

AN UNDERGRADUATE THESIS

**IMPROVING STUDENT'S VOCABULARY MASTERY
THROUGH CHARADES GAME AT THE EIGHTH GRADERS
OF MTs. PELITA GEDONGTATAAN
IN THE ACADEMIC YEAR OF 2016/2017**



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**STATE INSTITUTE FOR ISLAMIC STUDY (IAIN) OF METRO
1438 H / 2017 M**

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**ABSTRACT
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ANADIA KURNIA**

The objective of this research is to know whether the charades game can improve the vocabulary mastery in teaching learning process. The object of this research was forty students of eighth grade B at MTs. Pelita Gedongtataan in Academic Years 2016/1017. The this research was done in two cycles. Each cycles is done in five meetings. Each cycle is consist of planning, action, observation, and reflection.

In collecting data, the writer uses test, that are pre-test and post-test,, documentation, observation, and interview. The purposes of pre-test and post-test are to know the students vocabulary mastery before and being given the treatment.

The result in cycle I showed that the average percentage of active students 60% and in the cycle 2 is 70%. The average of pre-test and post-test show that there is an increase from pre-test and post-test. The average of post-test is higher than Pre-test and post-test show that there is an increase from Pre-test and post-test. The average of post-test is higher than pre-test. The average pre-test is 52.75and the post-test is 69.25. So there is progress 16.5 points. It is clear that based on the result pre-test and post-test, it can be said that charades game has positive increase in learning vocabulary. By usingcharades game as a technique, the students are interested and motivated in following the class. So they enjoy doing the task. It also makes them easier in studying the material. Referring to the result of the students score above, it can be said that picture has positive increase towards the students vocabulary mastery.

**PENINGKATAN PENGUASAAN KOSAKATA MELALUI PERMAINAN
MENEBAK KATA PADA KELAS DELAPAN MTs. PELITA
GEDONGTATAAN TAHUN PEMBELAJARAN 2016/2017**

ABSTRAK

**OLEH
ANADIA KURNIA**

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah media gambar ini dapat meningkatkan penguasaan kosakata siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 20 siswa kelas VIII B di MTs. Pelita Gedongtataan Tahun Ajaran 2016/2017. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pengamatan, dan penerimaan.

Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi, observasi, dan interview. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui penguasaan kosakata siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.

Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 60% dan pada siklus 2 adalah 70%. Sedangkan nilai rata-rata dari tes awal dan tes akhir menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir. Nilai rata-rata tes awal adalah 52.75 dan tes akhir adalah 69.25. Jadi disana ada peningkatan 16.4 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes akhir dapat dikatakan bahwa charades game memiliki peningkatan yang positif dalam pembelajaran kosakata. Dengan menggunakan charades game siswa lebih tertarik dan termotivasi dalam mengikuti proses pembelajaran di kelas. Sehingga mereka lebih mudah dalam menerima pelajaran. Berdasarkan hasil nilai siswa di atas dapat disimpulkan bahwa charades game memiliki peningkatan yang positif terhadap penguasaan kosakata siswa.

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

As human being we need language, language is very important for our life because language is tool to communicate each other. Not only communicate each other but also for interact and negotiate. Language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process. It means that language is considered as a tool communication, we can use language to express our ideas, thought, opinions, and feelings. It is difficult to do all activities without language.

In globalization era, communication become more and more important for many people in the world to communicate with the other people that come from different national language background. People want to get as much information as possible. There are many language in this worlds, but we know English is as the international language. English also used as the language of science and knowledge, so people can find many book and information written in English. It is because English almost used by all countries as the first, the second or the foreign language. It is means that in this era people have to master English to get more information.

Nowadays, English become more important in all side of life. That is why the government of Indonesia stresses that English must be taught from elementary to university. The aim of teaching English in Indonesia is to give chance to the students to understand the whole of English. In learning English, there are four language skill namely : writing, speaking, reading, and listening. Moreover the other aspects of language are concurrently taught to develop the four language components above such as grammar, vocabulary, pronunciation, and spelling. The basic component above cannot be successfully learned or mastered when the 2 language skills are not well mastered. So, learners will not be able to communicate well in English particularly in oral and written.

In relation to this study, vocabulary is one linguistic feature which influences the communicative competence. It has direct contribution on the mastery of the four language skills. In short, it can be said that, the students who have good vocabulary mastery will be able to master the language skills well. Besides that, by mastering the vocabulary, the students' mastery on language components also will be improved. The statement above reveals that vocabulary is very important in mastering English but the students are very weak in it. This weakness was frequently caused by the English teachers who not realize the importance of vocabulary.

The study of vocabulary is the most deserted area of all in language acquisition studies that semantic relationships is more important that the

synthetic for receiving messages. Vocabulary is the most important element of language power, vocabulary will effect and influence how good he/she in communication and how far he/she understand what other say. He believes that a language is built by number of meaningful words. Someone who is able to use four English skills (speaking, listening, reading and writing) well, is considered to be able in mastering vocabulary.

In fact the use of suitable vocabulary can avoid structural incorrectness. Based on this authenticity, recently, 3 methodologist and linguistics have improvingly turned their attention to vocabulary a learning stressing their importance in language teaching and reassessing some of the ways it is taught and learnt. It means that vocabulary plays a very essential task in language teaching. As the objectives of language teaching is to develop students' skill, the acquisition of meaning also influences the performance of students on those skills. Regarding the important of vocabulary, in fact most of Junior High School students still had some problems in vocabulary.

The problem in this research are the students have low mastery in vocabulary. And the students interested and enjoy in learning Englis class . One of the ways to improve vocabulary mastery is by using Charadess Game.

The writer chooses improving vocabulary mastery through game because the writer must grow the students motivation in order to be happy

to study. Improving vocabulary mastery through game can help the students understand vocabulary. With this technique, students are supposed to be able to know the meaning of some vocabularies and how to apply in the sentence. By using this technique and giving drills to the new vocabularies to help the students in remembering them, the writer assumes that the teaching learning process in the classroom can be interesting and enjoyable.

In this research the writer wants to apply the media for teaching vocabulary. The media is called "game". Game is easy to be taken to the class and game can be used as a media to transfer the word of the real things. It makes the student easy to memorize what they want to learn.

Charades Game is media which is used to teach vocabulary. By using Charades Game the teacher can overcome student's difficulties in mastering vocabulary and the students are expected to be able to learn new words and build up their vocabulary. The importance of teaching vocabulary through Charades Game is that the students can find new words, student easy to memorize what they want to learn especially in noun and adjective.

Table 1

The Pre-Survey Data Of Daily Test at First Semester Of The Eighth Grade
Of Mts. Pelita Gedongtataan

No	Names	Score	Notes
1	AA	50	Low
2	HP	40	Low
3	IW	50	Low
4	IK	50	Low
5	IN	40	Low
6	IT	60	Average
7	IP	55	Low
8	KS	40	Low
9	LR	35	Low
10	LW	40	Low
11	LVA	45	Low
12	L	40	Low
13	L	50	Low
14	MS	40	Low
15	MIS	45	Low
16	NK	70	High
17	PAP	45	Low
18	PL	65	Average
19	RS	35	Low
20	KS	40	Low

Source : The Teacher book, taken on April 14 2016.¹

Based on the statement to know in detail through Charades Game the students can increase their vocabulary mastery. Beside that the students will be more interested in learning English, especially in learning vocabulary. The writer research about: "Improving the students' vocabulary mastery through Charades Game at the eighth grade B in MTs. Pelita Gedontataan the Academic Year of 2016/2017.

¹ Source : The Teacher book, taken on April 14 2016

B. Problem Formulation

Based on the background of the research, the research question can be reformulated as follows: “Can Charades Game Improve The Students’ Vocabulary Mastery Through Charades Game At The Eighth Grade B In Mts. Pelita Gedontataan The Academic Year Of 2016/2017. ?”

C. Problem Solving

To solve the problem above, the writer try to use charades game in learning process of vocabulary, because the charades game can improve the students vocabulary mastery. Charades Game as teaching aid make the students easy to memorize vocabulary that they learn. Beside that the students will be more interest in learning English, especially in learning vocabulary.

D. Benefits of the study

a. For the students

To motivate the students in learning English vocabulary the researcher hope that they can be easy in memorizing the vocabulary and can be useful for the students in order to

improve their vocabulary to increase their motivation in learning English.

b. For the researchers

To give input to the other researcher in order to conduct the research about teach English better in the future, and we can know that advantage the using media in teaching learning.

c. For the institution

It can be used as an information to improve learning English activity in the future.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. THEORITICAL RIVIEW

1. Definition of Vocabulary

Vocabulary is the total number of words which make up a language.¹ Vocabulary is the first step to be taught before teaching other aspect of language .

Vocabulary is one elements of english that should be learnt and taught, because vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meaning of the words.²

Thornbury says that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”³ 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.

¹ A.S Hornby. *Oxford Advance Learner’s Dictionary of Current English*.. New York : Oxford University Press, , 1988.p.23

² Virginia F. Allen. *Technique in Teaching Vocabulary*.Oxford Oxford University Press, 1983. p.4

³ Scoot Thornbury. *How to Teach Vocabulary* . Londo:Pearson Education Limitedn, 2002.p.13

As mentioned by Rivers in Nunan, argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.⁴ From the statement above, it is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

According to Hibert and Michael, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.⁵

In addition, Richard and Rennadya state that “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.”⁶ Based on the statement above, it means that people use vocabulary in every aspect. Vocabulary can help the students in speaking, writing and reading. Vocabulary is used by the students to understand the sentences of English, in making sentences, and to speak English. By having enough vocabularies, there will be less difficult in comprehending the text and expressing ideas.

