

**THE EFFECTIVENESS OF CHARADES GAME IN TEACHING
VOCABULARY AT FIFTH GRADE STUDENTS OF
SD NEGERI 141 PAKKA**



THESIS

As a Requirement for Compiling a Thesis
English Education Study Program (S.Pd).

By:

ULFAYANTI
210110008

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
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YEAR 2025**

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Sinjai, May 15, 2025

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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Charades Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 141 Pakka*, yang ditulis oleh Ulfayanti, Nomor Induk Mahasiswa (NIM) 210110008, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Rabu, tanggal 11 Juni 2025 M bertepatan dengan 15 Dzulhijjah 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Ulfayanti. *The Effectiveness of Using the Charades Game in Teaching English Vocabulary to Fifth-Grade Students at SD Negeri 141 Pakka.* Skripsi. Sinjai: Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Ahmad Dahlan (UIAD) Sinjai, 2025.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan permainan Charades dalam pengajaran kosakata bahasa Inggris kepada siswa kelas V di SD Negeri 141 Pakka. Subjek penelitian ini adalah 15 siswa kelas V.

Penelitian ini bersifat kuantitatif dengan pendekatan kuasi-eksperimental menggunakan desain pretest-posttest satu kelompok. Teknik pengumpulan data meliputi observasi, angket, dokumentasi, dan tes. Data dianalisis menggunakan uji normalitas, uji homogenitas, dan uji t berpasangan untuk mengetahui perbedaan antara hasil pretest dan posttest.

Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran menggunakan permainan Charades berjalan sangat baik dengan skor 96,43%. Aktivitas siswa selama pembelajaran dikategorikan sangat baik dengan skor 91,67%. Respon siswa terhadap penggunaan Charades juga sangat positif, dengan sebagian besar siswa menyatakan merasa senang, termotivasi, dan lebih mudah memahami kosakata baru dengan skor rata-rata 89,7%. Hasil uji t menunjukkan nilai signifikansi 0,000 ($p < 0,05$), yang menunjukkan perbedaan yang signifikan antara skor pretest dan posttest. Oleh karena itu, dapat disimpulkan bahwa penggunaan permainan Charades sangat efektif dalam meningkatkan penguasaan kosakata bahasa Inggris siswa kelas V di SD Negeri 141 Pakka. Implikasi dari temuan ini menunjukkan bahwa penggunaan permainan Charades dapat meningkatkan penguasaan kosakata, motivasi belajar, dan partisipasi aktif siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: Permainan Tebak Gaya, Keefektifan, Kosakata, Pembelajaran Bahasa Inggris

ABSTRACT

Ulfayanti. *The Effectiveness of Using Charades Game in Teaching English Vocabulary for Fifth-Grade Students at State Elementary School 141 Paka.* Thesis. Sinjai: English Education Department, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2025.

This study aimed to determine the effectiveness of using the Charades game in teaching English vocabulary to fifth-grade students at State Elementary School (SDN) 141 Paka. The subjects of this study were 15 fifth-grade students.

This research employed a quantitative method with a quasi-experimental approach, utilizing a one-group pretest-posttest design. Data collection techniques included observation, questionnaires, documentation, and tests. Data were analyzed using normality tests, homogeneity tests, and paired-sample t-tests to determine the difference between the pretest and posttest results.

The results of the study showed that the implementation of learning using the Charades game went very well, achieving a score of 96.43%. Student activities during learning were categorized as very good with a score of 91.67%. Students' responses to the use of Charades were also highly positive; most students stated that they felt happy, motivated, and found it easier to understand new vocabulary, with an average score of 89.7%. The t-test results showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pretest and posttest scores. Therefore, it can be concluded that the use of the Charades game is highly effective in improving the English vocabulary mastery of fifth-grade students at State Elementary School 141 Paka. The implications of these findings suggest that using the Charades game can enhance vocabulary mastery, learning motivation, and active participation of students in learning English.

Keywords: *Charades Game, Game, Effectiveness, Vocabulary, English Learning*

ملخص البحث

أولفايانتى. فعالية استخدام لعبة الشارادز في تعليم مفردات اللغة الإنجليزية لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ١٤١ باكا. البحث. سينجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دهلان الإسلامية سينجائي، ٢٠٢٥.

تهدف هذه الدراسة إلى تحديد فعالية استخدام ألعاب شارادز في تعليم مفردات اللغة الإنجليزية لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ١٤١ باكا. الدراسة ١٥ طالبا من الصف الخامس.

هذا البحث كمي بنهج شبه تجريبي يستخدم تصميم اختبار ما قبل وبعد الاختبار لمجموعة واحدة. تشمل تقنيات جمع البيانات الملاحظة، والاستبيانات، والتوثيق، والاختبارات. تم تحليل البيانات باستخدام اختبارات الطبيعية، واختبارات التجانس، واختبارات t المزدوجة لتحديد الفرق بين نتائج ما قبل الاختبار وما بعده.

أظهرت نتائج الدراسة أن تطبيق التعلم باستخدام لعبة شارادز سار بشكل جيد جدا بدرجة ٩٦,٤٣٪. تم تصنيف أنشطة الطلاب أثناء التعلم على أنها جيدة جدا بدرجة ٩١,٦٧٪. كانت ردود فعل الطلاب على استخدام الشارادز إيجابية جدا أيضا، حيث ذكر معظم الطلاب أنهم شعروا بالسعادة والتحفيز وسهولة فهم المفردات الجديدة بمتوسط درجة ٨٩,٧٪. أظهرت نتائج اختبار t قيمة دلالة قدرها ٠,٠٠٠ ($p < ٠,٠٥$)، مما أظهر فرقا ذا دلالة إحصائية بين درجات الاختبار التمهيدي وما بعده. لذا، يمكن الاستنتاج أن استخدام لعبة الشارادز فعال جدا في تحسين إتقان المفردات الإنجليزية لطلاب الصف الخامس في مدرسة الابتدائية الحكومية ١٤١ باكا. تشير تداعيات هذه النتائج إلى أن استخدام ألعاب شارادز يمكن أن يحسن إتقان المفردات، ودافعية التعلم، والمشاركة الفعالة للطلاب في تعلم اللغة الإنجليزية.

