "charade game is a technique miming the individual parts of a word".[72] It means that this game uses mime to know the meaning of words. Charade game can be conducted in pair or in groups. When charade game is applied in groups, students are encouraged to think cooperatively, it makes them more comfortable in conducting activities in the classroom. In other words, charades game can

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[70] Menteri Pendidikan dan Kebudayaan Republik Indonesi, *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesi Nomor 71 Tahun 2013 tentang Buku Teks Pelajaran dan Buku Pandun Guru untuk Pendidikan Dasar dan Menengah*, 1.

[71] David Jacobsen et al, *Methods for Teaching* (Yogyakarta: Pustaka Pelajar, 2009), 20.

[72] Nur Rohmah Hidayati, "The Use Of Charade Game To Teach Vocabulary (An Experimental Study Of The Seventh Graders Of Mts. Miftahul Khoirot Branjang in the Academic Year of 2014/2015)" *Journal of English Language Teaching* (State Unevirsity of Semarang:2016), 3.

facilitate students to learn vocabulary. They can learn and play simultaneously so that they feel easy to remember the word.

The procedure of teaching and learning vocabularies using charades game specifically is the same as learning in general which it starts from preliminary activities, main activities, and closing activities. This is supported by Abdul Mujid (2005) who states that there are three activities in the implementation stage of learning namely preliminary activity, main activity, and closing activity.[73] In the preliminary activity the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned. The activities are as folow:

1) Opening the class by greeting students and pray together.

2) Checking students attandence list.

3) Reviewing the material last week

4) Giving some illustration about the material that will be discusseed.

5) Students guess the material that will be discusseed according to the brainstorming.

6) Explaining the teaching and learning process that will be carried out with the students.

For the next is the main activity. In this main activity:

a. The teacher divided students into five groups, each group consisted of five persons or four persons and each group had one leader.

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[73] Abdul Mujid, *Perencanaan Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2005), 104-105.

b. Each group got the same five words and given 10 minutes to play the game. The words are, played, woke up, walked, went, and caught.

c. The leader of each group came forward and took a card in the box contained the arrangement of vocabulary they have to guess. For example, the first group had to demonstrate the word "walked" for the first vocabulary and the second group had to demonstrate the word "went" for the first vocabulary and so on. Thus, each group got a different arrangement vocabulary to demonstrate, and took pictures of the vocabulary head.

d. One member demonstrated the meaning of the given vocabulary and the other members quickly tried to guess.

e. The group that succeed in guessing the most and fastest vocabulary would be the winner.

For the last is the closing activity, the teacher asked about the students' difficulties during the learning process, then concluding the material has been learned.

Therefore, teaching and learning vocabularies using charades game can be modified based on the level of students but the purposes are same to help the students in vocabulary learning process. Here a different procedures stated by Malley and Duff. The procedures are as follow:

1. Teacher will need to explain and then demonstrate how charades works, the idea is that individual (or group) has a word that they convey to others by miming and using sound but not words. Usually

this is done by breaking the word into chunks and acting out teach chunk separately.

2. When students have idea, divide them into groups of five. Give one word slip into one person in each group. This student then has to present to 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 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.[74]

4. The Evaluation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020

According to Mansyur et al (2015) states that there are two kinds of evaluation, formative evaluation, and summative evaluation. Formative evaluation is the assessment whose function is to improve the teaching and learning process. This evaluation is carried out at the end of the discussion. It is different from the summative evaluation which carried out at every end of a unit of time which more than one subject.[75] Here, the teacher used formative evaluation which consisted of a written test. The evaluation for the written test was in the form of students' worksheet. In the worksheet evaluation consisted of multiple choice, and essay.

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[74] Allan Duff & Alan Maley, *Drama Techniques* (Cambridge: Cambridge University Press, 2005), 174.

[75] Mansyur et al, *Asesmen Pembelajaran di Sekolah* (Yogyakarta: Pustaka Pelajar, 2015), 14-15.

From the explanation above, it is also in accordance with what was stated by Mr. Imam Fatoni, he did the formative evaluation by giving some questions to the students in the form of multiple choice and essay. For the multiple choice questions, the students should complete the following letter by choosing one of the suitable words in the second form of a verb to complete the following letter. Besides, for the essay questions, the students should fill the blanks by changing the words into the second form of a verb.