⁴ David Nunan. *Research Methods in Language Learning*. UK:Cambridge University Press, 1991.p.117

⁵ Elfrieda H. Hibert and Michael L. Kamil. *Teaching and Learning Vocabulary (Bringing Research to Practice)*. London:Laurence Erlbaum Associates (LEA), 2005, p.3

⁶ Jack C. Richards and Willy A Renandya.*Methodology in Language Teaching, an Anthology of Current Practice*. New York: Cambridge University Press, 2002. p. 255

From the statement above, it can be concluded that vocabulary is elements of English or central of learning a foreign language that should be learnt to know the meaning of the words that can help the students use language to communicate well.

2. Definition of Vocabulary Mastery

Vocabulary is a central of language and one of the materials studied by students of all level of schools in Indonesia. Vocabulary is used by the students to communicate each other. Without sufficient vocabulary, students can not communicate effectively. It has been mastered if they want to communicate well. It is impossible to be successful in study language without mastering the vocabulary. Therefore, the students should have to obtain vocabulary mastery.

Mastery is defined as the complete control of knowledge. This definition is supported by Hornby who defines mastery as skill or thorough knowledge.⁷

According to Webster “mastery is skill or knowledge that makes one master a subject.”⁸ Meanwhile Porter states that mastery is learning or understanding something completely and having no

⁷ A.S Hornby . *Oxford Advance Learner's Dictionary of Current English*.. New York : Oxford University Press,1988.p.777

⁸ Noah Webster. *Webster's New Twentieth Century Dictionary of the English Language, Unabridged*. New York:Prentice Hall Press,1979.p.732

difficulty in using it.⁹ From definitions above, mastery is a skill or knowledge to understanding or master a subject.

To master all of the language skills someone should master the vocabulary first in order to make them are easier to comprehend the skills. Mastering vocabulary is important for someone or learner in language learning because vocabulary is essential part of communication.

Mastering English vocabulary in learning language is basic. It is supported by Lewis and Hill “vocabulary mastery is important for students more than grammar.”¹⁰

Besides Krashen says that vocabulary is basic to communication.¹¹ It means, without mastering it, students will get difficulties in using English and unable to participate in communication. It is because vocabulary plays necessary role in learning and understanding the language. From these definitions, it comes to the conclusion that vocabulary mastery means the skill or competency to get or to receive lot of words in language learning to make students easier in communication and when they speak, listen, read or write in English.

⁹ Paul Procter. *Longman Dictionary of Contemporary English*. New York: Longman Group, Ltd, 2001. p.953

¹⁰ Michael Lewis and Jamie Hill. *Practical Techniques for Language Teaching*. London: Commercial Colour Press, 1997. p.12

¹¹ Stephen Krashen, D, Terrell, Tracy. D, *The Natural Approach: Language acquisition in The Classroom*. New York: Phoemix ELT. p.155

3. Kinds of Vocabulary

1. Function Words

Function word or grammatical words are word that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other word within a sentence, or specify the attitude or mood of the speaker. ¹²

Function word is a word that is uninflected and serves a grammatical function but has little identifiable meaning. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word, or it may indicate the speaker's mental model as to what is being said, they are:

a) Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of word that functions as a noun) to an adverb, an adjective, or another substantive.

b) Pronoun

A pronoun is a word that substitutes a noun or a noun phrase and denote persons or things asked for, who/which have/has been previously specified or understood from the context.

c) Auxiliary verb

¹² <http://www.yhefreedictionary.com/function+word>

Auxiliary verb used with other verbs for helping to express of meaning, especially has grammatical functions. Auxiliary verbs, as we have seen, are “helping” verbs add structural meaning or semantic coloring to verbs carrying the full burden of lexical meaning

Kind of auxiliary verb, they are :

- To be : (being, been, am, is, are, was, and were)
- To do : (does and did)
- Have : (has and had)
- Modal auxiliary (can, shall, will, may, must, ought to, could, should, would, might, had to) Use to, need, dare.
- Conjunction

A conjunction is one of the parts of speech comprising words such as; and, but, because, that connect a word, a phrase, a clause, or a sentence to another word, phrase, clause, or sentence.

- Grammatical article or particles

A function word that can be used in English to form phrasal verb. Function word belong to the closed class of word in grammar in that it is very uncommon to have new function words created in the course of speech, whereas in the open class of word (that is, noun, verbs, adjective, or adverbs).

2. Content word

Vocabulary is a large basic component of language. Learning classification of English means that we learn the part of speech in the first step of grammar study. By learning the part of speech, we understand of the function of the word, and know how to use the word into sentences for making a good and meaningful communication. The fact is most of students are not able to communicate grammatically correct because they don't use and function of each part of speech. Therefore, the first important step is we have learned part of speech if we want to communicate well.

According to Harmer "when considering sentence structure the teacher needs to know the various things one of them is part of speech."¹³

- a) Noun : Noun is defined as a group of words that is the names of person, place, thing, activity or quality or idea. Noun can be used as a subject or object of a verb. These examples of nouns: *(Ricardo, office, shoes, etc)*.

- b) Verb : It is defined as a group of word which is used to three kind of verb, they are auxiliary verb (*shall, be, etc*), main verb is the verb that carries the meaning (*sit, arrive, eat, etc*), and phrasal verb is the verb that is formed by adding adverb or preposition to

¹³Harmer, Jeremy. *How to Teach English*. Addison Wesley Longman Limited, 2001.p.36

a verb to create a new meaning (*traffic light, sit down, go on, etc*).

Adjective : It is defined as a word which describes or gives more information about noun or pronoun.

c) Adjective describe nouns in term of such qualities and size, color, number and kind. The adjective is commonly used in the first time. These examples of adjective: (*good, young, sad, happy, etc*).

Pronoun : It is defined as a group of word that is used in place of a noun or noun phrase. We use pronoun very often, so that we don't have keep on presenting it. The examples of pronoun: (*they, her, him, it, etc*).

d) Adverb : It is usually defined as a word that gives more explanation about verbs, an adjectives, and adverbs in the term of such qualities as time, frequency and manner. These examples of adverb: (*slowly, quickly, hardly, etc*).

e) Conjunction : It is defined as a word that connects words, phases, clauses or sentences. The examples: (*moreover, therefore, but, so, etc*).

f) Preposition : It is often defined as a word that shows the way in which other words are connected. The relationship includes direction, place, time, manner and amount. For examples: (*in, at, on, etc*.) *in* the class, *on* the floor, *at* school.

g) Determiner : It is the word such as, *a, an, the*. An article word is usually used before noun or noun phrase.

Kamil and Hiebert state “Generically vocabulary is the knowledge of meanings of words.”¹⁴ That definition is the fact that words come in two forms at least: oral and print. In the rule of language uses oral vocabulary is defined as the set of words from which we know the meaning when we speak or read orally.

Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly large role in literacy than dose the oral vocabulary.

3. The Importance of Vocabulary Mastery

As an English teacher, we believe that in learning English as a second language the learners should mastery the base component of English such as sound system, the basic structural pattern and a limited number of vocabulary items. Mastery vocabulary is must be in our life both in interacting and learning. Without vocabulary we cannot express our idea, it is a tool in our mind to think and solve the problem. More words you have in your mind give you more ways to think and solve the problem. We realized that vocabulary is the most importance think in our life for communication.

¹⁴Hiebert, Elfrieda H and Kamil, Michael L. *Teaching and Learning Vocabulary: Bringing Research to Practice*. Lawrence Erlbaum Associates Publishers: London, 2005.p.31

Pikulski and Templetion say that “one reason teachers are concerned about teaching vocabulary is to facilitate the comprehension of a text which students will be assigned to read.”¹⁵ If students do not know the meaning of many of the words which they will encounter in a text, their comprehension of that selection is likely to be compromised. When the purpose of the vocabulary instruction is to facilitate the comprehension of the selection, it is obvious that this instruction must take place as an introduction before the reading of the selection.

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Most of teaching program has a major aims as a process for helping the students to gain more vocabulary of useful word. As a teacher, we have to introduce the new words or vocabulary and the students need to do some practice by relating a word to another words or making in a sentence.

Vocabulary is exactly important in mastering English, because many vocabularies which are mastered, it means more ideas they can express or many ideas of people. So the students will realize that a word can show many meanings and many words have one meaning. If students has know about that, they will try to make a sentence in other form and try to look for a new word which the meaning almost same or synonym.

¹⁵Pikulski. And Templetion. *Teaching and Developing Vocabulary*. Key to long-Term. Reading Success. U.S.A : Houghton Milfian Company, 2004.p.5

From those statements above, we know as clear that vocabulary is really needed especially for young learning English in learning a foreign language because it helps them to know how to express and understand others idea as well. Students with poor mastery of vocabulary cannot communicate in target language well; consequently they will not be able to infer any ideas transmitted to them. In learning English vocabulary as one of the aspects of foreign language component is deemed to the big problem. If learners have sufficient stock of vocabulary, they will not be able to graphs any expression to them.

4. Concept of Teaching and Learning Vocabulary

1. Teaching Vocabulary

Teaching is defined as giving instruction to somebody's knowledge, skill, etc.¹⁶ Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teachers have responsibility to make the students succesful in their teaching. The teacher should teach the material that suitable with the students' need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal.

¹⁶ A.S Hornby , *Oxford Advance Learner's Dictionary of Current English.*. New York : Oxford University Press, , 1988,.p.125

Cameron says that “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.”¹⁷ It means that teaching vocabulary must be carefully in choosing the material to make students enjoy the learning and attract with the English subject with the right way to achieve the goal.

