

**THE EFFECTIVENESS OF USING CHARADES GAME FOR ENGLISH VOCABULARY MASTERY TO STUDENTS AT SDN 18 PALEMBANG**  
**EFEKTIVITAS PENGGUNAAN PERMAINAN TEBAK KATA UNTUK PENGUASAAN KOSAKATA BAHASA INGGRIS PADA SISWA DI SDN 18 PALEMBANG**

**Msy. Rabi'atul Adawiyah<sup>1</sup>, Jaya Nur Iman<sup>2</sup>**

Indo Global Mandiri University, Indonesia <sup>1,2</sup>

robiihad10@gmail.com<sup>1</sup>, jaya@uigm.ac.id<sup>2</sup>

**ABSTRACT**

Nowadays, the majority of students lack mastery of vocabulary. Besides, students are also lack interested in studying English which ultimately made their English performance decreased or even poor. Game is an alternative to increase students' vocabulary, one of them is using charades game. Therefore, the objectives of this research were to find out whether there was the effectiveness of using charades game in improving English vocabulary mastery students and to know students' perceptions towards charades game in studying English vocabulary. This research was utilized quantitative research and pre-experimental group design. The sample was all of students in the 6th grade which were 20 students of SDN 18 Palembang. To gather the data, pre-test, post-test, and questionnaire were administered. After obtaining and analyzing the data, it was found that the mean score of pre-test was 47.75, while the post-test was 78.5. It meant that the mean score of post-test was higher than the pre-test. It could be pointed out that the use of charades game could improve students' vocabulary mastery. Students also showed positive perceptions of charades game. Students agreed that charades game increased their motivation, made them happy, relax, enjoy, and more enthusiastic, also helped them easier in studying vocabulary.

**Keywords:** *Charades Game, English Learners, Vocabulary Mastery*

**ABSTRAK**

Saat ini, mayoritas siswa kurang menguasai kosakata. Selain itu, siswa juga kurang berminat dalam mempelajari bahasa Inggris yang pada akhirnya membuat prestasi bahasa Inggris mereka menurun atau bahkan buruk. Permainan merupakan salah satu alternatif untuk menambah kosakata siswa, salah satunya adalah dengan menggunakan permainan tebak kata. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah ada efektivitas penggunaan permainan tebak kata dalam meningkatkan penguasaan kosakata bahasa Inggris siswa dan untuk mengetahui persepsi siswa terhadap permainan tebak kata dalam mempelajari kosakata bahasa Inggris. Penelitian ini menggunakan penelitian kuantitatif dan desain kelompok pra-eksperimental. Sampel penelitian adalah seluruh siswa kelas 6 yang berjumlah 20 siswa SDN 18 Palembang. Untuk mengumpulkan data, dilakukan pre-test, post-test, dan angket. Setelah memperoleh dan menganalisis data, ditemukan bahwa skor rata-rata pre-test adalah 47,75, sedangkan post-test adalah 78,5. Artinya, skor rata-rata post-test lebih tinggi daripada pre-test. Hal ini menunjukkan bahwa penggunaan permainan tebak kata dapat meningkatkan penguasaan kosakata siswa. Siswa juga menunjukkan persepsi positif terhadap permainan tebak kata. Siswa setuju bahwa permainan tebak kata dapat meningkatkan motivasi mereka, membuat mereka senang, rileks, menikmati, dan lebih antusias, serta membantu mereka lebih mudah dalam mempelajari kosakata.

**Kata Kunci:** *Permainan Tebak Kata, Pelajar Bahasa Inggris, Penguasaan Kosakata*

**INTRODUCTION**

Language is one of the ways in which humans communicate in order to survive (Mailani et al., 2022). In the world, there are tons of languages that people use. For instance, people use Indonesian language for communicate formally in Indonesia. Meanwhile, in

Korea, they use Korean language as their communication tool. Even though there are millions of language varieties around the world, many people use English to communicate with each other since it is a universal language. A vast majority of human beings communicate with each other in English worldwide (Safura & Helmanda, 2022). English is very important in this 4.0 era, if people have good English skill, it can make them easily got the job, enter reputable university, create broader network, and so on.