According to the National Education System Year 2003 states that the evaluation of student learning outcomes is carried out by educators to monitor the process, progress, and improvement of student learning outcomes.[76] Therefore, in this research, the teacher did the evaluation to know the students' understanding of the material discussed. By giving an evaluation after the learning process, the teacher could find out which students who had mastered the material and which had not. This is in line with Harjanto who said that evaluation is an assessment of the growth and progress of students towards the goals set out in the law.[77]

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[76] Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Pasal 58.
[77] Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Rineka Cipta, 2003), 277.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this phase is the final of research, after collecting and analyzing the data there were some conclusions and suggestions in the teaching vocabularies using charades game at eighth grade students of SMPN 1 Jenggawah in academic year 2019/2020.

A. Conclusions

Based on the data analysis and discussion. The conclusions of the teaching and learning vocabularies using charades game are presented as follows:

First, the goals of teaching vocabulary by using charade game were; the students got it easier to remember and understand the vocabulary, they got fun and enjoyable the activity while the learning process, to get good responses from the students to make the learning process run effectively, the students were able to guess the vocabulary based on the pictures, and students were able to capture the meaning of the vocabulary contained in the recount text that was presented in written form.

Second, the material used in teaching vocabulary by using charade game was recount text which consisted of three sub material to be discussed namely basic vocabulary, simple past tense, and a story in the past form. The material was selected by the teacher based on the curriculum/ syllabus and it should be satisfied with the competency standards had been specified.

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Third, the procedure of teaching vocabulary by using charade game were divided into three activities namely planning activity, implementing activity, and evaluating activity.

Fourth, the evaluation of teaching vocabulary used y the teacher was formative evaluation. The teacher was evaluated the students' learning results by using a written test in the form of essays and multiple choice, especially in the students' vocabulary worksheet. Besides, the teacher took the questions based on the material that had been learned from the textbook, and sometimes he was the material from the internet.

B. Suggestions

Based on the research results and conclusions above, it found several problems. Therefore, the researcher put forward some suggestions in order to succeed in the English learning in SMPN 1 Jenggawah. The suggestions are as follow:

1. For the English teacher, he should pay attention and understand the advantages and disadvantages of the learning media which will be used in the learning process. So that, the teacher can avoid the problems which may be raised when the learning process takes place.

2. For the further researcher, the researcher suggests to use this research as a reference in doing similar research by using charade game media to teach vocabulary. However, they also can teach vocabulary and other skills or language components by using other games.

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Undang Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. Pasal 58.

Appendix 1

DECLARATION OF AUTHENTICITY

I, the undersigned below:

    Name   : Rif'atun Nadilah

    Students' Number   : T20166076

    Study Program   : English Department

    Institution   : IAIN Jember

Declare that this thesis entitled "The Implementation of Teaching Vocabulary by Using Charade Game as Media at Eighth Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been personally consulted.

Jember, 19th of May 2020

I declared

Rif'atun Nadilah
SRN: T20166076

Appendix 2

RESEARCH MATRIX

Tittle	Variable	Indicator	Source of data	Research Method	General Question:

THE IMPLEMENTATION OF TEACHING VOCABULARIES USING CHARADES GAME AT 8th GRADE STUDENTS OF SMPN 1 JENGGAWAH IN ACADEMIC YEAR 2019/2020	TEACHING VOCABULARIES USING CHARADES GAME	1. The goals of teaching vocabularies using charades game
		2. The material of teaching vocabularies using charades game
		3. The procedure of teaching vocabularies using charades game
		4. The evaluation of teaching vocabularies using charades game
			1. Informant
			  a. English Teacher
			  b. Students
				1. Research approach:
				  • Qualitative
				2. Research design:
				  • Descriptive
				a. Data collection method :
				  • Observation
				  • Interview
				  • Document review
				b. Data analysis technique:
				  • Data condensation
				  • Data display
				  • Conclusion drawing
				c. Validation of data :
				  • Triangulation of sources
				  • Triangulation of methods
					1. What are the goals of teaching vocabularies using charades game at 8th grade students of SMPN 1 Jenggawah?
					2. What is the material used in teaching vocabularies using charades game at 8th grade students of SMPN 1 Jenggawah?
					3. How is the procedure of teaching vocabularies using charades game at 8th grade students of SMPN 1 Jenggawah?
					4. How is the evaluation of teaching vocabularies using charades game at 8th grade students of SMPN 1 Jenggawah?