الكلمات الأساسية: أسلوب التخمين، اللعبة، الفعالية، المفردات، تعلم اللغة الإنجليزية

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وَعَلَى مُحَمَّدٍ وَمَوْلَانَا سَيِّدِنَا وَالْمُرْسَلِينَ الْأَنْبِيَاءِ أَشْرَفَ عَلَى وَالسَّلَامُ وَالصَّلَاةُ
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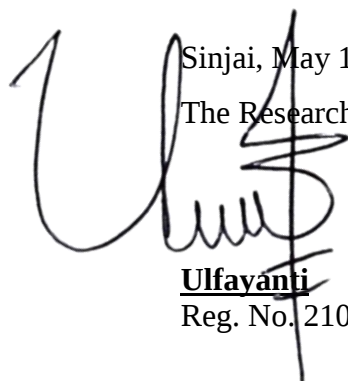
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that plays an important role as a communication tool in various fields, such as education, business, technology, and culture. In the context of education in Indonesia, mastering English has been introduced at the elementary school level as an effort to prepare younger generations to compete globally. The mandate for English language learning in Indonesia has been further reinforced through the enactment of the Ministry of Education, Culture, Research, and Technology Regulation Number 12 of 2024, which stipulates the curriculum framework for early childhood education, basic education, and secondary education. According to article 33 of this regulation, English language learning at the Elementary School (SD) or Islamic Elementary School (MI) level is currently optional and can be implemented according to the readiness of each educational institution. However, starting from the 2027/2028 academic year, English will become a compulsory subject in all accredited elementary schools and Islamic elementary schools (Kebudayaan, 2024)

The regulation of the government demonstrates significant emphasis on the importance of English proficiency from an early age. Therefore, schools are expected to begin preparing students for this upcoming requirement. In line with the implementation of the Merdeka Curriculum, the introduction of English at the elementary school level is part of the effort to prepare students for global competition, as mandated by this regulation. One of the fundamental aspects in achieving this goal is building a strong foundation in English vocabulary.

Vocabulary acquisition plays a crucial role in the language learning process. In the context of Islam, the importance of vocabulary mastery is also emphasized in the Qur'an, as mentioned in surah Al-Baqarah (2:31) (<https://Quran.Kemenag.Go.Id>,2019)

ثُمَّ كُلِّهَا الْأَسْمَاءَ آدَمَ وَعَلَّمَ

"He taught Adam the names of all things..."

This verse affirms that Allah SWT taught Prophet Adam AS the names of all things as the initial step in gaining knowledge and as a means of communication. The process of teaching these names reflects the importance of vocabulary in both communication and knowledge acquisition. This aligns with the view of (Simamora & Oktaviani, 2020), who stated that vocabulary is a crucial component supporting the four language skills: listening, speaking, reading, and writing. A strong vocabulary foundation enables students to better understand texts and communicate effectively. This is also supported by (Patmi & Sabaruddin, 2021) who emphasized that vocabulary is a fundamental building block before one can participate in more complex communication activities. Without vocabulary, individuals cannot express anything, even though, without grammar, they can still describe something. In other words, one cannot express themselves or engage in complex communication without vocabulary. Therefore, it can be concluded that vocabulary plays a key role in language proficiency and communication. A good command of vocabulary opens the door to more effective comprehension and expression and serves as the foundation for further language skill development.

The importance of vocabulary acquisition in English language learning at the elementary school level is undeniable. However, its implementation continues to face various challenges. Based on initial observations at SDN 141 Pakka, fifth-grade students often struggle to remember and use new vocabulary in the correct context. This is evident from the low student participation during lessons and their limited ability to express ideas both orally and in writing using English. One of the primary causes of this challenge is the delayed introduction of English. In line with the Merdeka Curriculum, English language teaching only began in July 2024. According to an interview with one of the students and teacher (Interview: A and ITR), it was found that the sudden introduction of English made it

difficult for students, particularly in grade five, to adjust to the material and concepts of this foreign language. As a result, student motivation to learn decreased, and many students felt unfamiliar with even basic vocabulary. The teaching methods employed by the teacher also play a significant role in the learning process. Based on observations and an interview with one of the teachers (Interview: ITR), the approach currently used remains traditional, focusing on memorization and written exercises. Such an approach tends to be less engaging for students, making vocabulary learning less effective in enhancing their communication skills.

SDN 141 Pakka was chosen as the research location based on several factors that align with the goals of this research. This school is one of the institutions that has recently implemented English language teaching since July 2024, in accordance with the Merdeka Curriculum. This provides a unique opportunity to examine the impact of the delayed introduction of English on students' ability to acquire vocabulary. The research also aims to identify more innovative teaching methods to address the challenges arising from this situation. Based on initial observations, students at SDN 141 Pakka, especially those in grade five, face significant difficulties in understanding and using new vocabulary. This makes SDN 141 Pakka an ideal location to test the effectiveness of new teaching methods, such as the Charades game, in improving students' vocabulary acquisition. With its characteristics, SDN 141 Pakka presents an ideal setting to explore teaching strategies that can positively influence vocabulary learning in elementary schools, especially in schools facing similar challenges.

The decision to focus on fifth-grade students in this research is based on several considerations that relate to their academic and psychological development. Fifth grade is a critical period in which students begin to build the foundation of their language skills, including vocabulary acquisition. At this stage, acquiring a solid vocabulary is essential to support students' abilities to read, write, and speak effectively. However, based on initial observations, fifth-grade students at SDN 141 Pakka still encounter

significant difficulties in applying the vocabulary they have learned. This challenge is further compounded by traditional teaching methods that fail to engage students actively, leading to passive participation during lessons. Therefore, fifth grade was selected as the focus of this research because this group urgently needs more innovative teaching methods, such as the Charades game, which can enhance student motivation and engagement in vocabulary learning.

The delayed introduction of English at SDN 141 Pakka, combined with the difficulties faced by fifth-grade students in vocabulary acquisition, creates an immediate need for more effective and engaging teaching strategies. These challenges underscore the necessity for innovative methods that not only address the gaps in students' vocabulary but also create a more interactive and stimulating learning environment.

According to Jean Piaget's 1977 incognitive constructivism theory in (Ilham, 2023), children learn more effectively through direct experience and active interaction with their environment. Piaget argues that children should play an active role in constructing their own understanding rather than passively receiving knowledge. In this context, a more interactive teaching approach that engages students can help improve their engagement and comprehension of new vocabulary.

Several studies have shown that interactive and enjoyable teaching methods, such as educational games, can enhance students' motivation and learning outcomes. Rochmawan, (2023) states that using games in English language teaching makes the learning process more interactive, enjoyable, and engages students in problem-solving, creativity, and social interaction, which supports holistic learning. Additionally, (Sappile et al., 2024) highlight that game-based learning makes the process more engaging, interactive, and enjoyable for students. Through games, students become more motivated and can understand the material more easily because they are actively involved in the learning activities. Games also allow students to learn through direct

experience rather than just theory, which helps improve their understanding and engagement in the learning process.

Based on these perspectives, it can be concluded that game-based learning and interactive methods have great potential to improve students' motivation and learning outcomes. Games not only make the learning process more enjoyable but also facilitate active student participation in understanding the material through hands-on experience. This suggests that using games in education can be an effective strategy to enhance overall educational quality, especially in fostering students' understanding, creativity, and problem-solving skills.

In this context, one game that holds great potential for teaching vocabulary is Charades. This game not only offers an enjoyable approach but also helps address some of the challenges previously identified. Charades involves physical movement and social interaction, which can help bridge the gap in abilities among students and create a more inclusive learning environment. By engaging students in active participation, Charades allows different types of learners to connect with the material in a fun and interactive way.