Teaching through game is a variation a lesson and 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 also makes students want to speak. If they talk more, it means that they can increase their vocabulary.

Thornbury states that without vocabulary nothing can be conveyed.¹⁸ It means that in teaching vocabulary the teachers have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the technique that should be and suitable with their lesson.

2. Learning Vocabulary

¹⁷ Cameron, Lynee. *Teaching Languages to Young Learners*. New York: Cambridge University Press, 2001, p.75

¹⁸ Scoot Thornbury. , *How to Teach Vocabulary*, Longman, England, 2002, p.13

Learning vocabulary is a complex process. Learning vocabulary is not only learning about the words, but also about how to use it into correct usage. Moreover, learning vocabulary of foreign language presents the learner with several challenges.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.

Learning new vocabulary through enjoyable and out of the ordinary process may assist the children to learn vocabulary. For making students get enjoyable in learning, teacher has to provide the technique which gives them fun and interactive actively. It can be inferred that one of the technique that can fulfil the characteristics of suitable technique in teaching children is using a game. It makes language learners interested in learning target language because it provides creative activities that keep the children simulated to learn a target language.

5. Concept of Teaching and Learning by Game

Games ought to be at the heart of teaching foreign language. The main aim of games should be to develop communication skill. Games

are used at all stage of lesson and to make the students easier to understand and remember vocabularies in some topics. Games can be the media to teach vocabulary because they are fun , the pleasant relaxes atmosphere fostered by the game has proven to be efficient learning. It is supported by Wallace: “In game there will be the additional aim to odd an element fun, relaxation, and enjoyable to the lesson”.¹⁹

A game is an activity with rules, a goal element of fun.²⁰ Similarly, Harmer states 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 other classroom activity and especially useful at the end of along day to send students away feeling cheerful about their English class.”²¹

By using games, the students do not feel that they learn something through that activity. Through games the students become active learners. That is why many teachers of English as a second language who use games with children and teenagers and even adults are extremely pleased with the result. Chosen game are invaluable as they give students to practice language skill.

¹⁹ Wallace M, *Teaching Vocabulary*, British Library, London,1982

²⁰ Jill Hadfield, *Elementary Vocabulary Games*. Longman, England, 1998, p.4

²¹Harmer, Jeremy. *How to Teach English*. Addison Wesley Longman. p.101

However, learning English vocabulary using games has an important role for teachers and students. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown developed in Indonesia. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they can teach and learn English vocabulary using games.

Based on the statement above, it can be concluded that games is fun, it is can create relaxes atmosphere if it use in teaching learning process. So, it can be make the students easier to receive the material.

6. Concept of Charades Game

a. Definition of Game

Hadfield says a game is an activity with rules, a goal and element of fun.²² Furthermore Brewster and Ellis explains a game in language teaching is any fun activity which gives young learners the opportunity to practice the foreign language in a relaxed and enjoyable way.²³

Wright states that enjoyment of games is not restricted by age.

Some individuals, regardless of age, may be less fond of games

²² Hadfield, Jill. *Intermediate Vocabulary Games*. Harlow, Essex: Longman.1999, p.v

²³ Brewster, Jean, Gail Ellis and Dennis Girard. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited,2002.p.172

than others. But so much depends on the appropriateness of the games and the role of the player.²⁴

It is generally accepted that young learners and adults are very willing to play games. This partly depends on the learners' socio-cultural background. Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' responses. Wright et al have observed games and materials normally used in primary schools being accepted by businessmen owing to the conviction of the teacher.

b. Definition of Charades Games

Charades is one of the game that can be used in teaching vocabulary. It will help teachers in teaching English. According Kaduson and Schaefer, "Charades is an excellent way to facilitate the emotional education of the children. It can be used as prevention for the emotional well-being of children experiencing emotional difficulties, or remediation for children who appear to be lagging in emotional development. This game requires the child to

²⁴ Wright, Andrew., David Betteridge and Michael Buckby. *Games for Language Learning*. Cambridge: Cambridge University Press,1994.p.2

be in the spotlight and the center of attention for a few minutes, it is intrinsically motivating. ²⁵

Besides, Teare states that Charades is a technique miming the individual parts of a word.²⁶ It means that the games use mime style that involve body movement and facial expressions are fun and encourage creativity to know meaning of the word.

In addition Ellery states that Charades is a way to make a mental image of a word to aid in recalling the word.²⁷ It means Charades can help students in remember the words.

From the statement above, it can be conclude that Charades is a fun and creative game that can help students in remembering the word, defining the words , and adjusting the action with the spoken word, because this activities of this games uses mime style and engage students in physical activity and provoke curiosity of students to find out the word. This games uses exciting ways to define a word, because the students prefer to learn by interacting directly, this games push the students to guess a word by using gesture. It will help the students define or remember the meaning of the word.

²⁵ Kaduson, Heidi Gerard & Schaefer, Charles E. *101 Favorite Play Therapy Techniques*. Estover: Library of Congress Cataloging-in-Publication Data, 2003. p.217

²⁶ Teare, Barry. *Successful Provision for Able and Talented Children*. London: Network Continuum Education, 2006. p.27

²⁷ Valerie Ellery, *Creating Strategic Reader*. Library of Congress Cataloging-in-Publication Data, New York, p.149

7. Procedure of Charades Games

There are some steps in applying Charades games according to some experts.

According to Dayton²⁸“there are some steps in teaching speaking and vocabulary by using Charades:

1. One player acts out something specific, such as pretending to be a certain animal or person or pretending to be doing a certain activity such as sewing, playing cards, watching and so on.
2. The other players try to guess who the acting player is or what they are doing.
3. You can have players working together in twos, threes or fours miming a situation or an activity while the others guess.”²⁸

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

²⁸Dayton, Tian. *Drama Games*. New York: Health Communications, 1990.p.151

out teach chunk separately, if the word was *tennis*, you might show then fingers, ten point at your knees; if the word was *humorous*, you could start by laughing a lot, then point to yourself and other to show us; if the word was *detestation*, you could make a face showing hate / disgust, then mime waiting for a train at a station.

2. When students have an 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.²⁹

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

1. Write some chosen vocabulary words or phrases from the text on note cards and have students take turns selecting a word card 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.

²⁹ Allan Duff & Alan Maley, *Drama Techniques*, Cambridge University Press, New York, p.174

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.³⁰

In conclusion, teaching vocabulary by using Charades can be modified based on the level of students but the purpose are same to increase students' vocabulary well. Using Charades should be suitable with the materials and level of the students.

Based on three expert above, the researcher choose one procedure by expert such as Malley and Duff, because by using the procedure, the student will be easy in learning vocabulary

8. Advantages and Disadvantages of Charades Games

Every games there are advantages and disadvantage. Charades gives the advantages and disadvantage in learning vocabulary based on the analysis of the researcher.

- The advantages are:
 - 1) Fun and enjoyment.
 - 2) Increase the students' vocabulary mastery
 - 3) Helps the students to define the word and adjust the action with the spoken word.

³⁰ Valerie Ellery, *Loc.cit*

- Disadvantage of Charades are :
 - 1) The class will be rather noisy when this game applied, because the student are shouting in the class.
 - 2) It takes a long time during the process.

9. Procedure of Teaching Vocabulary through Charades

The implementation of charades game as the technique of teacher vocabulary. There are some steps in applying Charades games 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 each chunk separately, if the word was *tennis*, you might show ten fingers, ten point at your knees; if the word was *humorous*, you could start by laughing a lot, then point to yourself and other to show us; if the word was *detestation*, you could make a face showing hate / disgust, then mime waiting for a train at a station.
- 2) When students have idea, divide them into groups of five. Give one word slip 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.

Conduct whole-class feedback, inviting volunteers to present some of their words to everyone

Pre Activities

- The teacher greets the students
- The teacher introduces the topic of today's lesson by giving triggering questions.

While Activities

- The teacher give card to the students one by one
- The teacher ask to the students whether they know each of pictures or word which are shown by her, the teacher will give some statements as clues which are related to word or the picture.
- The teacher give the card or show the word in card to the students and asks to mention some words that are closely related to word (noun or verb) as clues, example:

The related words: Horse

- The teacher gives some questions on the blackboard and asks them to answer, example: what word in card ?

a. Dog b. Cat c. Horse d. Bird

The answer is : D

Post Activities

- The teacher asks the students whether they need further explanation
- The teacher asks the students to do the exercise.

B. Hypotheses

Based on the frame of theories and assumption the writer formulates the hypotheses as follow: By using charades game as media, the students will be able to improve their vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the writer needs the collaborator to help him in this action research, she is Novita Sari. S.Pd. She is an English teacher in MTs. Pelita Gedongtataan, She is graduated from STKIP PGRI Bandar Lampung.

A. Setting

MTs.Pelita Gedongtataan was established at 22 march 1997, it is located at Gedongtatan Pesawaran. The total of teachers here are 18 and the official is 2, and the total of the students can be seen in the following table :

Tabel 1

The total of students in MTs. Pelita Gedongtataan Pesawaran.

No	Class	Students
1.	The seventh class	37students
2.	The eighth class	37 students
3.	The nineth class	49 students
	Total	146 students

Source : Documentations of MTs. Pelita Gedongtataan

B. Subject of The Study

The subject of this classroom action research is 20 students of class VIII B of MTs. Pelita Gedongtataan. The writer has choosen this class, because most

of the students were low skill especially in speaking. They also have difficulties in memorizing new vocabulary and practicing their speaking skills.