Appendix 3

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

28 Januari 2020

Nomor   : B. 0040/In.20/3.a/PP.00.9/01/2020
Sifat   : Biasa
Lampiran : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Jenggawah
Jl. Tempurejo No. 63, Kecamatan Jenggawah, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut:

Nama   : Rifatun Nadilah
NIM   : T20166076
Semester : VII (Tujuh)
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai *the implementation of charade game in teaching vocabulary at 8th grade students of SMPN 1 Jenggawah in academic year 2019/2020* di lingkungan lembaga wewenang Bapak/Ibu.

Adapun pihak-pihak yang dituju adalah sebagai berikut:
1. Kepala Sekolah
2. Guru Mata Pelajaran Bahasa Inggris
3. Guru Kurikulum
4. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n Dekan
Wakil Dekan Bidang Akademik,

Masodah A

Appendix 4

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 JENGGAWAH
Jalan Tempurejo 63 ☎ (0331) 757327 Jenggawah Jember
KECAMATAN JENGGAWAH
email : smpnegerisatujenggawah@gmail.com

SURAT KETERANGAN

Nomor : 070/046-2/310.19.20523866/2020

Yang bertanda tanda tangan dibawah ini:

Nama	:	**Drs. HARJUNADI**
NIP.	:	19640621 199103 1 009
Pangkat/Gol.	:	IV/b, Pembina Tk. I
Jabatan	:	Guru Madya / Kepala Sekolah
Unit Kerja	:	SMPN 1 Jenggawah

Menerangkan dengan sesungguhnya bahwa :

Nama	:	**Rif'atun Nadilah**
NIM	:	T20166076
Jurusan	:	Pendidikan Bahasa
Program studi	:	Tadris Bahasa Inggris

Mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul **The Implementation of Teaching Vocabulary by Using Charade Game as Media at Eighth-Grade Students of SMPN 1 Jenggawah in Academic Year 2019/2020**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jenggawah, 15 Maret 2020
Kepala Sekolah

Drs. HARJUNADI
NIP. 19640621 199103 1 009

Appendix 5

RESEARCH INSTRUMENTS

1. Observation Guide
   a. The location of research
   b. Situation and condition in the classroom
2. Interview Guide

   Teacher:

   a. What are the goals of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?
   b. What is the material used in Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?
   c. How is the procedure of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?
   d. How is the evaluation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?

   Students:

   a. What is the material used in Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?
   b. How is the procedure of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah?
3. Document Review
   a. History of SMPN 1 Jenggawah
   b. Profile of SMPN 1 Jenggawah
   c. Vision and mission of SMPN 1 Jenggawah
   d. Teacher and Employee Data of SMPN 1 Jenggawah
   e. Facilities and infrastructure of SMPN 1 Jenggawah
   f. Students Data of 8H at SMPN 1 Jenggawah
   g. Lesson Plan

Appendix 6

RESEARCH JOURNAL
SMPN 1 JENGGAWAH
ACADEMIC YEAR 2019/2020

No.	Day/ Date	Activity	Note/ Informant	TTD
1.	Tuesday, January 28th 2020	Giving permission letter	Riesma Agustina	
2.	Saturday, February 6th 2020	Observation in SMPN 1 Jenggawah and doing Interview with English Teacher	Mr. Imam Fatoni	
3.	Wednesday, February 19th 2020	Class observation in 8H of SMPN 1 Jenggawah	Mr. Imam Fatoni	
4.	Monday, February 24th 2020	Interview with English teacher	Mr. Imam Fatoni	
5.	Monday, February 24th 2020	Interview with one of the student in 8H class	Shofiatus Sholeha	
6.	Wednesday, February 26th 2020	Class observation in 8H of SMPN 1 Jenggawah	Mr. Imam Fatoni	
7.	Saturday, February 29th 2020	Interview with English teacher	Mr. Imam Fatoni	
8.	Saturday, February 29th 2020	Interview with one of the student in 8H class	Chalita Aurelia Salsabila	
9.	Tuesday, March 05th 2020	Data retrieval about history, vision and mission, organizational structure, etc	Riesma Agustina	
10.	Wednesday, March 15th 2020	Asking and receiving finishing letter of research from SMPN 1 Jenggawah	Riesma Agustina	