Charades is a word-guessing game that involves using body movements to depict specific words or phrases that other players must guess. This game encourages players to think creatively, communicate without words, and work as a team. Charades is used to teach vocabulary interactively and in a fun way. The game is practical and simple, involving students in a word-guessing activity through body movements. It also helps build students' confidence, especially because it is played in groups. Charades can reduce boredom in learning and help students memorize vocabulary more easily (Bafadal & Humaira, 2019). According to research by (Zahra et al., 2024), Charades has also been proven effective in enhancing students' long-term memory. Additionally, the game uses body movements to help students understand words, which can be done in pairs or groups, making students

more comfortable and cooperative in learning, thus helping them to learn vocabulary more effectively (Qomar & Wati, 2021).

By incorporating elements of play, physical movement, and social interaction, Charades has the potential to address various challenges faced in teaching English vocabulary at SD 141 Pakka. This game can help enhance student motivation, encourage active participation, and accommodate different learning styles while aiding students in better recalling new vocabulary through associations with movements and meaningful contexts.

Previous studies, such as those conducted by Zahra et al. (2024) and Qomar & Wati (2021), had shown that game-based learning methods can enhance students' motivation and learning outcomes. However, research on the use of Charades as a vocabulary learning tool in elementary schools, particularly for students who are just beginning to learn English, remains very limited. This research aims to fill that gap by implementing Charades with fifth-grade students at SD 141 Pakka, who are newly introduced to English learning within the context of the Merdeka Curriculum. This research contributes to the field of education by introducing an innovative method using the Charades game to enhance students' vocabulary mastery. The findings of this research can serve as a reference for educators in creating more interactive and effective learning, especially for beginner English learners in elementary schools.

Based on the explanation above, this research aims to examine the effectiveness of the Charades game in vocabulary learning for fifth-grade students at SD 141 Pakka. Therefore, the title of this research is ***“The Effectiveness of Charades Game in Teaching Vocabulary to Fifth Grade Students of SD 141 Pakka.”***

B. Research Question

Based on the background described above, the research question is: "Is the Charades game effective in teaching English vocabulary to fifth-grade students at SDN 141 Pakka?"

C. Objective Of The Research

The objective of this research is to determine the effectiveness of using the Charades game in teaching English vocabulary to fifth-grade students at SDN 141 Pakka.

D. Significances Of The Research

1. Theoretical Benefits

This research is expected to provide theoretical contributions to the development of vocabulary teaching methods in English at the elementary school level. The findings of this research can enrich the literature on the effectiveness of using educational games, particularly Charades, in enhancing English vocabulary acquisition among elementary school students.

2. Practical Benefits

a. For Students

- 1) To help improve English vocabulary proficiency through enjoyable and interactive learning methods.
- 2) To enhance students' motivation, interest and ability to collaborate effectively during English vocabulary learning.

b. For Teachers

- 1) To provide an alternative and effective teaching method for vocabulary instruction in English
- 2) To assist teachers in creating a more interactive and engaging classroom environment, overcoming challenges in teaching English vocabulary in fifth-grade classroom.

c. For Schools

- 1) To provide input for the development of the curriculum and teaching methods for English at SDN 141 Pakka.
- 2) To support the school's efforts in improving the quality of English education in accordance with the demands of the latest curriculum.

- d. For the Researcher
 - 1) To provide valuable experience in conducting research and exploring the effectiveness of interactive teaching methods such as the Charades game.
 - 2) To enhance the researcher's knowledge, skills, and understanding of vocabulary teaching strategies and their impact on student learning outcomes.
- e. For Future Research
 - 1) To serve as a reference for future studies investigating interactive and game-based methods in teaching English vocabulary.
 - 2) To encourage further research on the use of similar methods in different educational settings, grade levels, or other language skills.

CHAPTER II

THEORITICAL REVIEW

A. Some Pertinent Ideas

1. Effectiveness

a. Definition of Effectiveness

According to the Indonesian Dictionary (KBBI), effectiveness is defined as the level of success in achieving desired goals or results. Effectiveness refers to the extent to which an effort, action, or program is able to produce the expected impact or benefit.

Effectiveness encompasses the entire process involving inputs, the steps taken, and the final results of an organization, program, or activity, serving as the primary measure to assess how well the entity has achieved its objectives based on quality, quantity, and time, with the final results achieved as the main indicator of the success of an effort or program (Kusumawati, 2023). In line with this, Effectiveness is a measure of how well an organization meets its established targets regarding quantity, quality, and time, while efficiently using resources and processes, serving as a key indicator of success in achieving desired goals (Ismail et al., 2021).

According to (Suhada et al., 2022), effectiveness refers to the success of an activity in achieving results in accordance with the plans and goals that have been previously set, as well as being carried out in line with the expected targets and within the scheduled time. In addition, effectiveness is the ability of an organization, activity, or program to achieve the goals and objectives that have been precisely determined according to the set plan (Martauli S et al., 2022). Furthermore, effectiveness can be defined as the ability of an effort or action to achieve the established goals, taking into account quality, quantity, and time, which influence the success in achieving the targets (Farida et al., 2022).

From the various opinions above, it can be concluded that effectiveness is a measure of the success of an organization, program, or activity in achieving predetermined goals, encompassing the process from inputs to final results, while considering quantity, quality, and time, as well as the efficient use of resources to produce the desired impact.

b. Indicators of Learning Effectiveness

Learning is said to be effective when the desired target has been achieved based on several indicators. The effectiveness indicators of learning provide an overview of how well the goals and objectives of learning have been met, as well as how the process was carried out according to plan.

In this research, the effectiveness indicators of learning using the Charades game in vocabulary teaching for fifth-grade students at SDN 141 Pakka include several important aspects based on the opinions of Wahyuddin and Nurcahaya in (Hamzah et al., 2022).

1. Implementation of Learning

The implementation of learning referred to how well a teaching method was carried out according to the planned design. This included ensuring that the lesson steps were followed, time was managed efficiently, and the chosen activities were executed properly, and it was observed directly in the classroom. In this research, the implementation of the Charades game was observed directly in the classroom to assess whether the lesson ran smoothly, whether the planned steps were followed, and whether the game components were effectively applied, ensuring the method aligned with the intended learning outcomes.

2. Students' Activity During the Learning Process

Student activity referred to students' active participation during the learning process. In the context of using the Charades game, student activity was observed through their participation in

the game, interactions with classmates, and demonstrations of understanding the vocabulary introduced. These aspects were assessed through direct observation to evaluate the levels of engagement, collaboration, and comprehension during the activity.

3. Students' Responses

Student responses referred to their reactions and feedback regarding the teaching methods used during the learning process. These responses provided valuable insights into how students perceived the method, including its level of enjoyment, ease of understanding, and overall effectiveness in supporting their learning. Collecting and analyzing student responses was essential for understanding the impact of a teaching method and identifying areas for improvement. In this research, student responses focused specifically on their experiences with the Charades game. These responses were gathered using questionnaires or surveys designed to evaluate how enjoyable, easy, and effective the game was in helping students learn and understand new vocabulary.