As a subject of study, the Indonesian Government has implemented English from elementary to higher education levels. Through the teaching learning activities, students had to have four English abilities, such as writing, speaking, reading, and listening. Other aspects are vocabulary, pronunciation, grammar, and spelling, which should be perceived to help the improvement of the four competencies (Safura & Helmanda, 2022). Learning English needs the abilities to memorize and practice a broad variety of vocabulary terms and grammatical structures.

Vocabulary learning is a basic foundation to learn English because vocabulary is a basic components of English sentences (Khayati & Hadi, 2020). In studying English as a second language, vocabulary is an essential aspect that should be taught and learned in order to be proficient in English, where comprehending the meaning of words is the first step that should be prioritized in language acquisition (Allen, 1983, p.21). Hence, mastering vocabulary determined the success in English learning. The more vocabulary mastered, the easier it is to learn English so that it makes English skills better. When students had a large vocabulary, it will be easier to learn English and master it.

Vocabulary is all the words in a language that people know or use (Hornby, 1988, p.1707). Vocabulary is a key component that become the basis in mastering 4 English skills (Richards & Willy, 2002). According to Thornburry (2002, p.14) very little can be expressed without grammar, and nothing can be said without vocabulary. It has to be realized that students' vocabulary will impact their abilities to read, write, listen, and speak. It indicates that people cannot do anything in communication if they are lack in vocabulary or words. As said by Nggolaon et al., (2024), without having adequate vocabulary, students will get difficulty in learning English.

Yet, it is not easy to teach vocabulary to students because most of them have some problems in the learning process of vocabulary itself. It is in line with the statement from Halimah & Izzah (2020) that mastering vocabulary is not easy, and nowadays the majority of students lack mastery of vocabulary. Moreover, in the research has done by Bafadal & Humaira (2018), it was found that students is still inadequate in vocabulary, lack of motivation, and lack of facilities to help them develop their English skill. Additionally, in the study was carried out by Wati & Aulia (2020), it was discovered that students' performance in the English subject was poor, particularly in vocabulary mastery and they felt lazy to study English because of the environmental factors.

From what the writer have already observed during the program of Kampus Mengajar, which located at SDN 18 Palembang, in the five grade of students (in this case, now, they are in the sixth grade because the new academic year has been come), most of them have poor vocabulary collection. Based on the short and unscripted interview, the writer was conducted about their perceptions in learning English, most of them said that they were not really like and interested in learning English. The writer could infer that English subject was a subject they were not really interested after mathematics.

Besides, from the above experience, the writer had seen that students who had good English skill also had good vocabulary skills. Different from other students who have little bit vocabulary collections, their English skills tend to be less good. To be clear, some of them have not been able to translate vocabulary from English to Indonesian. In addition, there are

also those who could not write spelling in English. As example, the English word for *jam* is clock, but they wrote it *colck*, the English from *hidung* is nose but they wrote it *nus*.

This could be proven from some English questions that the writer gave them to test their English skills, especially in vocabulary terms. The questions contained translating simple vocabulary from English to Indonesian, multiple choice to choose the correct translation of a vocabulary, writing in English and Indonesian from a simple picture, and marking which one is noun in the simple sentences. Then, to see the result of their English test, it was divided into 3 part, high, medium, and low. The writer adopted from Hadi (2021)'s study to group students based on their test's result. For students in high level, the range of the score start from 86-100, medium (70-85), and low (0-69). There were 8 students in the low level, 6 students in medium, and 5 students in the high level. It meant that just 5 students had good English skill, especially in the vocabulary aspect. Therefore, from the experience above, it made the writer become interested in researching this title and took the students from six grade of SDN 18 Palembang as the object of this research.

From this, to develop their vocabulary skills, not only the motivation within them needed, but also how teachers teach also plays an important role in their success in learning vocabulary. As stated by Nadilah (2020) effective teaching and learning activity need the use of appropriate techniques. On the other hand, there are other methods for teaching vocabulary, including the use of images, music, games, and so on. Specifically in this modern era, there are a bunch of new technological innovations appear that affect the way of teaching or teaching techniques used by teachers. For example, teachers use a video from YouTube to make students more interested in studying. There are also teacher who used game as a tool to teach students. For students in elementary school, who are the majority who really like to play games, this approach can be used to create enjoyable environment for students while teaching-learning activities, particularly when learning English.