Table 2

The Subject of The Research

No	Class	Sex		Total
		Male	Female	
1	VIII B	12	8	20
Total		12	8	20

C. Action Plan

Pre-Survey

Based on the result from the daily examination at the eighth class, only 17,07% the students who passed for the material of learning vocabulary and 82,5% the students failed with the highest grade 76 and the lowest grade 20 with the minimum mastery criteria (KKM) for English 70.

Table 3

The pre-Survey data of daily test on at the first semester of the eighth grade of MTs. Pelita Gedongtataan

No	Grade	Explanation	Frequency	Percentage
----	-------	-------------	-----------	------------

1.	<70	Failed	20	82,5%
2.	≥ 70	Passed	7	17,05%
Total			27	100%

Source :*The teacher graded book English at the first semester of MTs. Pelita in*

Gedontataan Pesawaran taken on April 16 2016

1. Action

In the classroom action research, the writer would like to hold the research in two cycles. There is a relationship between one and the other.

They are:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting¹

D. Technique of collecting data

Data is collected by using instrument as bellow:

1. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect sistematicly upon classroom interactions and events, as they actually accur rather than as we think they occur.

¹ McNiff, Jean and Jack Whitehead., *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 40

The term observation is being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issue or topics being investigated.²

2. Test

Test is any series questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group. Tests are valuable measuring instruments for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned.

The test was divided into two parts, as follow:

a. Pre-Test

To get information how the students' achievement, I gave pre-test before the students get more learning about vocabulary.

b. Post-Test

After I got pre-test result, I analyzed and discussed it. Then I gave learning about simple past tense by using Contextual Teaching and Learning (CTL) method. At the last I gave post-test to measure how the student's

²Burns, Anne, *Collaborative Action Research for English Language Teacher*, (USA:Cambridge University Express, 1999), p. 80

achievement in learning speaking. Finally, I made a comparison between both of the test; pre-test and post-test.

3. Documentation

Documentation is the way that was used to get more information about the setting of the research. In this research, the researcher took the data from the school about total of the students, learning activity, the teachers and the condition of the school.

E. Target in Teaching

In order to see whether the method of Contextual Teaching and Learning (CTL) could be used to increase the students' achievement and to make the students were interested, active in the process of learning, I determined the criteria dealing with the learning process and product.

The observation in learning process was done by filling the observation sheet. The students who answered teachers' question, the students who gave attention to the teacher, the students who participated in group, the students who answered other students' question, the students who gave question to the other students, the students who gave explanation. The target should be achieved was 80% for the students' activities. While the target of the students' achievement was 80% students got score >70.

F. Classroom Action Research

According to Jean McNiff explains that action research (for that matter all kinds of research) is more than just doing activities.³ Action Research is an approach to introducing and evaluating change, originally in organization and programme, but increasingly in design . Action research has the dual aims of action and research. Through cycles of action and research a better understanding is obtained, while at the same time the organization or programme under investigation is gradually changed.⁴

Furthermore, McNiff suggests that action research was conducted with critical partner. It means the researcher will conduct the research together with friend. In doing classroom action research, the researcher will ask Mrs. Meilisa Isnaini Hidayah, S.Pd. as a collaborator of the research.

In this research, the researcher conducted in 2 cycles. The first cycle was not successful; it continued in the second cycle. It conducted until there is an improving on the students' speaking skill. There were four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflectin

a. Cycle 1

1) Planning

³McNiff, Jean with Jack Whitehead. *Action Research Principles and Practice*, p. 16

⁴Blessing, Lucienne T.M and Amaresh Chakrabarti, *DRM, a Design Research*

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action.”⁵

Without planning, the researchers’ activity will not be focus. Here is step that the researcher can make in planning:

- a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Summarization by guiding and consideration from the English Teacher at The Eighth Grade at MTs. Pelita Gedongtataan.
 - b) The researcher prepares media that will use; handout, pictures and card about the material
 - c) The researcher prepares research instrument, such as; observation sheet, score sheet.
 - d) The researcher prepares the students’ task by English teacher’s consideration.
- 2) Action

This activity is the implementation of learning activities that have been prepared in the planning. “It is the realization from the planning that the researcher has made.”⁸ Without the action, the planning is just imagination that never is real.

➤ Pre Activity

⁵Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.17

⁸*Ibid.*, p. 18.

1. The teacher greets the students.
2. The teacher checks the attendance list.
3. The teacher prepares the material.

➤ While Activity

1. The teacher explains the material, rules and demonstrates how Charades works.
2. The teacher divide the students into some groups. In every group, there is someone as a player acts and the other students try to guess what the students act out.
3. The student as the player moves forward in front of the class to act out something specific as quickly as posible to the other group members. Every group performs in front of the class for 5 minutes

➤ Post Activity

1. Students' memorize vocabulary.
2. The teacher asks students to answer the questions that related to the materials
3. The teacher gives the homework to make the students more understandable about the topic
4. The teacher closes the lesson

3) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by researchers and conducted every hour lessons. The researcher observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning Countable and Uncountable noun by giving test after Cycle I. The researcher calculates the students' increased score test before and test after Classroom Action Research. It is to know how far the students' understood about the Improving the Student Speaking Skill in Countable and Uncountable noun by Guessing Game Technique.

4) Reflection

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of

the students were successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

1) Planning

- a) The researcher identifies the problem and found the problem from the reflection result in cycle I.
- b) The researcher discusses with the teacher about obstacles in students' learning activity.
- c) The researcher revises lesson plan (RPP) with consideration from the teacher.
- d) The researcher prepares and modifies the material with Summarization technique.

2) Action

- a) The researcher teaches the student about narrative text according to new lesson plan (RPP).
- b) The researcher modifies Summarization technique by giving the meaning of keyword and getting students to bring dictionary.

3) Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness.

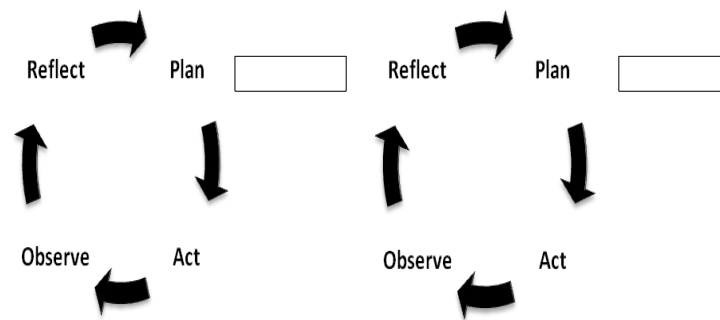
The student given the test after cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II

4) Reflecting

In this step, the researcher analyzes the result of the action. By reflecting, the researcher will know the strength and weakness of action the researcher compares the score distribution of pretest and post-test. The researcher will review and reflect on the students' activity and teacher performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will not continue to the third cycle. While, if in the second cycle is unsatisfied, the researcher will continue it.

Figure 1

The Sequences of the Action-Reflection Cycles



Source: Jean McNiff with Jack Whitehead, *Action Research Principles and Practice*.⁶

G. Data Analysis

⁶*Ibid.*, p .41

Data analysis will be conducted by taking the average score of the pre test, and post test. To know students achievement after the actions are conducted and given test at the early and the last cycles.

The formula:

$$\text{Where: } X = \frac{\sum X}{\sum N}$$

X = mean or average score

$\sum N$ = the total number of respondent

$\sum X$ = the number of students.⁷

According to the criteria mastery learning (KKM) the class can be successful in achieving the material if 80% of the students in that class get at least 70. So, if 80% of the students in that class get at least 70 in the post test, it means that the technique through guessing game can give appositve effect on the students' speaking achievement. In this research, I have target that 80% students get score 70 or more in learning speaking through guessing game.

⁷Ary, Donald, Lucy Cheser J, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, (USA:Wadsworth, 2010), p.108

G. Indicator of Success

The research reputed to be success if 80 % of students got minimum score at least 75 and there is improvement students learning activity in teaching learning process after using Community Language Learning Method in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and interpretation, the researcher would like to point out the conclusions as follows:

Belong to the result it could be concluded that there was improving Vocabulary Mastery by using Charades Game Technique at the eighth graders of MTs. Pelita Gedongtataan . Charades Game Technique can be effective technique and it could be used as alternative way in teaching vocabulary because the technique easy for implementing and it was one of interesting technique which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to memorizing the new vocabulary.

Then, there were positive improvement of student's vocabulary mastery by using charades game technique from pre test up to post test II. It could be seen in pre-test in which the average score was 52,75, in post-test I the average score was 57.75 and then post-test II the average score was 69.25. Besides that, many students passed in each test, it could be seen in pre test only 3 students (15%) and then post test I there were 4 students (20%) who passed after that inpost test II, improve become 16 students (80%).

Besides that, the students' activities also improve from post test I until post test II. There were four activities that the researcher look from the students. For the students pay attention of the teacher's explanation in post test I 50% increase become 80%. After that, the students ask and answer the questions there were 50% up 75% in post test II. Moreover, the students able do the task improve from 25% become 85%. And for students understanding the material were improve in cycle II, from 40% become 80%.