4. Students' Learning Outcomes

Students' learning outcomes are measurable results that indicate the level of knowledge, skills, and attitudes acquired by students after completing a lesson or course. These outcomes are crucial for assessing the effectiveness of teaching methods and tracking students' progress, providing a clear benchmark for evaluating how well students have understood and applied the material taught. These outcomes were measured through tests or evaluations designed to assess how effectively students had understood and retained new vocabulary. In this research, the focus was on students' vocabulary mastery after participating in activities involving the Charades game. Positive results demonstrated the success of the Charades game in enhancing students' abilities, particularly in learning and using vocabulary.

The indicators described above were (1) Implementation of Learning Students' (2) Students' Activity During the Learning Process, (3) Students' Responses, and (4) Learning Outcomes. These served as the primary reference points for evaluating the effectiveness of the Charades game in vocabulary instruction. These indicators were used to assess various aspects of the learning process, such as student achievement, engagement, the proper execution of the teaching method, and students' perceptions of the game. They provided a comprehensive framework for determining how well the Charades game contributed to vocabulary learning in the fifth-grade classroom at SDN 141 Pakka.

2. Game

a. Definition of Game

According to Jean Piaget's 1977 incognitive constructivism theory in (Ilham, 2023), children learn more effectively through direct experience and active interaction with their environment. Piaget argues that children should play an active role in constructing their own understanding rather than passively receiving knowledge. In this context, a more interactive teaching approach that engages students can help improve their engagement and comprehension of new vocabulary.

A game is an activity created to entertain, pass the time, promote physical activity, and enhance learning. Today, games are accessible on multiple devices, especially smartphones, and come in a wide range of types and genres. They can be downloaded from platforms like Google Play Store or App Store, either for free or as paid content. (Wahyudi et al., 2022). A game is a program or system where one or more players manage objects within the game, with the objective of completing tasks or reaching specific outcomes (Jasson, 2009). Games are often seen as a fun form of entertainment, offering various genres that can be enjoyed by people of all age groups (Abdullah, 2024). Games can be used as a means to build skills such as teamwork and problem-solving, and they are frequently applied in

training sessions (Sutrisno & Karnadi, 2020). A game is an activity done freely, outside of everyday life, and guided by clear rules. It offers a distinct space where players can engage with one another and enjoy unique experiences (Huizinga, 1958).

Based on the definitions above, it can be concluded that a game is an activity designed for entertainment, skill development, and learning, involving players in a structured system with clear rules, accessible on various devices, while promoting teamwork, problem-solving, and unique experiences.

b. Kinds of Game

According to Hadfield, 1996 in (Izzati, 2018), there are two kinds of games

1. Competitive games, where players or teams compete to be the first to reach a specific goal or achieve a certain outcome. In these games, direct rivalry is key, and players must plan strategies to outsmart their opponents.
2. Cooperative games, where players or teams work together towards a shared objective. These games emphasize collaboration, communication, and joint problem-solving to achieve success as a group.

Based on the explanation above, the game offered by the researcher in this research is the Charades Game. This game falls into the category of competitive games, where players compete to guess words or phrases through gestures and non-verbal clues within a limited time. The Charades Game encourages active participation, creativity, and excitement, making it an engaging tool for vocabulary learning.

c. Charades game

1. Definition of Charades game

According to the Cambridge Dictionary, Charades is a team game where each member tries to convey a particular word or phrase

to the others solely through body movements, without speaking. Each part of the word or phrase is acted out silently, and the other team members have to guess what is being communicated.

Charades is a game where a player tries to convey a specific word or phrase solely through body movements, without using any words. Other players must guess the word or phrase based on the movements being performed. This game relies on non-verbal communication skills, where players use gestures or body expressions to illustrate the meaning of the word or phrase to their team (Peacock et al., 2007).

Moreover Charades is a game where players use body movements or facial expressions to convey a word or phrase without speaking. This activity keeps students physically active and encourages creative thinking, allowing them to learn while being entertained, without realizing that the learning process is taking place (Singh & Abdul Aziz, 2021). Furthermore, it is explained that Charades is a competitive game suitable for all ages, where players try to guess the word solely through body movements without speaking, thereby training non-verbal communication skills (Khayati & Hadi, 2020).

It is also explained that Charades is a creative game that involves students in exciting physical activities and helps them remember and understand words through body movements. In a fun and interactive way, this game encourages students to guess the meanings of words, making the learning process more engaging and effective (Ingis, 2023). According to (Halimah & Basri, 2017), Charades is a game where a player acts out a word or phrase without using any words. Other players then guess the word or phrase based on the body movements and expressions of the acting player. This game relies on creativity and non-verbal communication, making it fun and engaging.

Based on several opinions above, Charades is a game where players convey a word or phrase using body movements without speaking. This game trains non-verbal communication skills and creativity, providing an enjoyable way to learn and remember vocabulary. Charades is also suitable for all ages, making it an effective tool in the learning process.

2. Steps of Charades game

Charades is a word-guessing game that involves using body movements to depict a specific word or phrase without speaking, so that other players must guess the word. This game is designed to make vocabulary learning more interactive and fun. Here are the steps for implementing the Charades game for vocabulary teaching (Maley & Kiss, 2018).

1. Explain and Demonstrate

The first step is for the teacher to explain the rules of the game and demonstrate how Charades works. In this game, participants must convey a word to others using body movements and sound effects but without using actual words. The word is often broken into several parts, with each part acted out separately to make it easier to understand.

2. Group Division and Word Presentation

After students understand how the game works, they are divided into groups of five. The teacher gives a word slip to one member of each group. This member then acts out the word as quickly as possible for the other group members to guess.

3. Turn-Taking

When a group successfully guesses a word, a new word slip is given to another member of the group. This process continues until all members of the group have had a turn to act out a word.

4. Whole-Class Feedback

Once the game ends, the teacher conducts a whole-class feedback session. During this session, some students volunteer to act out a few of the words they played earlier in front of the whole class. This step helps reinforce vocabulary learning while adding an element of fun to the process.

Based on the steps described above, in this research, the teacher modified the procedures as follows:

1. The teacher prepares 30 word cards consisting of 10 nouns, 10 verbs, and 10 adjectives. The vocabulary is written in English on one side and its translation in Indonesian on the other side. Additionally, the teacher prepares a stopwatch or timer and a scoreboard. After that, students are divided into 3-3 groups, each consisting of 5 students, and the seats are arranged in a U-shape with a "stage" area in front of the classroom.
2. Students are introduced to the vocabulary by displaying the cards one by one, explaining the meaning of each vocabulary word, and encouraging students to provide example sentences.
3. Once students are familiar with the vocabulary, the teacher explains the rules of the Charades game, including how to play and the scoring system. The basic rules include: Players are not allowed to talk or make sounds, Players are not allowed to point directly at objects, The maximum time for acting out each word is 2 minutes.
4. Implementation Stage: The game began with Round 1, which consisted of 10 nouns. Each group lined up, and each group sent one representative to act out the word displayed on the card. The card was given to the first person in the group, who had to act out the word without speaking while the other group members tried to guess. If the first member could not guess correctly, the opportunity passed to the next member until all members of the group had a chance to guess. Each successfully guessed word earned 10 points. The game

then continued with Round 2, which contained 10 verbs, where the same mechanism was applied. Finally, the game concluded with Round 3, which consisted of 10 adjectives. A deduction of 5 points was applied if any rules were violated. This activity continued until all students had had a chance to play.