Since English is a foreign language, it required more innovative and engaging method in order to make students do not consider the subject as a difficult subject. One of the method can be used is the use of game. Games can be a form of media that provides numerous benefits to both teachers and students. Game is very useful in the learning process because it can attract the student to learn English. Safura & Helmanda (2022) said that game is enjoyable and encourages children to explore, experiment, and engage with the environment around them. It was also supported by Surayatika (2018) in her study who agreed that game successfully improved learners' language acquisition. It made learners' test results, ability of communication, knowledge of vocabulary, or other language skills improved.

Additionally, with the help of games, the stress faced by students can be lowered. As said by Schults (1988), stress is a major hindrance in the language learning process. When in the teaching-learning process applying traditional method, it will take more time and can increase learners' stress level. When students feel stress, they will lose focus and become distracted, thus decreasing their motivation to learn. Therefore, game is one of the solutions. When playing games, they felt relaxed and enjoy themselves, which made them want to learn more. As a result, their interest in learning increased, and the material taught is easier to absorb and understand by students. Linked to all these statements, studying vocabulary by using game made it simple, easier, and suitable for elementary students.

There are some games can be used by the teacher in teaching vocabulary, one of them is charades game (Bafadal & Humaira, 2018). Charades game is a game that can played by people in any level of age. The main task of the player is to demonstrate a word without saying the word itself, but just by movements, meanwhile the other player should guess what is being demonstrated by main player (Khayati & Hadi, 2020). Charades game can create an engaging and enjoyable study environment (Yolanda, 2019), so students can easily process

and understand materials that teacher taught, especially in teaching vocabulary. Through the implementation of charades game, students easier to remember the vocabulary, as a result, their vocabulary mastery successfully improved. In light of the fact that accompanying words or phrases of a foreign language with gestures leads to better memory results (Macedonia, 2014).

In short, following the description above, the writer carried out a research under the title "The Effectiveness of Using Charades Game for English Vocabulary Mastery to Students at SDN 18 Palembang". The writer was interested to find out whether there was significant effect for students to improve their vocabulary collection by using charades game or not and also to investigate students' perspectives towards charades game itself.

## RESEARCH METHODOLOGY

### Research Design

This research utilized quantitative research with pre-experimental group design. Quantitative research is a research that involve variables to test hypothesis where the research data is in the form of numbers and analyzed using statistics (Mackey & Susan, 2005, p.363). Pre-experimental design is the research design which focuses on examining a single group that receives the experimental intervention, just involve an experimental group (Leavy, 2017, p.96). In this case, there was just one group who has been given pre-test at first and after that they were given post-test at last which was after the treatment to see are there any significant effect after being taught by using charades game.

### Population and Sample

Population is the whole individuals with certain specified characteristics to be researched (Fraenkel et.al, 2012, p.664). In this study, the population is from the sixth grade students at Elementary School of 18 Palembang in the 2024/2025 academic year. Meanwhile, sample is the part of a population that become an important part for research needs (Leedy & Jeanne, 2016, p.389). The sample of this study was 20 students which is all of the students in the six grade of 18 Elementary School Palembang in the 2024/2025 academic year. In determining the sample, the writer used total population sampling technique. This technique is used because the writer used all of the population as a sample and total of the population is less than 30 people. According to Sugiyono (2013, p.85) the total population sampling technique is a sampling technique when all members of the population is used as a sample, the number of populations is relatively small, and less than 30 people.

### Data Collection

Data collection technique is a technique used to gather information or data related to a research (Mackey & Susan, 2005 p.354). To collect the data, the writer involved some steps;

#### 1. Pre-test

At first, before implementing the charades game, the writer administered students a pre-test to assess how far their vocabulary mastery. This test was divided into 3 kind of tests, there were 10 multiple choice items, 5 short answers, and 5 true/false items. So, the total was 20 questions. The time given was in 35 minutes and it was delivered in Indonesia and English.

#### 2. Treatment

Treatment phase is when the writer implementing or teaching vocabulary materials to students using charades game. It was conducted after all students are given pre-test. This phase was held for 6 meetings. In teaching-learning process, the writer used the materials

from online sources, namely British Council website. The writer delivered the vocabulary material related to noun and verb, such as learning vocabulary about school, action, body parts, everyday object, places in town, and daily routine.