B. Suggestion

From the result the research, the writer would like to give some suggestions as follows:

1. The teacher should be able to find and choose a effective teaching media, one of them is by using charades game have been proved appropriate be applied in teaching vocabulary.
2. The teacher should prepare lesson plan to make teaching learning process run well. For example, the teacher prepares suitable media (charades game) to the topic.
3. The teacher should be good model to the students when they forget to pronounce word correctly.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of MTs. Pelita Gedongtataan

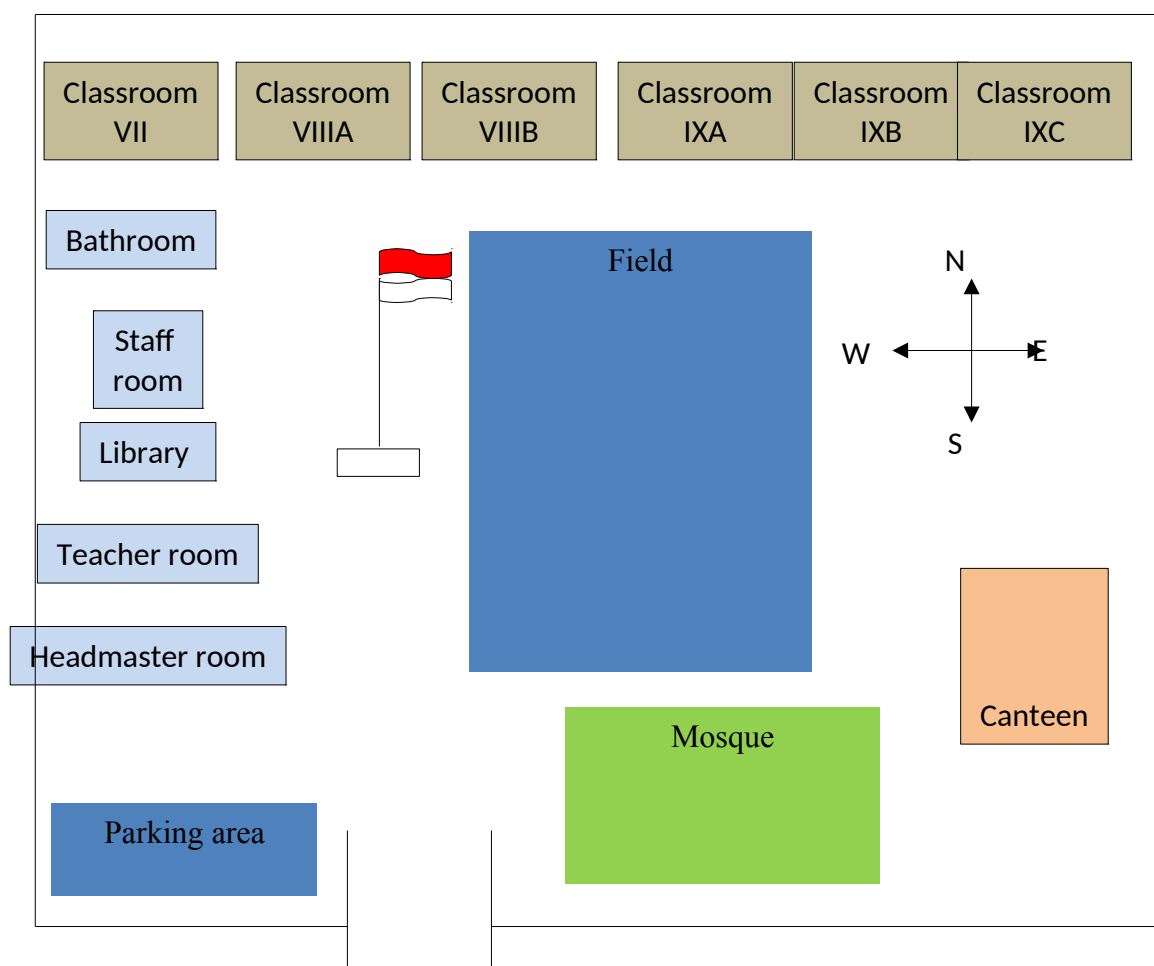
MTs. Pelita Gedong is located in Penengahan Gedongtataan Pesawaran. MTs. Pelita was built in 1984. MTs. Pelita Gedongtataan have changed leader five times. First headmaster was Mr. Drs. Anwar Harun from 1984 until 1988. The second headmaster was Mr. Maksum, S.Ag. from 1988 until 1991. And the third headmaster was Mr. Mukhtaria, BA from 1991 until 1998. And the fourth headmaster was Mr. M Badri, S.Ag from 1998 until 2009. And the last is Mr. Marliyanto, S.Pd.I He is headmaster of MTs. Pelita Gedongtataan from 2009 until now.

b. The Condition of Facilities of MTs. Pelita Gedongtataan

- 1) Schools Name : MTs. Pelita Gedongtataan Pesawaran
- 2) School Address : Jln. Raya Penengahan No. 04 ,
Gedongtataan Peswaran
- 3) The status : State
- 4) School's Map :

Figure 1

**The Sketch of MTs. Pelita Gedongtataan Pesawaran
Jl. Penengahan No 4 Gedongtataan Pesawaran**



c. The condition of Teachers and Officials at MTs. Pelita Gedongtataan.

The number of teachers and officials at MTs. Pelita Gedongtataan in the Academic Year of 2016/2017 can be identified as follows:

Table 1
The Condition of Teachers and Official Employers in MTs.
Pelita Gedongtataan in the Academic Year of 2016/2017

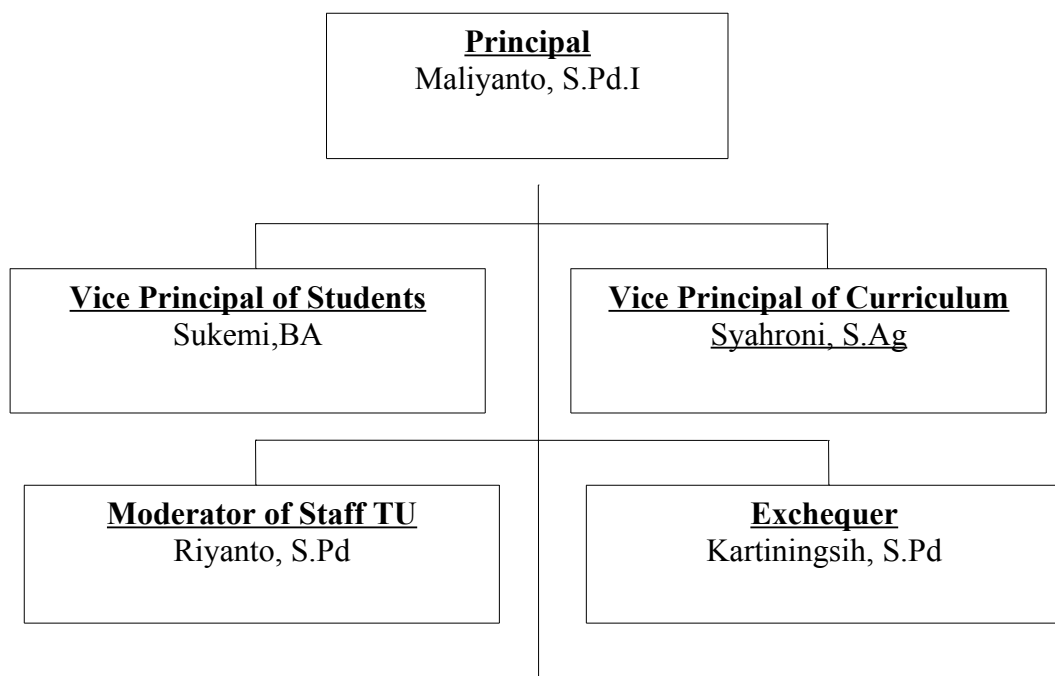
No	Name / NIP	Education last	Position
1	Marliyanto, S.Pd.I	S.1	Headmaster
			Vice
2	Heri Suyanto, S.Pd.I	S.1	Headmaaster
3	Sukemi, BA	S.1	Waka.student
			Waka.Curiculu
4	Syahroni, S.Ag	S.1	m
5	Mashida, S.Pd	S.1	Teacher
6	Endang Yulianti, Amd	D3	Teacher
7	Ar. Romlisyah, S.Pd.I	S.1	Teacher
8	Dwi Novita Sari, Amd	D3	Teacher
9	Kartiningsih, S.Pd	S.1	Teacher
10	Afrizal, Efendi, S.Pd	S.1	Teacher
11	Juwita kadie, S.Ag	S.1	Teacher
12	Umi Rohimatun, S.Ag	S.1	Teacher
13	Ari Maydholi, S.Pd	S.1	Teacher
14	Maksum, S.Ag	S.1	Teacher
15	Agus sriningsih, S.Kom	S.1	Teacher
16	Evridarti, S.Pd	S.1	Teacher
17	Eri Nugroho, S.Pd	S.1	Teacher
18	Anisa Prihaptini, S.Pd	S.1	Teacher
19	Novita sari, S.Pd	S.1	Teacher
20	Siti Fatonah	MA	Teacher
21	Nurmala, S,Pd	S.1	Teacher
22	Sona Purnama, S.Pd	S.1	Teacher
23	Repi, S.Sy	S. 1	Teacher
24	Muhammad Tanusi, S.Pd.I	S.1	Teacher
25	Muhajir, S.Pd	S.1	Teacher
26	Aastri Oktariani, S.Pd	S.1	Teacher
27	Riyanto, S.Pd.I	S.1	Staff
28	Erby Irwan, Amd	D3	Staff
			Cleaning
29	M.Sultoni		Service
30	M.Shaleh	SMA	Security