5. In the review stage, the teacher displays all the word cards that have been played, invites students to pronounce the vocabulary together, and records them in their notebooks, including the meanings in Indonesian and creating simple sentences for homework.

3. Advantages and Disadvantages of Charades game

The advantages of the Charades game are that, besides making learning more engaging and fun, it also offers various benefits in vocabulary teaching (Qomar & Wati, 2021).

Encourages Teamwork: Students are invited to work in teams, which strengthens their teamwork skills and fosters mutual support among them.

1. Builds Courage to Guess: This game encourages students to make guesses and share their answers, as everyone is curious to know the word being acted out.
2. Increases Active Participation: Students are actively involved, whether they're acting out words or guessing, making the learning environment more lively.
3. Boosts Confidence: When acting out words in front of their peers, students learn to be more confident and overcome any feelings of shyness.
4. Enhances Emotional Control: The game helps students to be calm and less nervous when performing in front of others, preparing them better for similar situations.
5. Makes Learning Activities More Interesting: With Charades, classroom activities become more exciting and enjoyable, making students more enthusiastic and motivated to learn vocabulary.

The disadvantage of Charades is classroom noise. This game creates an active and energetic atmosphere as students enthusiastically guess and act out words. However, this energy often leads to noise that can disrupt the concentration of other students and make it difficult to maintain a quiet classroom. If not managed well, this noise can reduce the effectiveness of learning (Nadilah, 2020).

To manage the noise during Charades and maintain an effective learning environment, it is important to establish clear rules for noise control. Before starting the game, the teacher can explain to the students the importance of keeping the noise level reasonable and remind them to stay calm and not overly excited while participating. Additionally, creating quiet zones in the classroom can also help reduce noise. Providing a designated space where students can sit quietly while waiting for their turn can minimize distractions for other students who are not playing and help maintain focus in the classroom.

3. Teaching Vocabulary

Teaching vocabulary involves considering students' native language differences and adjusting teaching techniques to suit their age, needs, and characteristics to achieve effective learning outcomes (Susanto, 2017).

Teaching vocabulary, especially in early childhood, is essential because having a sufficient vocabulary enables children to communicate more effectively (Purnama et al., 2024). Teaching vocabulary is the process of helping students understand the meaning of words based on context. It involves teaching a limited scope of words that are most relevant to students, with a focus on cumulative learning through repeated encounters with the words. Effective vocabulary teaching also includes helping students understand various aspects of a word, such as its meaning, form, and usage, enabling them to communicate more effectively in both spoken and written language (Adnyani & Dewi, 2020).

Teaching vocabulary is the process of helping students understand, master, and use words effectively by providing guidance, instructions, and specific interventions that address their needs and potentials, enabling them to comprehend the meaning, form, and usage of words in context (Wahyuni, 2020).

Teaching vocabulary is the process of guiding and facilitating students in learning and mastering words, including their meanings, forms, and usage, to enhance their ability to communicate effectively in various contexts through systematic and structured approaches (Nasibullo, 2023).

Teaching vocabulary is the process of helping students acquire and understand words and their meanings through effective strategies, enabling them to express ideas and enhance their proficiency in the four language skills, making it a crucial aspect of English language teaching (Omolu et al., 2022).

Teaching vocabulary is the process of helping students understand and effectively use words by presenting them in context, showing their functions and uses, rather than just relying on dictionary definitions, to enhance their ability to apply vocabulary in real-life situations (Khakim & Anwar, 2020).

Based on the explanations above, teaching vocabulary is the process of helping students understand, master, and apply words effectively by adapting teaching methods to their age, needs, and linguistic backgrounds, emphasizing context, form, and usage, and enabling them to communicate proficiently in both oral and written forms.

4. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary refers to the collection of words necessary for communicating ideas and conveying meaning. Learning vocabulary is crucial because it equips speakers with the words they need to express their thoughts and intentions clearly (Alqahtani, 2015). Vocabulary is a set of words in a language that carry meaning and are used to

communicate. These words help convey messages or information in speech or writing (Harmilawati et al., 2021). Vocabulary is essentially a collection of words and phrases arranged alphabetically with their meanings explained. It includes all the words that an individual understands or uses in a particular language, playing a crucial role in language mastery by aiding in communication and comprehension (Harttaningsih, 2022). Vocabulary serves as the "basic building block" for learning a foreign or second language. Having a strong grasp of vocabulary is crucial, as it lays the groundwork for students to succeed in mastering a new language (Hitari & Ramli, 2022). Vocabulary can be understood as the set of words that language learners need to master in order to support their speaking skills. Mastering vocabulary is an essential element in learning a foreign language, as it serves as the foundation for effective communication (Sulistiana et al., 2019). Vocabulary encompasses the collection of words that learners must understand and use to effectively learn English. It is a crucial component of language mastery; without a rich vocabulary, students may struggle to understand ideas and articulate their thoughts clearly. Therefore, building a strong vocabulary is essential for facilitating effective communication and enhancing overall comprehension in English (Harahap, 2024).

Based on several definitions above, vocabulary can be defined as the essential collection of words and phrases that individuals must understand and utilize to communicate effectively, express their thoughts clearly, and achieve proficiency in a language. It serves as the fundamental building block for mastering a foreign or second language, playing a crucial role in enhancing comprehension and communication skills.

b. Types of Vocabulary

Types of vocabulary according to *The Bridge of Vocabulary* by Judy K. Montgomery in (Montgomery, 2007).

1. Listening Vocabulary

This include the words we understand when we hear others speak. The development of this vocabulary starts from infancy, even before birth. Listening is the main way we enrich our vocabulary over time. Children who cannot hear build their vocabulary through sign language, which differs from how hearing children receive vocabulary.

2. Speaking Vocabulary

These are the words we use when we speak. Compared to listening vocabulary, speaking vocabulary tends to be smaller, as we often only use easier or more common words in everyday conversations.

3. Reading Vocabulary

This includes the words we understand when we read text or books. For those who enjoy reading, reading vocabulary is usually broader than speaking vocabulary, as they often encounter new words in text.

4. Writing Vocabulary

This category includes the words we use when writing. Since we cannot use gestures or tone of voice in writing, finding the right words in writing vocabulary can sometimes be more challenging. Additionally, spelling skills also influence this vocabulary.

c. The Importance of Vocabulary in English Learning

The important role of vocabulary mastery in English language learning according to (Meutia et al., 2023) is emphasized in several key aspects:

1. Foundation for language skills

Vocabulary constitutes the essential basis for acquiring language skills, including listening, speaking, reading, and writing (NURAIDA, 2024). Adequate vocabulary knowledge enables

learners to communicate their ideas and comprehend others effectively, thereby playing a pivotal role in English language communication.