### 3. Questionnaire

After all meetings have been held, the writer delivered questionnaire sheets in order to collect information about students' perceptions towards charades game. The questionnaire was delivered to students in Bahasa in order to make it easier to answer. It was consisted of 15 items and used 2 options of Guttman scale; yes and no option in the form of checklist. In this questionnaire, the writer divided into two parts. Questions (1-10) related to vocabulary learning through charades game, and Questions (11-15) related to students' interest in learning vocabulary through charades game. The writer adopted and modified the questionnaire's items from Apriandari' (2018) & Muttahidah' thesis (2011) and Nurshiyam et al., (2022) to this study. The time given is approximately in 10-15 minutes.

### 4. Post-test

It was conducted at the last meeting and the last step in gathering the data. This post-test measured whether charades game can improve students' vocabulary mastery or not. The purpose of this post-test was also to compare students' vocabulary mastery before and after being taught by charades game. Post-test was also become the result to this study. The kind of test is same as the pre-test.

## Data Analysis

### 1. Test

To analyse the data, the writer used paired sample t-test with the help of SPSS-27 software in order to determine was there a significant differences of students' vocabulary mastery before and after charades game was taught. As said by Mackey & Susan (2005, p.272) this kind of test is used when your research sample group are not independent or when you want to compare the two groups in order to see the performance before and after treatment. Then, the result of the paired sample t-test will be the answer to the research problem in this study. Furthermore, to assess students' skills in vocabulary, the writer used the qualification from Brown, D (2011) in Yulianto et al., (2022, p.37):

Table 1. Students' Qualification of Academic Vocabulary Mastery

Range	Qualification
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

Source: Brown, D (2011, p.25)

### 2. Questionnaire

The writer also used SPSS to analyze the questionnaire sheets that have been filled by students. In scoring the questionnaire made with Guttman scale model, the answer for yes option will give score 1 and 0 for no option. The writer used Gutmann scale because want to obtain the firm responses from students' perceptive towards charades game. Guttman scale is used to get a firm answer related to a problem asked (Sugiyono, 2013, p.96). After the results

of the responses have been calculated and analyzed by using SPSS, the result will be presented in the form of percentage.

## RESULTS AND DISCUSSION

### The Results of Pre-test and Post-test

In this study, the writer involved two tests namely pre-test and post-test. The pre-test was conducted before the treatment while post-test was held after the treatment. The students were given 20 questions items to see how far their vocabulary mastery before the treatment was given. Then, the writer made the data tabulation of students' pre-test and calculated it as presented in the following table:

Table 2. The Score of Students' Pre-test

	Students' Initials	Score	Classification			
			Excellent	Good	Average	Poor
1	ATBS	35				✓
2	AZA	75		✓		
3	BRP	60		✓		
4	DCA	55			✓	
5	G	45				✓
6	IM	20				✓
7	MAI	45				✓
8	MEPP	35				✓
9	MZR	70		✓		
10	MAJ	50			✓	
11	MAF	25				✓
12	MH	15				✓
13	MNA	25				✓
14	NNA	65		✓		
15	PDQ	45				✓
16	PER	35				✓
17	RSR	90	✓			
18	RAS	45				✓
19	SDP	65		✓		
20	TI	55			✓	
Total		955	1	5	3	11
Mean		47.75				

Based on the above table, the writer concluded that students' vocabulary was low or not good. It could be proven by just one student who got the almost perfect score (excellent), 5 students got a good score, 3 students got an average score and 11 students got a poor score. Also, it could be seen that the highest score for pre-test was 95 and the lowest one was 15. Based on the result of pre-test, the total score of students was 955 and the mean score was 47.75 which was classified as poor. Therefore, based on the pre-test's result, half of them which were 11 students, their vocabulary mastery was still low.