Jenggawah, 15 Maret 2020

Headmaster of SMPN 1 Jenggawah

NIP. 19640621199103009

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN

NamaSekolah   : SMPN 1 JENGGAWAH
Mata Pelajaran   : Bahasa Inggris
Kelas/ Semester : VIII H/Genap
Tema   : When I was a Child
Alokasi Waktu   : 2 JP (1 pertemuan)

A. Kompetensi Inti

1.	KI-1	Menghargai dan menghayati ajaran agama yang dianutnya.
2.	KI-2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	KI-3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
4.	KI-4	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

4.11 Menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa.

Indikator

3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian   yang terjadi diwaktu lampau

3.11.2 Siswa mampu menyatakan tindakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di masa lampau

4.11.1 Siswa mampu menangkap makna dari kosa kata yang terdapat dalam teks recount yang disajikan secara lisan

4.11.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

4.11.3 Siswa mampu mengingat kosa kata yang terdapat dalam teks

4.11.4 Siswa mampu menangkap tentang kegiatan dan kejadian yang ada pada teks

C. Materi Pembelajaran

- Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsur kebahasaan dan struktur teks pada teks recount berbentuk simple past tense.

- Vocabulary berkaitan dengan teks recount yang terdapat pada buku "When English Rings a Bell" dengan tema "When I was a Child" yang berupa kata kerja verb 2 yaitu; played, collected, walked, went, woke up, and etc.

D. Metode Pembelajaran

Pendekatan   : Scientific Approach

Model Pembelajaran   : Cooperative Learning.

Metode   : Tanya jawab, diskusi dan bermain peran

E. Media dan Alat/ Bahan Pembelajaran

- Whiteboard
- Boardmarker
- Paper
- Pictures
- card
- Box
- Vocabulary head

F. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings a Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017

2. Buku penunjang kurikulum 2013 Mandiri Prractice Your English Cmpetence, Kelas VIII

3. Pengalaman peserta didik dan guru

G. Langkah – Langkah Pembelajaran

Kegiatan	Uraian	Alokasi Waktu
Pendahuluan	- Guru memberi salam - Siswa merespon salam dan pertanyaan dari guru yang berhubungan dengan kondisi mereka - Guru mengecek daftar hadir siswa - Guru menanyakan materi minggu lalu pada siswa - Guru menyampaikan sedikit gambaran yang berhubungan dengan materi baru sebagai brainstorming - Siswa menerka materi yang akan diajarkan sesuai dengan brainstorming - Guru menjelaskan tentang proses pembelajaran yang akan dilakukan	10
Inti	- Siswa mengamati gambar yang ada pada buku "When English Rings a Bell" halaman 142-144 - Siswa Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks yang terdapat pada buku "When English Rings a Bell" halaman 142-144	60

	-	Guru memancing siswa untuk bertanya tentang materi yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar	
	-	Guru membagi siswa menjadi beberapa kelompok dan setiap kelompok memiliki satu ketua yang bertujuan untuk memimpin ketika permainan berlangsung	
	-	Masing masing kelompok mendapatkan 5 kosa kata yang sama dan diberi waktu 10 menit untuk memainkan permainan	
	-	Ketua kelompok maju kedepan untuk mengambil keartu yang terdapat di dalam kotak berisi tentang urutan kosa kata yang harus mereka tebak dan mengambil pictures head vocabulary	
	-	Salah satu anggota memperagakan makna dari kosa kata yang telah diberikan dan anggota yang lain dengan cepat berusaha untuk menebak	
	-	Kelompok yang berhasil menebak kosa kata terbanyak dan tercepat akan menjadi pemenang	
Penutup	-	Guru menanyakan kesulitan yang dihadapi oleh siswa selama KBM berlangsung	10
	-	Guru meminta siswa untuk menyimpulkan materi pembelajaran	
	-	Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	

H. Penilaian Hasil Pembelajaran

1. Sikap

Nama siswa   :

NIS   :

Kelas   :

No	Aspek Penilaian	1	2	3	4	5
	Tanggung Jawab					
	Peduli					
	Kerja sama					
	Cinta damai					

Keterangan:

1=Sangat kurang 2=Kurang 3=Cukup 4= Baik 5=Sangat baik

2. Pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Niai rata2

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komulatif	Memahami tujuan komunikatif	60-100