. Learning vocabulary is a first step before developing other language skills, as a rich vocabulary reinforces comprehension and the ability to express oneself, both orally and in writing.

2. Relationship with Academic Achievement

Research shows a strong correlation between vocabulary mastery and academic success. Students with a broader vocabulary tend to achieve better academic results, as vocabulary is closely related to reading comprehension and overall language skills. Teaching vocabulary has a significant impact on students' performance, making it essential to incorporate vocabulary instruction into the curriculum for English as a Foreign Language (EFL) learners.

3. Enhancement of Communication Skills

A rich vocabulary helps enhance communication skills, enabling learners to understand complex texts and participate in meaningful conversations. This development not only boosts their confidence but also encourages them to be more active in discussions and academic activities. Effective vocabulary instruction supports the use of more precise words in various contexts, thereby improving overall language competence.

The following are types of vocabulary according to Harmer and Good as referenced in (Manda et al., 2022).

1. Active vocabulary

Active vocabulary encompasses words that learners have acquired and been instructed on, with the intention of enabling them to use these words actively in both spoken and written forms. These are the words that learners are capable of generating and utilizing in diverse communicative contexts.

2. Passive Vocabulary

Passive vocabulary consists of words that students understand but may not be able to use directly. These words are recognized when encountered in certain contexts (such as in reading or listening), but are not often used in their own language production, whether spoken or written.

3. Oral Vocabulary

Oral vocabulary includes words used by a person to express thoughts in spoken form. These words are used in verbal communication to be understood by the listener, allowing ideas or messages to be conveyed clearly and effectively.

4. Writing Vocabulary

Writing vocabulary refers to words chosen and used in writing activities. These words help the writer convey ideas, information, or narratives in a structured way that can be understood by the reader.

5. Listening vocabulary

Listening vocabulary consists of words spoken by the speaker that can be understood by the listener. When listening, the listener interprets the words being conveyed so that the message can be received accurately. This is essential for understanding information in verbal communication.

6. Reading vocabulary

Reading vocabulary refers to words that can be understood in written text while reading. It includes words that the reader can interpret, allowing them to understand the content of reading materials, such as books, articles, or other texts.

d. Vocabulary Assessment Indicator

The table below contains vocabulary assessment indicators designed to assist in comprehensively measuring students' vocabulary abilities.

Table 2.2
Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	1
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 3
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	5 x 4
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	5 x 4
		Students write vocabulary less accurately.	3
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	5x4
		Students struggle to apply English vocabulary in classroom activities.	3

	Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score	100

(Rahmatunnisa et al., 2023).

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

B. Previous of Related Research

In this research, the researcher draws upon previous studies relevant to the topic in order to provide background and strengthen the foundation for the current research. Several prior studies pertinent to this research are as follows:

The research conducted by Fauzi Bafadal, Humaira, and Nurmasitah titled "The Use of Charades Games in Teaching Vocabulary to Junior High School Students" shows that Charades effectively improve students' vocabulary mastery in terms of spelling, pronunciation, and meaning (Bafadal & Humaira, 2019).

The similarity between the previous research and the research to be conducted by the author is that both use Charades as a method for teaching vocabulary. The main difference is that the previous research was conducted with junior high school students, while this research is conducted with fifth-grade students at SDN 141 Pakka.

The next research, titled "Improving Student's Vocabulary Mastery Through Charades Game at the Eighth Graders of MTs. Pelita Gedongtataan in the Academic Year of 2016/2017" by Anadia Kurnia, shows that using the Charades game can improve students' vocabulary mastery. The results of this research indicate an increase in the average student score from 52.75 on the

pre-test to 69.25 on the post-test, along with an increase in student participation from 60% in the first cycle to 70% in the second cycle.

This previous research had some similarities with the research conducted by the author, as both used the Charades method. However, Anadia's research focused on vocabulary mastery, while the author's research applied Charades as a method for teaching vocabulary. Additionally, there were some differences, where Kurnia's research was conducted with eighth-grade (junior high school) students in two cycles, while the author's research focused on fifth-grade elementary students (Kurnia, 2017).

The next research conducted by Mirda Septiana, titled "The Influence of Using Charades Game Towards Students' Vocabulary Mastery at the First Semester of the Eighth Grade of SMPN 1 Pesawaran in the Academic Year of 2017/2018," investigates the impact of the Charades game on students' vocabulary mastery. The findings indicate a significant increase in vocabulary scores, with a T-test result of 0.000 suggesting a strong correlation between the use of Charades and the enhancement of vocabulary skills.

This previous research shared similarities with the research conducted by the author; both utilized the Charades game as a teaching method aimed at improving vocabulary mastery. However, there was a difference in focus the previous research focused on eighth-grade students, while the author's research concentrated on fifth-grade students (Septiana, 2018).

The subsequent research conducted by Jafar, titled "The Effectiveness of Charades Word Game to Improve Students' Vocabulary Mastery at the Second Grade of MTs DDI Kanang", investigates the impact of the Charades game on students' vocabulary mastery. The findings indicate a significant improvement in vocabulary skills, evidenced by a mean post-test score of 82.5 compared to a pre-test score of 56.8. This research utilized a pre-experimental design, with a T-test result of 10.313, indicating a strong influence of the Charades game in enhancing vocabulary mastery.

This research shared several similarities with the research conducted by the author; both utilized the Charades game as a teaching method.

However, there was a significant difference in focus and research design — Jafar's research focused on second-grade students at a junior high school, while the author's research concentrated on fifth-grade elementary school students (Jafar, 2023).

An additional research conducted by Pila Santri, Suryani, Ema Dauyah titled “The Use of Charades Game to Improve Students’ Vocabulary Mastery,” explores the effectiveness of the Charades game in enhancing students' vocabulary mastery. The results indicate that the experimental class achieved a mean post-test score of 71.14, compared to a pre-test score of 61.94, reflecting a significant improvement in vocabulary skills.

This research aligned with the research the author intended to conduct, as both utilized the Charades game as a method for teaching vocabulary. However, there was a critical difference in focus and participant demographics Pila Santri's research centered on second-grade students at a high school level, while the author's research focused on fifth-grade elementary school students (Santri et al., 2019).

Another research conducted by Naili Inayatul Maghfirah, titled “The Use of Charades Game to Improve Students’ Vocabulary Mastery,” examines how the Charades game can effectively enhance students' vocabulary mastery. The findings reveal a significant improvement in vocabulary skills among the students who participated in the game.

This research is similar to the author’s research, as both employ the Charades game as a teaching method. However, a key distinction is found in the focus of the research while Naili Inayatul Maghfirah's research prioritizes the overall improvement of vocabulary mastery, the author’s research aims specifically at enhancing speaking skills and pronunciation among fifth-grade students (Maghfirah, 2024).

The latest research, conducted by Yulita Sahara Wati and Aulia Hanifah Qomar, titled “The Effectiveness of Using Charades Game Toward Students’ Vocabulary Mastery at SMP Muhammadiyah Ahmad Dahlan Metro”. The results show a significant improvement in vocabulary mastery,

with the average posttest score of the experimental group being higher than that of the control group, at 74.2 for the experimental group and 68.8 for the control group.