For post-test, it was conducted after the treatment phase finished. The students were given 20 questions items to see how far their vocabulary mastery after the writer taught them

using charades game. Then, the writer made the data tabulation of students' post-test and calculated it as seen in the following table:

Table 3. The Scores of Students' Post-test

	Students' Initials	Score	Classification			
			Excellent	Good	Average	Poor
1	ATBS	65		✓		
2	AZA	85	✓			
3	BRP	70		✓		
4	DCA	90	✓			
5	G	45				✓
6	IM	45				✓
7	MAI	50			✓	
8	MEPP	70		✓		
9	MZR	100	✓			
10	MAJ	95	✓			
11	MAF	70		✓		
12	MH	90	✓			
13	MNA	60		✓		
14	NNA	100	✓			
15	PDQ	95	✓			
16	PER	75		✓		
17	RSR	100	✓			
18	RAS	80	✓			
19	SDP	95	✓			
20	TI	90	✓			
Total		1570	11	6	1	2
Mean		78.5				

As seen in the above table, after receiving treatment with a charades game, students' scores improved. It could be proven by half of them which was 11 students managed to get excellent score, 6 students got a good score, just 1 student got an average score and 2 students got a poor score. Also, it could be seen that the highest score for post-test was 100 and the lowest one was 45. Based on the result of post-test, the total score of students was 1570 and the mean score was 78.5 which was classified as good. Thus, from the data has collected, students had improvements which could be seen from each score and mean score in pre-test and post-test. It could be concluded that the majority of students showed improvements in their vocabulary mastery after being taught by using charades game. It is strongly proved that charades games helped students improve their vocabulary mastery.

### The Results of Questionnaire

After the implementation of charades game, the writer delivered questionnaire sheets to students at the last meeting on Thursday, July 25<sup>th</sup>, 2024. It was consisted of 15 questions and the purpose was to find out students' perceptions toward the implementation of charades game in improving their vocabulary. If students answer yes, the point was 1 and 0 for no. Here are the results of questionnaire analysis:

Table 4. The Results of Questionnaire

	Questions	Percentage (%)	
		Yes	No
<b>• Pembelajaran vocabulary melalui Charades Game</b>			
1	Saya menyukai pembelajaran vocabulary dengan charades game	100% (20 students)	0% (0 student)
2	Saya setuju bahwa charades game merupakan media yang cocok untuk mempelajari vocabulary	100% (20 students)	0% (0 student)
3	Saya setuju bahwa belajar vocabulary menggunakan charades game menjadi lebih mudah	100% (20 students)	0% (0 student)
4	Saya setuju jika charades game sering diterapkan dalam pembelajaran vocabulary	90% (18 students)	10% (2 students)
5	Saya lebih mudah memahami kosakata Bahasa Inggris dengan menggunakan charades game	100% (20 students)	0% (0 student)
6	Saya merasa lebih mudah mengerjakan soal vocabulary setelah menerapkan charades game	100% (20 students)	0% (0 student)
7	Saya merasa bahwa charades game dapat membantu saya untuk mengembangkan/ memperkaya vocabulary saya	90% (18 students)	10% (2 students)
8	Saya setuju belajar vocabulary menggunakan charades game dapat meningkatkan kemampuan berbahasa Inggris saya	100% (20 students)	0% (0 student)
9	Saya merasa bahwa vocabulary saya sudah banyak setelah belajar dengan charades game	95% (19 students)	5% (1 student)
10	Saya sudah merasa ada peningkatan nilai bahasa Inggris pada materi vocabulary	90% (18 students)	10% (2 students)
<b>• Minat siswa dalam pembelajaran bahasa Inggris melalui charades game</b>			
11	Saya merasa senang ketika mempelajari vocabulary menggunakan charades game	100% (20 students)	0% (0 student)
12	Charades game membuat saya relax dan santai dalam belajar vocabulary	100% (20 students)	0% (0 student)
13	Saya merasa pembelajaran vocabulary dengan charades game lebih menarik dibandingkan dengan pembelajaran yang biasa	95% (19 students)	5% (1 student)
14	Saya merasa lebih antusias dan sangat menikmati belajar vocabulary melalui charades game	95% (19 students)	5% (1 student)
15	Saya merasa termotivasi belajar vocabulary dengan menggunakan charades game pada saat KBM (Kegiatan Belajar Mengajar)	95% (19 students)	5% (1 student)

Therefore, based on the results of questionnaire, it could be pointed out that:

- 1) All of students really liked in learning vocabulary by using charades game. They also want to learn vocabulary using this media as often as possible.
- 2) Charades game is an appropriate and suitable media in learning vocabulary for elementary students that teacher can implement in the classroom.