3. Keterampilan

Kegiatan : Menulis dan berbicara

Aspek Penilaian				
Nama	Tata bahasa	pronounciation	intonation	Rata-rata nilai

Pedoman Penskoran

Aspek Penilain	Deskripsi	Nilai
Pronunciation	Keteptan pengucapan kata Kelancaran pengucapan	60-100
Intonation	Ketepatan penekanan kata stressing	60-100
Tata bahasa	kekompakan menghargai teman	60-100

Jember, 18 Februari 2020

Mengetahui

Kepala SMPN 1 Jenggawah   **Guru Mata Pelajaran**

Drs. Harjunadi   Imam Fatoni S.Pd
NIP. 19640621199103009   NIP. 197906232009021002

LAMPIRAN

A. Complete the following letter into past form (V2)!

Dear: Sarah

Sarah, I am writing to you just to memorize about our holiday in your city last year. I (1)............ so happy being there with you. We (2)......... many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the places. We (3)......... many foods and souvenirs there. We also (4).......... the pictures scenery. We (5)...... so happy spending time together. I hope we can visit there again next time.

1. a. Is b. Was c. Are d. Were	2. a. Visited b. Visiting c. Visits d. Visit
3. a. Buy b. Buying c. Bought d. Buyed	4. a. Take b. Takes c. Taked d. Took 5. a. Were b. Was c. Are d. Is

B. Fill the blanks by changing the words into the right form!

1. She (meet) .... her uncle last night.

2. We (do) .... the test yesterday.

3. You did not (bring) .... the dictionary.

4. Did your father (drink) .... the coffee yersterday?

5. They (play) .... the game last night.

6. He (give) .... me an orange last week.

7. I (go) .... to Medan last month.

8. She (sing) .... a song yesterday morning.

9. Mother (make)............................ a rainbow cake last week.

10. Ditta (wash)........................ her shoes yesterday morning.

Kunci Jawaban

A.	1. b	**B.**	1. Met	6. Gave
	2. a		2. Did	7. Went
	3. c		3. Bring	8. Sang
	4. d		4. Drink	9. Made
	5. a		5. Played	10. Washed