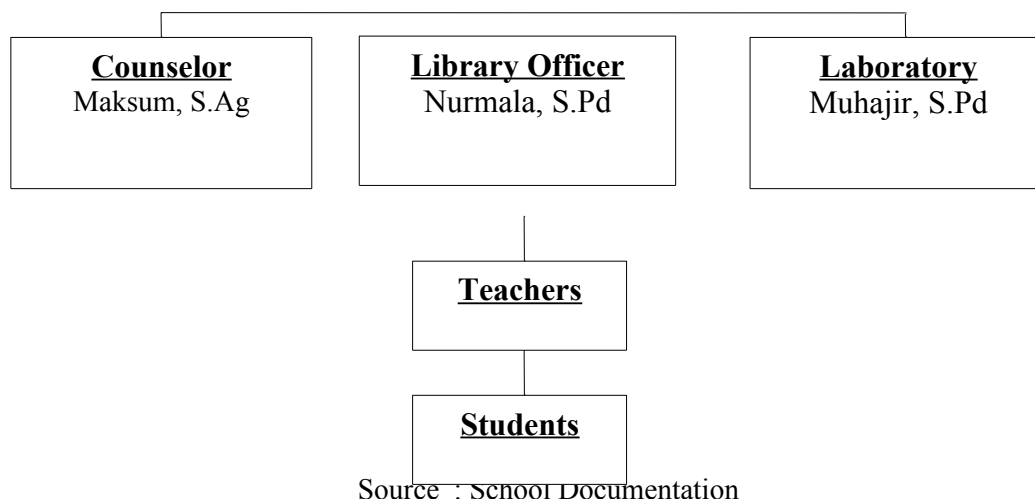
d. The Scture

d. The Stucture Organization of MTs.Pelita Gedongtataan

structure organization of MTs. Pelita Gedongtataan in the Academic Year 2016 / 2017 can be shown in the following figure :

Figure 2





e. The Number of Students

In this school there are 146 students of all from grade VII - IX, they are 81 male and 65 are female. Each grade is divided into 2 classes A and B. The average students in the class is about 25 students or more.

Table 3
The number of students of MTs. Pelita Gedongtataan
In the Academic Year of 2016/2017

No	Classes	Male	Female	Total
1	VII	20	16	36
2	VIII A	10	7	17
	VIII B	12	8	20
3	IX A	14	11	25
	IX B	11	13	24
	IX C	16	8	24
Total		81	65	146

Source: School Documentation

2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about five meetings in each cycle and each meeting in these cycles took 2 x 35 minutes, As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting. In planning the writer makes lesson plan and the writer would teach the students by using the lesson plan. The material of this research are parts of body, describing person, fruits, things around us, home activities, and animals. The writer also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The writer conducted pre-test to know the students' ability in reading comprehension before giving treatment and it used as the comparison score with post-test. The students were given 20 questions about greeting. After they finished the pre-test, the writer asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 4
The Students result at pre-test

No	Names	Score	Notes
1	AA	50	Failed
2	HP	45	Failed
3	IN	55	Failed

4	IK	70	Completed
5	IP	60	Failed
6	IT	40	Failed
7	KR	55	Failed
8	KS	40	Failed
9	LR	50	Failed
10	LVA	60	Failed
11	MS	45	Failed
12	MIS	40	Failed
13	MAA	50	Failed
14	MDR	40	Failed
15	NUA	60	Failed
16	NF	70	Completed
17	RM	50	Failed
18	SR	55	Failed
19	SQ	70	Completed
20	TSK	50	Failed
Total Score		1055	
Average		52,75	
Highest Score		70	
Lowest Score		40	

Based on the table, it could be analyzed that there were 3 students (15%) who passed the pre-test and 17 students (75%) who failed the pre-test. The lowest score in pre-test was 40 and the highest score was 70. It means that the students did not fulfill the minimum standard at MTs. Pelita Gedongtataan and the students' vocabulary mastery was low. Besides, from the result of pre-test, the researcher got the average 52.7%. So, it was the reason why the writer used charades game to improve the students' vocabulary mastery.

Table5
Students' Score of Pre-test

No	Mark	Frequency	Percentage	Category
1	≥ 70	3	15 %	Complete
2	≤ 70	17	75%	Incomplete

	TOTAL	24	100%	
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Figure 3

Graph of Students' Mark of Post-test I of Vocabulary Mastery

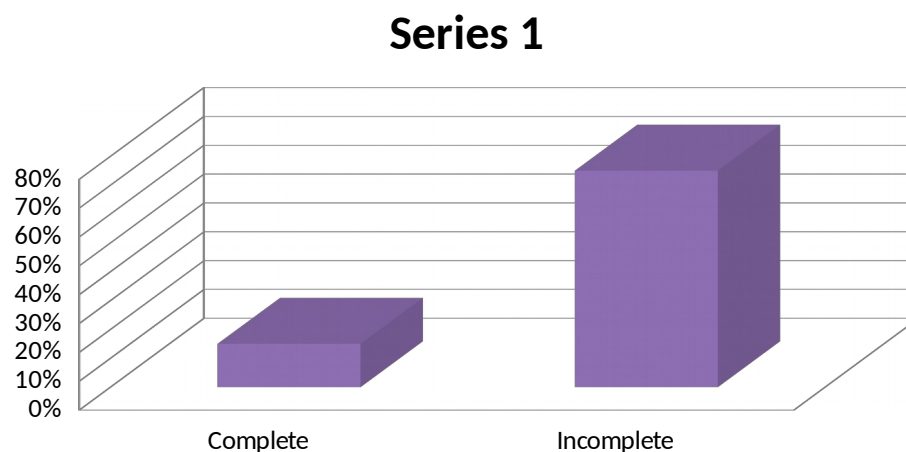


Table 5 and figure 3 shown that the students' had low in vocabulary mastery , because most of students were in Incomplete category. It means that the students were failed to get minimum mastery criteria.

1) Planning

The first meeting was done on Monday, January 9th, 2017. It was open by praying, greeting, checking attendance list, and introducing the writer as a teacher for the students. At the day, the writer has taken the students' pre-test score.

Based on the result of pre-test score, the writer has identified and found the problems after taking the students' pre-test score. Therefore, the writer and collaborator prepared several things related to teaching and learning process such as

the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

2) Action

The second meeting was treatment. The writer conducted the treatment on Saturday, January 14th, 2017. In this meeting, the writer as an English teacher and Mrs. Novitasari, S.Pd. as a collaborator. The writer started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the writer gave the material about Describing the animal. The materials in cycle 1 were describing animal, greeting and daily activities. Action in cycle 1 the writer was divided in five meetings which can be seen in the following table:

Table 7

The Schedule of Action in cycle 1

Meeting	Day/Date	Time	Activities
1 st	Mondsy, January 9 th , 2017	10.10-11.30	Giving the pre-test
2 nd	Saturday, January 14 th , 2017	12.00-13.00	Doing action by giving the material about describing animal
3 rd	Monday, January 16 th , 2017	10.10-11.30	Doing action by giving the material about greeting
4 th	Saturday, January 21 st , 2017	12.00-13.00	Doing action by giving the material about daily activities
5 th	Monday, January 23 th , 2017	10.10-11.30	Giving the Post-test 1

After did a treatment, the writer gave post-test 1 to the students. The post-test 1 was conducted on Monday, January 23th, 2017. The post test was done to know how the students' vocabulary mastery after giving treatment. The writer gave 20 multiple choices. The result of post-test in cycle 1 could be seen on the table, as follow:

Table 8
Post test 1 score of Student' vocabulary mastery

No	Names	Score	Notes
1	AA	50	Failed
2	HP	55	Failed
3	IW	55	Failed
4	IK	70	Complete
5	IN	60	Failed
6	IT	45	Failed
7	IP	55	Failed
8	KS	40	Failed
9	LR	50	Failed
10	LW	70	Complete
11	LVA	45	Failed
12	MS	40	Failed

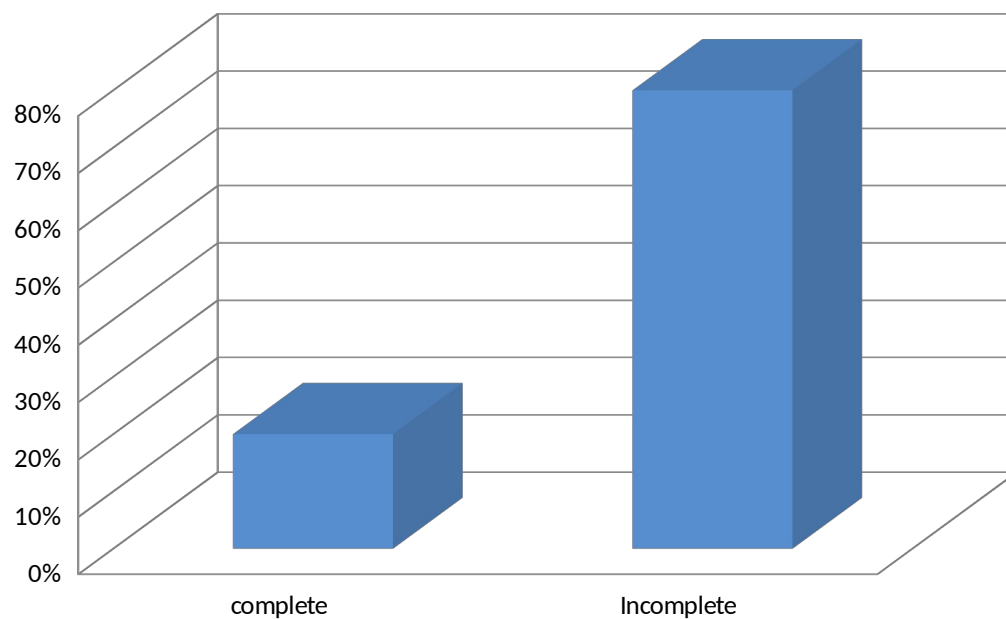
13	MAA	50	Failed
14	MDR	40	Failed
15	NUA	60	Failed
16	NF	70	Complete
17	RM	50	Failed
18	SR	55	Failed
19	SQ	75	Complete
20	TSK	50	Failed
Total Score		1055	
Average		52,75	
Highest Score		75	
Lowest Score		40	

From the table 8, it could be analyzed that the students' average score was 54,25. The highest score was 75 and the lowest score was 40. Based on the minimum mastery criterion (KKM), there were 4 students that had passed on post-test 1 or got score ≥ 70 . It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

Table 9
Students' Mark of Post-test I of Reading Comprehension

No	Mark	Frequency	Percentage	Category
1	≥ 70	4	20%	Complete
2	≤ 70	16	80%	Incomplete
	TOTAL	20	100%	

Figure 4
Graph of Students' Mark of Post-test I of Vocabulary Mastery



According to the table 9 and figure 4, the students had improved score than the pre test before. The highest score before in pre test only 70 and in the post test I was 75. And there were 4 students who passed the test that before only 3 students who passed the test. But, the improving in post test I was not successful, because only 4 students (20%) who passed the test.