This research shared similarities with the research conducted by the author; both used the Charades game as a teaching method to enhance students' vocabulary mastery. However, there was a difference in focus — the previous research focused on eighth-grade students, while the author's research focused on fifth-grade students (Qomar & Wati, 2021).

Previous studies have demonstrated the effectiveness of the Charades game in improving vocabulary mastery, but most have focused on middle school students, with little attention given to elementary school students, particularly fifth graders. Additionally, earlier research primarily emphasized general vocabulary acquisition, while this research explores other aspects such as pronunciation and speaking skills. In terms of design, this research adapted methods commonly applied to older students to the unique challenges of younger elementary school learners. Lastly, studies on the use of Charades in the context of Indonesian elementary schools remain limited, making this research a valuable contribution to developing vocabulary teaching methods for elementary school students in Indonesia.

C. Framework of the Research

Vocabulary plays an essential role in language learning, serving as the groundwork for developing skills in listening, speaking, reading, and writing. At SDN 141 Pakka, students in the fifth grade encounter considerable challenges in acquiring vocabulary. These challenges include difficulties in recalling new vocabulary, limited capability to use the learned words in appropriate contexts, and diminished learning motivation due to the prevalence of traditional teaching approaches, such as rote memorization and written assignments.. These issues highlight the need for innovative teaching methods to address these challenges effectively.

The Charades game is introduced as an interactive and enjoyable teaching strategy. Charades involves students acting out words or phrases without speaking while other group members attempt to guess the words. This game not only fosters creativity and nonverbal communication skills but also encourages students to actively participate in the learning process. Additionally, Charades creates a fun learning environment, increasing students' motivation and engagement. This method aligns with Jean Piaget's theory of constructivism, which emphasizes that effective learning occurs when students actively interact with their environment to construct understanding. Piaget asserts that children learn through direct experience and active participation in meaningful activities. In the context of learning vocabulary through Charades, students not only memorize words but also practice them in activities involving physical and social interaction. This approach supports students' cognitive development, consistent with Piaget's concrete operational stage, where elementary school-aged children learn most effectively through activities involving direct manipulation and tangible experiences.

This research begins with identifying the problem, namely the challenges students face in acquiring and using English vocabulary. Based on these challenges, the Charades game is chosen as an innovative method to improve students' vocabulary mastery. The research process involves implementing the Charades game in the classroom, collecting data through observations, questionnaires, and tests, and analyzing the results to evaluate the method's effectiveness. A quantitative approach is employed in this research, using a quasi-experimental one-group pretest-posttest design. Initially, a pretest is conducted to measure students' baseline vocabulary knowledge. Subsequently, the Charades game is implemented as part of vocabulary instruction, where students actively engage in acting out and guessing words. After the learning sessions, a posttest is administered to measure the improvement in students' vocabulary mastery. Data collection includes pretest and posttest results to evaluate vocabulary mastery levels,

direct observations to record students' activities during the learning process, and questionnaires to gather students' responses to the method. Data analysis is conducted using normality tests, homogeneity tests, paired sample t-tests, and N-gain calculations to determine the effectiveness of the Charades game.

D. Hypothesis

The hypothesis in this research is as follows:

- H0 : The use of charades game does not effective in teaching english vocabulary to fifth-grade students at SDN 141 Pakka.
- H1 : The use of charades game effective in teaching english vocabulary to fifth-grade students at SDN 141 Pakka.

CHAPTER III

RESEARCH METHOD

A. Types & Approach of The Research

The type of research that the researcher used was experimental. In this research, the researcher applied a quasi-experimental design. A quasi-experiment was a type of research where the assignment of subjects to the experimental and control groups was not done randomly (Hastjarjo, 2019). In other words, the researcher determined who went into the experimental group and who went into the control group based on existing conditions, rather than random selection. In other words, the researcher selected who was placed in the experimental group and who was in the control group based on existing conditions, rather than random assignment. The quasi-experimental design that was used in this research was a one-group pretest-posttest design. The research was conducted on only one group (the experimental group) without a control group.

Tabel 3.1

One Group Pretest–Posttest Design

Model Desain Penelitian			
Kelas	Pretest	Treatment	Posttest
Eksperimen	O ₁	X	O ₂

Source : (Sugiyono, 2021)

Explanation:

1. O₁: Pretest before the implementation of Charades game
2. X: Treatment (implementation of Charades game)
3. O₂: Posttest after the implementation of Charades game

Here is a further explanation of this research:

a. **O₁: Pretest before the implementation of the Charades game**

In the first stage, the researcher administered a pretest to the students. The pretest aimed to measure the students' knowledge or ability related to vocabulary before they were taught using the Charades game. This test included questions relevant to the vocabulary

that was taught later. The results of the pretest provided insight into the extent to which the students already knew or understood the vocabulary.

b. X: Treatment (implementation of the Charades game)

After the pretest, the next step was the implementation of the Charades game (X). In this stage, the researcher taught the vocabulary to the students using the Charades game. This game involved students guessing words based on actions or gestures made by their peers. The goal of using Charades was to make learning more enjoyable, interactive, and to help students remember new words through physical and visual associations. During this activity, the researcher monitored how involved the students were in the game and how they understood the words being taught.

c. O2: Posttest after the implementation of the Charades game

After the students had gone through the Charades learning session, the researcher administered a posttest to measure whether there had been a change in the students' understanding of vocabulary after the game implementation. The posttest was similar to the pretest, but its purpose was to assess whether there had been an improvement in the students' vocabulary comprehension after participating in the Charades game. The researcher compared the posttest results with the pretest results to evaluate whether the Charades game had effectively enhanced the students' vocabulary understanding.

The research approach that was used in this research was quantitative. A quantitative approach was a research method that used numbers to measure and analyze phenomena in natural and social contexts. It began by formulating a hypothesis based on general theory, which was then empirically tested through statistical analysis to draw objective conclusions (Prayogi & Kurniawan, 2024). The main objective of this research was to test the hypothesis that the Charades game was effective in teaching students' vocabulary. The quantitative approach in this research focused on the

effectiveness of using Charades to teach vocabulary to fifth-grade students at SDN 141 Pakka.

B. Variable Definition

Variables are elements that can be measure and influence the outcome of the research. In the context of this research, there are two main variables to analyze: the independent variable and the dependent variable.

1. Independent Variable

The independent variable in this research was the Charades game, which was used as a vocabulary teaching method. Charades is a game where participants try to convey a specific word or phrase to others without using words, but only through body movements, facial expressions, and gestures. In this research, Charades was applied to teach vocabulary to fifth-grade students at SD Negeri 141 Pakka, with the aim of testing its effectiveness in vocabulary learning.

2. Dependent Variable

The dependent variable in this research was teaching vocabulary, which referred to the process of instructing students in the meaning, usage, and context of words to enhance their language skills. This was the outcome being measured to evaluate the effectiveness of using the Charades game in teaching vocabulary at SD Negeri 141 Pakka.