CAUGHT THE FLU

PLAYED FOOTBALL

WENT TO SCHOOL

WALKED TOGETHER

WOKE UP

Appendix 8

Struktur Organisasi SMP Negeri 1 Jenggawah

```
                        ┌──────────────────┐
                        │  Kepala sekolah  │
┌──────────────────┐    └──────────────────┘
│  Komite Sekolah  │
└──────────────────┘

      ┌──────────────────────┐        ┌──────────────────────┐
      │ Wakil kepala sekolah │        │ Wakil kepala sekolah │
      └──────────────────────┘        └──────────────────────┘

        ┌───────────┐   ┌───────────┐   ┌─────────────┐   ┌─────────────┐
        │  Urusan   │   │  Urusan   │   │ Kepala Tata │   │   Kepala    │
        │ Kurikulum │   │ hubungan  │   │    Usaha    │   │Laboratorium │
        └───────────┘   │ masyarakat│   └─────────────┘   └─────────────┘
  ┌───────────┐ ┌───────┐└───────────┘      ┌───────────┐  ┌─────────────┐
  │  Urusan   │ │Urusan │                   │ Bendahara │  │ Kepala Tata │
  │ Kesiswaan │ │sarana │                   └───────────┘  │ perpustakaan│
  └───────────┘ │  dan  │                                  └─────────────┘
                │prasarana│
                └───────┘
                        ┌──────────────┐
                        │   Pembina    │
                        │ Gugus Depan  │
                        └──────────────┘

  ┌────────┐ ┌────────────┐ ┌────────┐          ┌──────────────┐
  │  Wali  │ │ Wali Kelas │ │  Wali  │          │     Guru     │
  │ Kelas  │ │    VIII    │ │Kelas IX│          │ Matapelajaran│
  │  VII   │ └────────────┘ └────────┘          └──────────────┘
  └────────┘
                        ┌──────────────┐
                        │  Koordinnator│
                        │      BK      │
                        └──────────────┘
```
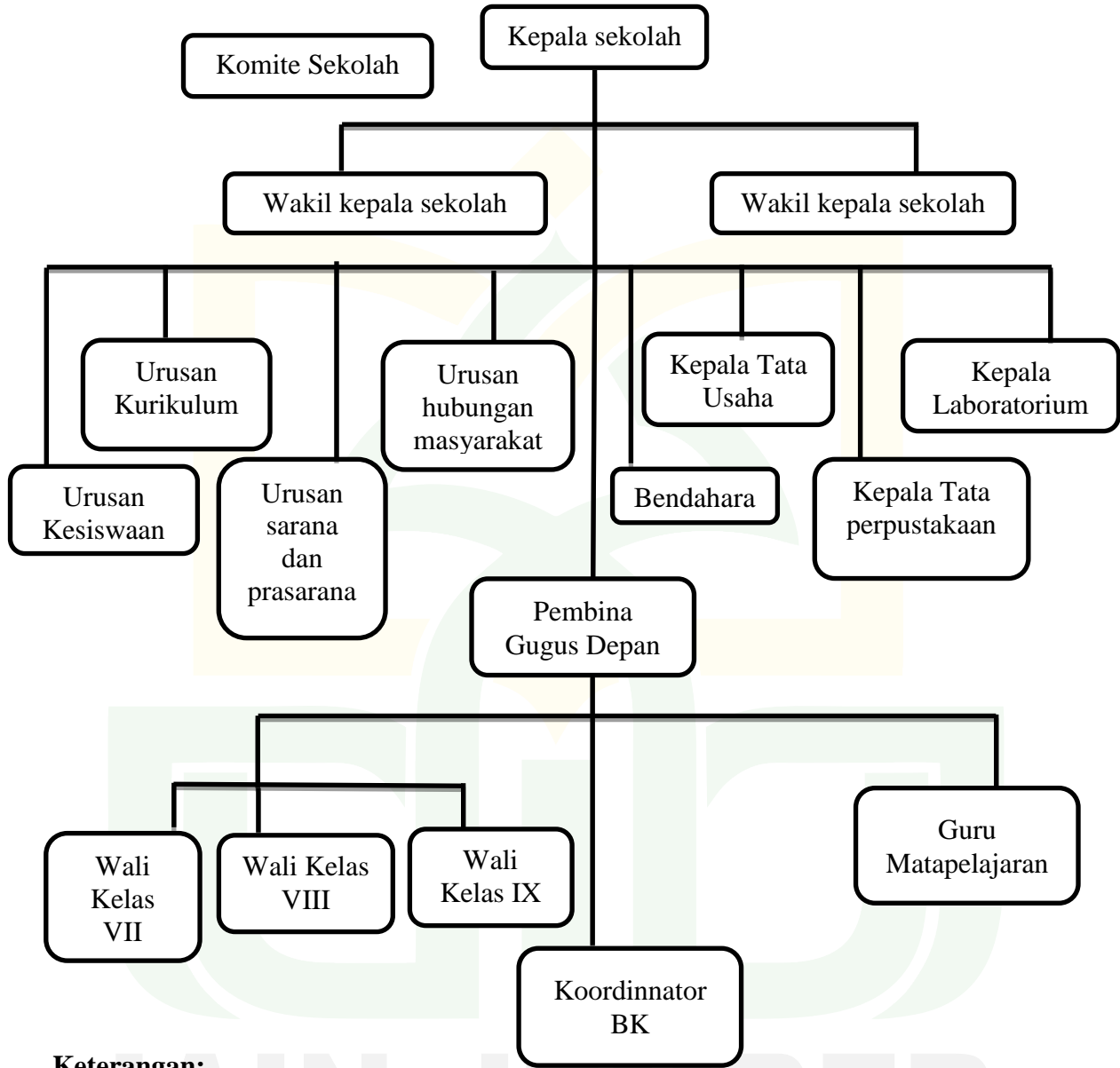
Keterangan:

——————————————— Kebijakan

– – – – – – – – Koordinasi Program

Appendix 8

Table 4.1
List of Teachers and Education Staff
SMPN 1 Jenggawah in Academic Year 2019/2020