3) Observing

In observation of the writer has done, the collaborator observed the students' activities. The writer as a teacher who gave material about reading text especially narrative text by using Summarization Technique.

In the learning process, there were four activities that used to know the students' activity. Every students who was active

in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The students were able to do the task
- d) The students understand the material

The result of the students' learning activities could be seen as follow:

Table 10
The Students' Activities in Cycle I

N o	Students Activities	Frequenc y	Percentag e
1	The students pay attention of the teacher explanation	10	50
2	The students ask/answer questions	10	50
3	The students able do the task	5	25
4	The students understand the material	8	40

The table shown that not all the students' active in learning process. There were 10 students (50%) who gave attention to the teacher's explanation, 10 students (50%) who understood the materials and 5 students (25%) were able to do the task after that 8 students (40%) who understand the material.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because there are not got percentage more than 60 %.

Table 11
The Comparison Students' Score at Pre-Test and Post-Test I

No	NAME	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1	AA	50	50	0	Constant
2	HP	45	55	15	Increased
3	IN	55	60	5	Increased
4	IK	70	70	0	Constant
5	IP	60	60	0	Constant
6	IT	40	60	5	Increased
7	KR	55	65	5	Decreased
8	KS	40	40	0	Constant
9	LR	50	60	10	Constant
10	LVA	60	65	5	Increased
11	MS	45	55	15	Constant
12	MIS	40	40	0	Constant
13	MAA	50	60	-10	Decreased
14	MDR	40	45	5	Constant
15	NUA	60	60	0	Constant
16	NF	70	75	5	Constant
17	RM	50	45	-5	Decreased
18	SR	55	65	15	Increased
19	SQ	70	75	5	Increased
20	TKS	50	50	0	Constant
Total		1055	1155	65	
Average		52,75	57,75	3,25	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' Vocabulary mastery before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen

from the average in pre-test 52,75 and post-test I 56. Although there was improving of the students' achievement, cycle I was not successful yet because only 4 students (20%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the writer had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it shown that cycle I was not successfully yet. Therefore, the writer and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The writer prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

2) Action

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the writer tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Saturday, January 28th and Thursday, January 30th 2017. The writer as a teacher explained the material about thing around us and about home activities to the students. The teacher asked the students to explain again about the material that had been explained by the teacher. Moreover, the teacher gave a card and then the students have to explain what in the card that had given by the teacher. Then, the teacher asked them to be creative to explain the meaning of vocabulary with miming or gesture. The teacher guided the students to be active in guess the vocabulary.

In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard in order to they could got good scores especially in English subject.

After giving the treatment twice in cycle II, the writer conducted post-test II on Monday, February 4th, 2017. The test was multiple choices. There were 20 questions. It was same type with the first cycle but different questions. After the students finished the test, they collected the answer sheet to the

teacher. The result of post-test II could be seen on the table below:

Table 12
Post-Test II Score of Students' Vocabulary Mastery

No	Names	Score	Notes
1	AA	70	Passed
2	HP	75	Passed
3	IW	75	Passed
4	IK	70	Passed
5	IN	70	Passed
6	IT	75	Passed
7	IP	70	Passed
8	KS	50	Failed
9	LR	70	Passed
10	LVA	80	Passed
11	MS	75	Passed
12	MIS	55	Failed
13	MAA	70	Passed
14	MDR	60	Failed
15	NUA	75	Passed
16	NF	80	Passed
17	RM	50	Failed
18	SR	70	Passed
19	SQ	75	Passed
20	TKS	70	Passed
Total Score		1385	
Average		69.25	
Highest Score		80	
Lowest Score		55	

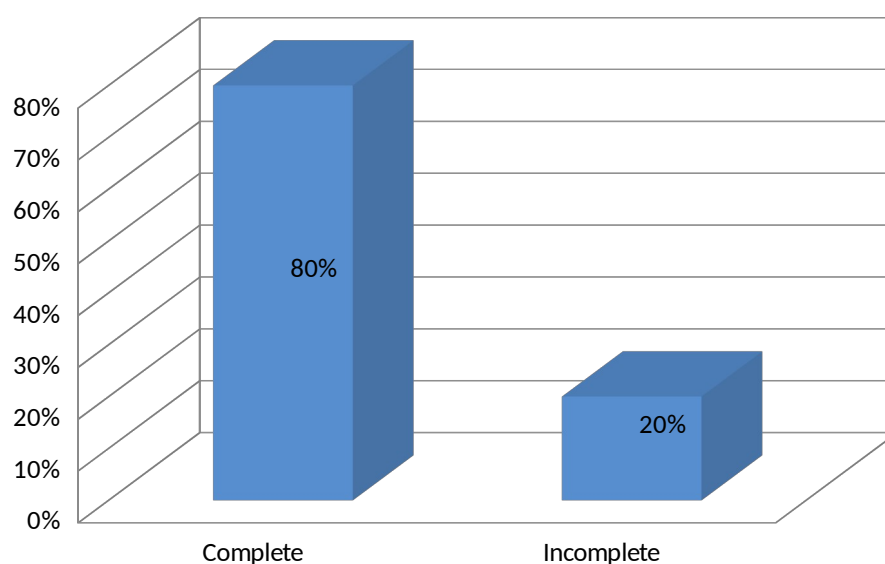
Based on the table above, it could be seen that the students' average score in post-test II was 69.25. The highest score was 80 and the lowest score was 55. It means there were increased score in post test II.

Table 13

Students' Mark of Post-test II of Vocabulary Mastery

No	Mark	Frequency	Percentage	Category
1	≥ 70	16	80%	Complete
2	≤ 70	4	20%	Incomplete
	TOTAL	20	100%	

Figure 6
Graph of Students' Mark of Post-test II of Vocabulary Mastery



From the table and figure above, there were increased students' mark of pre test II. There were 16 (80 %) students who passed score of minimum mastery criteria. It means that in post test II was successful, because the indicator of success was achieve, that if 70% students passed the test.

3) Observing

In this step, the writer presented the material by using Charades Game. In learning process, there were also four

indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the writer indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 14
The Students' Activity in Cycle II

N o	Students Activities	Frequenc y	Percentag e
1	The students pay attention of the teacher explanation	16	80%
2	The students ask/answer questions	15	75%
3	The students able do the task	17	85%
4	The students understand the material	16	80%

The table above shown that the students' activity in cycle II was improved. The students' activity that had high percentage were students able do the task 85% and then the students understand the material 80%, meanwhile pay attention of the teacher explanation 80% moreover ask and answer questions has percentage 75%. Based on the result above, the writer indicated that learning process in cycle II was successful because all the four students' activities got percentage $\geq 60\%$.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The writer felt satisfied

about the result of the research. There were >70% of students passed the examination. It means the students' reading comprehension had improved. From the result above, the writer concluded that this research was successful and would be not continued in the next cycle.

The students score on vocabulary mastery from post-test I to post-test II could be seen on the table below:

Table 15
The Comparison of Students' score at post-test I and post-test II

No	NAME	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1	AA	50	70	20	Increased
2	HP	55	75	20	Increased
3	IN	60	75	5	Increased
4	IK	70	70	0	Constant
5	IP	60	70	10	Increased
6	IT	60	75	15	Increased
7	KR	65	70	5	Increased
8	KS	40	50	10	Increased
9	LR	60	70	10	Increased
10	LVA	65	80	20	Increased
11	MS	55	75	20	Increased
12	MIS	40	55	15	Increased
13	MAA	60	70	15	Increased
14	MDR	45	60	15	Increased
15	NUA	60	75	15	Increased
16	NF	75	80	5	Increased
17	RM	45	50	5	Increased
18	SR	65	70	5	Increased
19	SQ	75	75	0	Constant
20	TKS	50	70	20	Increased
Total		1155	1385	230	
Average		57,75	69,25	11,55	

Based on the result above, it could be inferred that Charades Game could improve the students' vocabulary mastery because there was improving from average in post-test I 57.7 became 69.25 in post-test II. In the cycle II, most of the students could develop their reading comprehension. It means that cycle II was successful.

Belong to the table above, the comparison students' result score in post-test I and post-test II, there were 16 students (80%) who passed the test in post-test II. Therefore, the writer concluded that the research was successful because the indicator of success had been achieved in this cycle, that if 70% students passed the test.

B. INTERPRETATION

1. Cycle I

In this research, a writer gave the students pre-test individually for the purpose to know the students' vocabulary mastery before giving a treatment. In the pre-test, there were only 3 students (15%) who passed the pre-test and 17 students (85%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 70.