- 3) After the implementation of charades game, students felt easier in working on vocabulary questions than before because when they was learning using this media, they are faster and easier to understand the material or vocabulary being taught.
- 4) Students felt that their English score in vocabulary have improvements after the writer implementing charades game in the classroom.
- 5) The majority of students taught that charades game helped them improve or enrich their vocabulary mastery. It was proved by many of students felt that their vocabulary have become rich after learning through charades game and their English ability also improved.
- 6) By using charades game, it made them relax and also enjoy learning vocabulary. It was because when the writer was applying the charades game in the class, they were really enthusiastic and happy during the teaching-learning process. Start from the pre-activity (opening), whilst activity (core activity) when the writer was delivering the material to them and the game start, until the post-activity (closing), they were happy and did not feel bored.
- 7) Almost of them felt that learning vocabulary using charades game was more interesting than usual learning. So, charades game is an interesting media to be applied in the classroom for learning vocabulary to improve students' vocabulary mastery.
- 8) Charades game is one of the ways that could make students feel motivated in learning vocabulary, especially for elementary school students.

## Discussion

From the data presented above, it can be pointed out that students' motivation, ability, and score was improved. Students were really enjoy, happy, enthusiastic, relax, and felt motivated while studying vocabulary by using charades game. It was in line with the study of Santri et al., (2019) that playing charades with pupils not only helps them understand the subject matter but also makes learning fun for them. Also, from the statements of Kaduson & Charles (2004) that stated that charades game is intrinsically motivating since it necessitates the child to be in the highlight and the center of attention for a short period.

In addition, this game successfully helped students improve their English skill especially in vocabulary aspect. It was supported by Rahmah & Yuli (2020) that applying the charades game significantly affected students' vocabulary skills and proved that it could improve their language vocabulary. Therefore, charades game is an appropriate and suitable media in studying vocabulary that teacher can implement in the classroom, especially for English young learners or elementary school students.

## CONCLUSION

After being taught using charades game, the majority of students felt happy, enjoy, relax, and motivated in studying English vocabulary. They gave positive feedbacks towards the implementation of charades game. It made their vocabulary mastery become rich and better and their score had improved. It could be proved by their mean score of post-test was 78.5 while the mean score of pre-test was 47.75. Besides, their lowest score for pre-test was 15 and post-test was 45, while the highest score for pre-test was 90 and post-test was 100. It meant that students' ability in vocabulary aspect improved after they were taught by using charades game as a media of learning vocabulary. In other words, the use of charades game influenced the vocabulary mastery of students at SDN 18 Palembang.

Additionally, the writer suggested a few suggestions for the next researchers to be able to conduct similar studies with; first, the different level of students since this study focused

on elementary students. Second, the longer treatment stages to obtain stronger and optimal research results. Third, the next researchers can explore or involve more vocabulary parts with the use of charades game since this study just focused on noun and verb. Last, with the larger sample, utilize another research design, or engage more than one group of students to be researched since this research was involved 20 students, utilized pre-experimental design, and only one experimental group.