No	Nama Guru	NIP	Tempat Tanggal Lahir	Tugas Mengajar	KET
1.	Drs. HARJUNADI	196406211991031009	Jember, 21-06-1964		Kepala Sekolah
2.	ESTI HANDAYANI, S.Pd.	196404141985122005	Pasuruan, 14-04-1964	IPS	
3.	SITIN, S.Pd.	196203021986032003	Pacitan, 02-03-1962	SBK	
4.	SUPRAPTI, S.Pd.	196303291986032007	Pacitan, 29-03-1963	SB	
5.	SUCIPTO, M.PdI.	196412301986031012	Jember, 30-12-1964	PAI	
6.	KUNARDJI, S.Pd.	196112081987031005	Malang, 08-12-1961	MAT	
7.	RIYADI KADIR, S.Pd.	196210271987031007	Jember, 27-10-1962	BIG	
8.	PUGUH WIJONARKO, S.Pd.	196608191989011001	Kediri, 19-08-1966	MAT	
9.	R. SITI NURHAYATI, S.Pd.	196607141989022002	Sampang, 14-07-1966	MAT	
10.	RUMINARTUN, S.Pd.	196510201990032005	Blitar, 20-10-1965	IPA	
11.	ALVIAN GHAFUR, S.Pd.	196705171991031011	Jember, 17-05-1967	BIG	
12.	Drs. RAHMAD BASUKI	196504281996011001	Jember, 28-04-1965	MAT	
13.	NANIK SUGIARTINI, S.Pd.	196904081998022003	Jember, 08-04-1969	PKn	
14.	MUH. SUBHAN, S.Pd.	197107061998021006	Jember, 06-07-1971	MAT	
15.	YULI FERI W, S.Pd.	197307131998022001	Jember, 13-07-1973	IPA	
16.	AGUS	196201261989111001	Jember,	BIND	

No	Nama Guru	NIP	Tempat Tanggal Lahir	Tugas Mengajar	KET
	HERIDIYANTO, S.Pd.		26-01-1962		
17.	Drs. HIDAYAT SANTOSO	196710272002121002	Jember, 27-10-1967	IPA	
18.	ADI SANTOSO, S.Pd.	197807302008011007	Jember, 30-07-1978	IPA	
19.	IMAM FATONI, S.Pd.	197906232009021002	Jember, 23-06-1979	BIG	
20.	MUH. RIDOI, S.Pd.	198010042010011023	Jember, 04-10-1980	BK	
21.	ADE NINA CH. , S.Pd.	198202022010012024	Jember, 02-02-1982	IPS	
22.	LISIYA ADMAWATI, S.Pd.	196712122014122003	Jember, 12-12-1967	IPS	
23.	TRI ERNI RAHAYU N, S.Pd.	196902202014122002	Jember, 20-02-1969	IPA	
24.	GUNTUR BAYU W, M.Pd.	198401282014121001	Jember, 28-01-1984	PJOK	
25.	DEWI UMI HANIK, S.Pd.	198101022011012005	Jember, 02-01-1981	BIN	
26.	LULUL HOMIMAH, S.Pd.	196107072014122001	Jember, 07-07-1961	PKn	
27.	AMIYATUN NASIYAH, S.Pd.	196710302014122002	Jember, 30-10-1967	BIN	
28.	WINTA TRISNANI, S.E.	197508032014122001	Banyuwangi, 03-08-1975	IPS	
29.	SAHRI, S.Pd.	197709122014121002	Jember, 12-09-1977	BIG	
30	SEGER HARIONO, S.Pd.	198206262014121001	Jember, 23-06-1982	Administrasi Umum	

Table 4.1.1 Data Kepegawaian PNS SMP Negeri 1 Jenggawah

No	Nama Guru	Tempat Tgal Lahir	Tugas Mengajar
1	MOCH. TOHA E. , S.Pd.	Jember, 11-06-1974	PJOK
2	EVI KURNIA WATI, S.Psi.	Jember, 08-04-1983	BK
3	ATIK KARYATI, S.Pd.	Trenggalek, 10-02-1976	BIN
4	MAHFUD, S.PdI.	Jember, 05-06-1984	PAI
5	EKA CIPTANTI, S.Pd.	Jember, 12-03-1988	Prakarya & IPA
6	BAKHTIYAR ROKHMAN,S.Pd.	Pasuruan, 17-01-1985	BAHASA JAWA
7	DRS. CAHYO HADI	Jember, 15-10-1967	BIN
8	ERNI ROMADHANI, S.Pd.	Jember, 15-04-1990	BIN
9	YUYUN YULIANINGSIH, S.Pd.	Jember, 20-01-1982	BIG
10	FARIDA FURIYANTI, S.Pd.	Jember, 07-03-1983	BAHASA JAWA
11	FITRIA DIAN PRATIWI, S.Pd.	Jember, 19-05-1987	BK
12	RANI YUDASWATI, S.Pd.	Jember, 07-09-1979	BK
13	LAILATUL HASANAH, M.Pd.I.	Jember, 01-09-1990	PAI
14	SOLIKHIN, S.Pd.	Jember, 11-03-1974	PPKN
15	MOCH. SYAIFUL RIZAL,S.Pd.	Jember, 06-07-1985	BIN
16	WENY MEGAWATI, S.Pd.	Jember, 21-10-1984	BIN
17	DENOK DEWI ROSA PRATIWI	Mataram, 04-03-1988	PRAKARYA DAN SBK
18	ENY NOPY YANTI, S.Pd.	Jember, 10-07-1987	SBK
19	ANDHIKA BINTANG RHAMA ROBY HABIBI, S.Kom.	Jember, 07-08-1995	PRAKARYA