After did the pre-test, the writer gave the treatment to the students in cycle I. The treatment was conducted by teaching the

students using Charades Games. Furthermore, the writer gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzing the result of post-test I, the writer concluded that there were 4 students (20%) students passed the post-test I. The lowest score was 45, the highest score was 75, and the average score was 57,75.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 52,75 and post-test I 56. Although there was improving of the students' achievement, cycle I was not successfully yet because only 4 students (20%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Cycle II

After analyzing the students' score in the post test of cycle I, the writer had to conduct the next cycle because only 4 students (20%) passed the test and got score ≤ 70 .

In the next cycle, the writer gave the treatment twice then post-test II. Furthermore, the writer analyzed the result of post-test II and concluded that there were 16students (80%) passed the test because they got score ≥ 70 . In this post-test, the lowest score was 50, the highest score was 80, and the average score was 69.25.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 57,75 and 69.25, then the increasing score was 11,55. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 70 were 3, 4 and 16 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

Table 16
Students' Score of Vocabulary Mastery of Pre-test, Post-test I and Post-test II

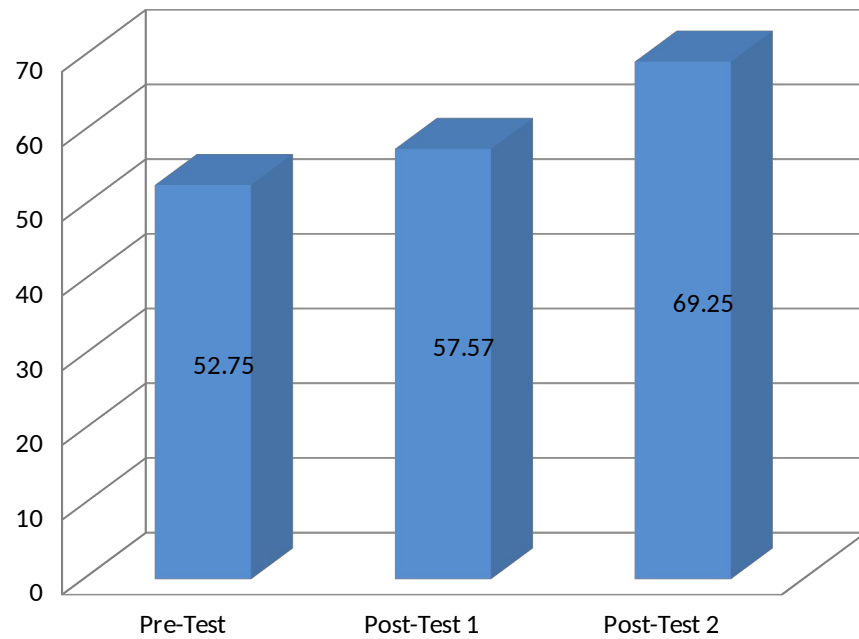
No	NAME	Pre-Test Score	Post-Test I Score	Post-Test II Score
1	AA	50	50	70
2	HP	45	55	75
3	IN	55	60	75
4	IK	70	70	70

5	IP	60	60	70
6	IT	40	60	50
7	KR	55	65	70
8	KS	40	40	80
9	LR	50	60	75
10	LVA	60	65	55
11	MS	45	55	70
12	MIS	40	40	55
13	MAA	50	60	70
14	MDR	40	45	60
15	NUA	60	60	75
16	NF	70	75	80
17	RM	50	45	50
18	SR	55	65	70
19	SQ	70	75	75
20	TKS	50	50	70
Total		1055	1155	1385
Average		52,75	57,75	69,25

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 52.75 to 57.75 became 69.25. Therefore, the writer concluded that the research was successful because the indicator of success in this research had been achieved.

The writer shown the graph of the result of pre-test, post-test I and post-test II, as follow :

Figure 6
Graph the Result of Pre-test, Post-test I and Post-test II



Based on the graph above, it can be inferred that Charades Games could improve the students' vocabulary mastery. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

4. The Result of Students' Learning Activities in Cycle I and Cycle II

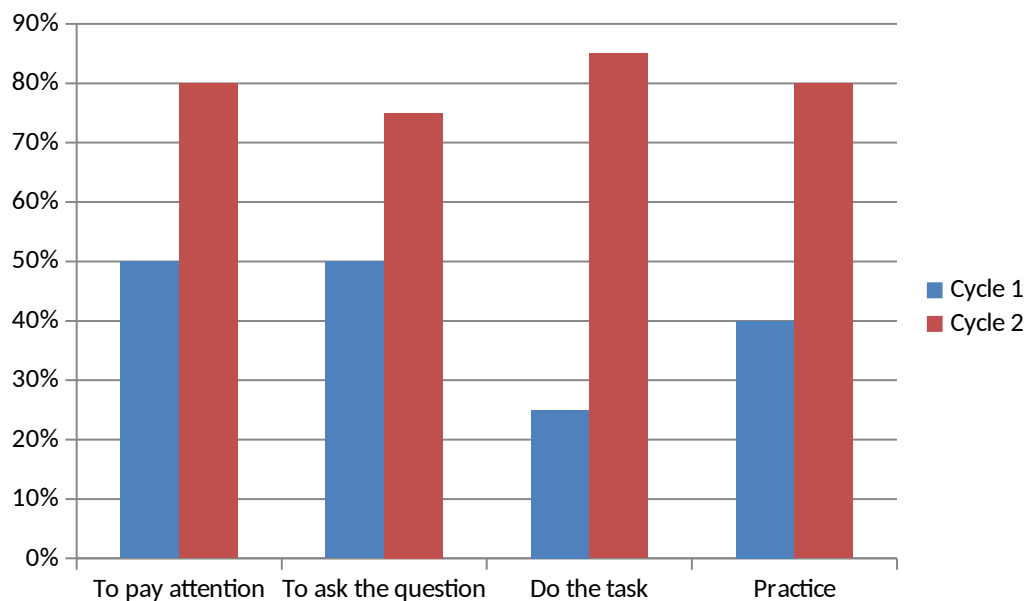
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 17
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	

1	The students pay attention of the teacher explanation	10	50%	16	80%	30%
2	The students ask/answer questions	10	50%	15	75%	25%
3	The students able do the task	5	25%	17	85%	60%
4	The students practice material	8	40%	16	80%	40%

Figure 7
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

- a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 50% and in cycle II 80%, it improved 30%.

- b. The students ask/answer question from the teacher

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity was improved 25%, from cycle I 50% and cycle II 75%.

- c. The students were able to do the task

The students who had done the task were improved. It could be seen on the cycle I 25% and cycle II 85%, it improved 60%.

d. The students understand the material

There were improving score of students understanding the material, from cycle I there were 8 students (40%) and then 16 students (40%) in cycle II.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Summarization technique was applied in learning process from cycle I up to cycle II.

5. The comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Charades Game improve the students' vocabulary mastery. There was progress average score from 52,75 to 57,75 and to 69.25.

From the graph3, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 52,75and only 3 students or (15%) passed the test.

Moreover, in the post-test I and II there was 4 students or (20%) passed the test with the average 57,75and 16 students or (80%) who

passed the test with average 69.25. From the explanation, the writer concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (70% of students got score ≥ 75) was reached.

C. DISCUSSION

The researcher was observed about learning at the eighth graders of MTs. Pelita Gedongtataan especially in teaching learning English. The researcher found some problems that faced by the students. One of the problem was the student difficult to memorize the new vocabulary. The researcher observed why they felt difficult to learn it through look at their score of english in teaching learning in the class. The score of students was low, most of the students did not mastery the vocabulary well. After that, the researcher choose a game to improve their vocabulary mastery by Charades Game.

The researcher used this game because to improve the students' vocabulary mastery and made them more active in learning english.

Based on the result of the research in cycle I and II, it could be concluded that the use of Charades Game could improve the students Vocabulary Mastery. There were improving average score from pre test was 52,75, post test I was 57,75 and post test II improve again become 69,25. It means that each test many students who passed the test.

The standard minimum criteria was 70. In post test I there were 3 students (15%) who passed the test with the average was 52,75 and then in post testII there were 16 students (80%) who passed the test with the average 69,25. We could be seen that the research on cycle II was successful and can be stopped, because it more than the indicator of success, that if 70% students achieved the standard minimum criteria, it was 70.

So, in teaching English especially in improving vocabulary, the students have to gave some game to interest their attention in order they did not bored to catch the material. After the students was interested, automatically the material that given by the teacher easy to understand by the students. One of the gameto make the students easy to understand the subject by using Charades Game. After the students easy to understand a meaning, automatically the students easy to answer the questions and it make the score of the students was improved.

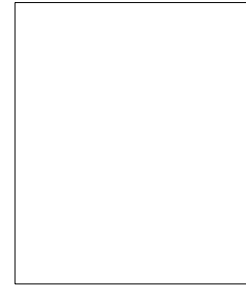
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CURRICULUM VITAE

The name of the writer is Anadia Kurnia. She was born in Gedongtatan, Pesawaran, Lampung on June 3 1994. She is first child of Happy couple Mr.Kurni and Mrs.Rubiyati.



She had wonderful experiences about her journey life. she was born and grow in the Sukaraja 2 Gedongtataan Pesawaran Lampung province. life was very happy though far from the crowds, but people around were very nice and friendly. This environment she learned a lot of sense to appreciate and respect because in palm oil plantations are many tribes and other cultures.

She was enrolled her study inGedongtataan, she study at SD 1 N Sukaraja from 2000 – 2006. And then she continued her study in SMP N 1 Gedongtataan from 2006 - 2009. And then she continued her study in SMA N 1 Gedongtataan Pesawaran and graduated in 2012. And the same year she registered as S-1 student of English Education Program Of State Islamic College Jurai Siwo Metro