## REFERENCES

- Allen, V. F. (1983). *Technique in Teaching Vocabulary*. New York: Oxford University Press.
- Apriandari, T., *Improving Students' English Vocabulary Through the Use of Riddles Technique (An Experimental Research for the Second Year of Students at MTs Darul Ihsan Aceh Besar in Academic Year 2018/2019)*. Ar-Raniry State Islamic University: Banda Aceh, 2019.
- Bafadal, M. F., & Humaira, N. (2018). "The Use of Charades Games in Teaching Vocabulary to the Junior High School Students", *Journal of English Language Teaching and Linguistics*, 5(1), 14. doi:10.31764/leltj.v12i2.748
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw-Hill, 2012.
- Hadi, F. R. (2021). "Kesulitan Belajar Siswa Sekolah Dasar dalam Menyelesaikan Soal HOTS Matematika Berdasarkan Teori Newman", *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 6(2), 43-56. doi:10.31602/muallimuna.v6i2.4358
- Halimah, F., & Izzah, L. (2020). "Building FL-Vocabulary Transferability through Semantic Boggle", *English Language in Focus (ELIF)*, 2(2), 79. doi.org/10.24853/elif.2.2.79-86
- Hornby, A. S. (2005). *Oxford Advance Learner's Dictionary of Current English* (7th ed.). New York: Oxford University Press.
- Kaduson, H. G., & Charles, E. S. (2004). *101 More Favorite Play Therapy Techniques*. US: Rowman & Littlefield Publisher, Inc.
- Khayati, M., & Muhamad, S. H. (2020). "Explicit Vocabulary Instruction with English Language Learners: a Charade Game", *English Language in Focus (ELIF)*, 3(1), 39–48. doi:10.24853/elif.3.1.39
- Leavy, P. (2017). *Research Design*. New York: Guilford Press.
- Leedy, P. D., & Jeanne, E. O. (2016). *Practical Research: Planning and Desing* (11th ed.). NY: Pearson Education.
- Macedonia, Manuela. (2014). "Bringing Back The Body Into The Mind: Gestures Enhance Word Learning in Foreign Language", *Frontiers in Psychology*, 5, 1467. doi: 10.3389/fpsyg.2014.01467
- Mackey, A., & Susan, M. G. (2005). *Second Language Research: Methodology and Design*. London: Lawrence Erlbaum Associates.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). "Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia", *Kampret Journal*, 1(1), 1–10. doi:10.35335/kampret.v1i1.8
- Muttahidah, N. *Improving students' vocabulary through vocabulary card (A classroom actin in the first grade of MTs Nurul Falah School di Pondok Ranji Ciputat Tangerang)*. Jakarta: Syarif Hidayatullah State Islamic University, 2011.
- Nadilah, R. (2020). *The Implementation of Teaching Vocabularies Using Charades Game at Eighth Grade Students of SMPN 1 Jenggawah in 2019/2020 Academic Year*, Jember: IAIN Jember.

- Nggolaon, D., Rosvita, I., & Astrianti, F. (2024). "The Effectiveness of ESA Method towards Students' Vocabulary Mastery". *BABASAL English Education Journal*, 5(1), 45-51. doi:10.32529/beej.v5i1.3233
- Nurshiyam et al. (2022). "University Students' Perception in Learning Vocabulary through Duolingo", *E-Journal of ELTS (English Language Teaching Society)*, 10(3), 295–305. doi: 10.22487/elts.v10i3.3189
- Rahmah, A., & Astutik, Y. (2020). "Charades game: does it affect students' learning on English vocabulary?", *English Journal of Merdeka: Culture, Language, and Teaching of English*, 5(1), 75–83. doi:10.26905/enjourme.v4i2.4258
- Richards, J. C. & Willy, A. R. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Safura, S., & Helmanda, C. M. (2022). "Using Game in Improving Students' Vocabulary Mastery", *Jurnal Dedikasi Pendidikan*, 6(1). Retrived on February 12, 2024, from <http://jurnal.abulyatama.ac.id/index.php/dedikasi>
- Santri et al. (2019). "The Use of Charades Game to Improve Students' Vocabulary Mastery", *SEMEDI-UNAYA*, 248-256. <http://jurnal.abulyatama.ac.id/index.php/semdiunaya>
- Schultz, M. & A. Fisher. (1988). *Interacting in the Language Classroom. Games for All Reasons*. Massachusetts: Addison-Wesley Publishing Company.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (19th ed.). Bandung: Alfabeta CV.
- Surayatika, D. (2018). "The Advantages of Using Communication Games in Teaching English as Foreign Language", *Global Expert: Jurnal Bahasa Dan Sastra*, 6(1). doi:10.36982/jge.v6i1.429
- Thornburry, S. (2002). *How to Teach Vocabulary*. Pearson Education.
- Wati, Y. S., & Aulia, H. Q. (2020). "The Effectiveness of Using Charades Game toward Students' Vocabulary Mastery", *Journal of English Education*, 6(2). doi:10.30606/jee.v6i2.478
- Yolanda, N. (2019). *The Effect of Using Charades Game on Students' Vocabulary Mastery at Eight Grade Students of Junior High School 37 Medan*. Medan, HKBP Nommensen University.
- Yulianto et al. (2022). "Students' Academic Vocabulary Mastery: A Descriptive Study at English Language Education of FKIP-UIR", *International Journal of Language Pedagogy*, 2(2), 34-40. doi:10.24036/ijolp.v2i1.31