20	MISTORO	Jember, 02-12-1965	Pustakawan
21	LILIS SRIYANI	Jember, 27-08-1969	Administrasi TU
22	SULASTRI	Jember, 05-08-1975	Administrasi TU
23	JUPRIYADI	Jember, 18-12-1973	Pramu Kebersihan
24	SALIM	Jember, 13-02-1973	Pramu Kebersihan
25	MUHAMMAD NASYIR	Jember, 05-05-1973	Satpam
26	DWI PUJI PURWANTORO	Jember, 26-07-1979	Operator Dapodik
27	SUNARTO	Jember, 16-05-1978	Penjaga Sekolah
28	RIESMA AGUSTINA	Jember, 10-08-1985	Operator BOS dan Sarpras
29	SUPRIYADI	Jember, 11-01-1989	Pramu Kebersihan
30	TEJO WAHONO K.	Jember, 21-05-1992	Administrasi Kesiswaan
31	MUNIR	Jember, 01-02-1992	Pramu Kebersihan
32	SAMSUL	Jember, 11-01-1965	Penjaga Sekolah
33	JOVI HILMA MARDHANI	Jember, 05-10-1996	Laboran

Table 4.1.2 Data Kepegawaian non PNS SMP Negeri 1 Jenggawah

Table 4.2
Facilities and Infrastructure of Classroom at SMPN 1 Jenggawah
Academic Year 2019/2020

No.	Sarana yang dmiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja Siswa	852	788			64
2	Kursi Siswa	852	852			
3	Meja Guru	26	26			
5	Kursi Guru	26	26			
6	Almari Kelas	26	14			12
7	Papan Tulis	26	26			

Table 4.3
Facilities and Infrastructure of Library at SMPN 1 Jenggawah
Academic Year 2019/2020

No.	Sarana yang dmiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja	10	10			
2	Kursi	40	40			
3	Buku	14500	14500			
4	Almari	10	10			

Table 4.4
Facilities and Infrastructure of Laboratory at SMPN 1 Jenggawah
Academic Year 2019/2020

No.	Sarana yang dmiliki	Jumlah	Kondisi			
			Baik	Rusak		
				Berat	Sedang	Ringan
1	Meja	10	10			
2	Kursi	10	10			
3	Peralatan Lab IPA Biologi	2 set	2 set			
4	Peralatan Lab IPA Fisika	2 set	2 set			

Table 4.5
List of Students of SMPN 1 Jenggawah
Academic Year 2019/2020

No	Class	Number of Sudents
1.	VII	286
2.	VIII	282
3.	IX	300

RESEARCHER'S BIODATA

Mobile Phone : 085231169124   E-mail: rifatunnadilah123@gmail.com

PERSONAL INFORMATION

Name : Rif'atun Nadilah

Place and Date of Birth : Jember, 5th April 1998

Sex : Female

Adress : Jalan Kawi RT 012/ RW 002 Jenggawah Jember

Nationality : Indonesia

Material Status : Single

Major : English Education Program

Institution : IAIN Jember

EDUCATION BACKGROUND

2016-2020 : English Education Program

Faculty of Tarbiyah and Teacher Training

State Institute of Islamic Studies of Jember

2013-2016 : Senior High School (SMAN 1 Jenggawah)

2010-2013 : Junior High School (Mts Al-Ishlah Jenggawah)

2005-2010 : Primary School (SDN Jenggawah 07)

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SKRIPSI

diajukan kepada Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
untuk memenuhi salah satu persyaratan
memperoleh gelar Sarjana Sarjana Pendidikan (S.Pd)
Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi Tadris Biologi

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
NOVEMBER 2021

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