C. Place and Time of Research

1. Place of The Research

This research was conducted at SDN 141 Pakka, located on Poros Sinjai-Kajang Street, Pakka, Patongko Village, Tellulimpoe District. The selection of this school was based on initial observations indicating that the students there had limited vocabulary skills, particularly due to the introduction of new English language content in July 2024 and the use of conventional teaching methods. Therefore, the researcher was interested in applying a more interactive and enjoyable teaching method, which was the

Charades game, to evaluate its effectiveness in teaching vocabulary at SD Negeri 141 Pakka.

2. Time of The Research

This research has been conducted in the second semester of the 2024/2025 academic year, from March 2025 to May 2025, starting once the research permit was granted. During this period, the focus was on evaluating the effectiveness of the Charades game as a teaching method. The researcher collected data through observations and assessments, analyzed the findings, and drew conclusions about how this method influenced students' vocabulary learning. The primary goal was to determine how the Charades game could enhance student engagement and improve vocabulary acquisition.

D. Population and Sample of The Research

1. Population

The population in this research consists of all fifth-grade students at SD Negeri 141 Pakka for the 2024/2025 academic year, totaling 15 students.

Tabel 3.2

Fift Grade Students of SD Negeri 141 Pakka

Class	Female	Male
V	7	8

(Source: SD Negeri 141 Pakka)

2. Sample

This research employed a total sampling technique, often referred to as saturated sampling, which entails involving all members of the population as the sample. This method is typically chosen when the population size is limited, generally fewer than 30 individuals. Another term for saturated sampling was a census, which indicated that every member of the population was considered as a sample to obtain more comprehensive and accurate data (Suriani et al., 2023). The sample in this research consists of 15 students, who are all members of the population.

E. Techniques of Data Collections

1. Observation

Observation was a method in which the researcher directly observed the behavior and activities of participants to achieve the research objectives. In this research, the researcher conducted observations to evaluate students' activities during the learning process and the implementation of teaching using the Charades game in the fifth grade of SD Negeri 141 Pakka. This observation helped the researcher assess the level of student activeness, their engagement in learning activities, and how the game was implemented.

2. Questionnaire

This questionnaire is used to assess Students' Responses to the Charades game as a teaching method. It gathers information on how students perceive the game, including its enjoyment, its effectiveness in helping them understand new vocabulary, and how it affects their engagement during learning. Additionally, the questionnaire explores students' views on the fun, ease, and overall effectiveness of the game in supporting the learning process.

The questionnaire that was used was a closed-ended questionnaire. According to Arikunto as cited in (Sihotang, 2023), closed-ended questionnaires provide predetermined answer choices, where participants only need to select the response that best aligns with their condition or opinion. In other words, respondents do not need to write their answers; they simply choose from the options provided by the researcher. By analyzing the responses and opinions of the students, the researcher can evaluate the effectiveness of the Charades game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka.

3. Test

A test is a series of questions or tools used to measure the skills, knowledge, intelligence, competence, or talents of an individual or group. Tests are conducted in various forms and are used to evaluate different

aspects of an individual's abilities, including mastery of learning material or proficiency in a specific field.

In this research, two types of tests were administered: a pre-test and a post-test, designed to evaluate students' vocabulary mastery prior to and following the application of the Charades game in vocabulary instruction. The pre-test served to determine the students' baseline vocabulary knowledge, whereas the post-test was conducted after the intervention to assess the extent to which the Charades game contributed to enhancing their vocabulary proficiency.

Therefore, the primary objective of administering these tests was to evaluate students' learning achievement in vocabulary mastery by analyzing the differences between pre-test and post-test results. This research specifically investigated the implementation of the Charades game as a vocabulary teaching strategy for fifth-grade students at SD Negeri 141 Pakka, with the tests serving as instruments to measure the effectiveness of the game in improving students' vocabulary competence.

4. Documentation

Documentation is a crucial data collection technique in research. It is used to gather supporting data relevant to the research. This method involves collecting various types of documents, both written and visual, to provide a comprehensive understanding of the research process and outcomes. In this research, several types of documentation were collected, including student attendance lists, observation sheets, questionnaire sheets, vocabulary tests (pre-test and post-test), and visual documentation such as photos and videos taken during the research. These documents supported the evaluation of the effectiveness of the Charades game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka.

F. Instruments of The Research

1. Observation sheet

In this research, the data collection technique used was observation, and the instrument employed to record the observation results was an observation sheet. The observation sheet utilized a Likert scale, which was designed to assess the degree of specific behaviors or criteria observed during the implementation of the Charades game. The use of the Likert scale allowed for a more structured and systematic approach in capturing students' responses and behaviors related to the vocabulary learning process. Students' actions were rated on a scale, such as from 'strongly agree' to 'strongly disagree' or other relevant categories. The data collected from the observation sheet served as the basis for drawing conclusions regarding the effectiveness of the Charades game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka.

2. Questionnaire Sheet

In this research, a questionnaire sheet was used as one of the instruments to collect data regarding students' responses toward the use of the Charades game in vocabulary learning. The questionnaire sheet utilized a Guttman scale, which was designed to assess the presence or absence of specific behaviors or criteria during the observation. The Guttman scale allowed for a more structured and systematic approach to capturing student responses and behaviors in relation to the Charades game. Each item on the observation sheet was structured to reflect a binary choice (e.g., 'yes' or 'no,' or 'present' or 'absent') to identify the occurrence of certain behaviors. The observation sheet contained 10 statements to assess various aspects of student participation and engagement. This data served as a basis for drawing research conclusions regarding the effectiveness of the Charades game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka.

3. Question Sheet or Test

If the data collection technique was carried out through testing, the instrument used was the test sheet. This sheet served as the instrument for data collection through the pre-test and post-test.

To measure the effectiveness of vocabulary learning using the Charades game, the test is structured based on five aspects outlined in the Assessment Indicator Vocabulary table. The types of questions vary according to each aspect:

- a. Understanding vocabulary was assessed through multiple-choice questions and word-matching exercises. Students were required to understand the meaning of specific vocabulary by selecting the correct answer or matching English words with their meanings in Indonesian.
- b. Reading vocabulary was evaluated through reading-aloud tests. Students were asked to read a list of vocabulary words clearly, and the teacher assessed their fluency and accuracy based on established standards.
- c. Pronouncing vocabulary was measured using pronunciation checks. Students pronounced words provided by the teacher, and their articulation was evaluated to ensure it aligned with standard pronunciation.
- d. Writing vocabulary was assessed through spelling tests and fill-in-the-blank exercises. The teacher dictated words for students to write down correctly, or students completed sentences with the appropriate vocabulary.
- e. Using vocabulary in learning was evaluated through sentence construction tasks and role-play activities. Students constructed sentences using specific vocabulary or created simple sentences in groups, demonstrating their engagement and accuracy in applying vocabulary contextually.

The purpose of this test is to evaluate the effectiveness of the game in improving the vocabulary skills of fifth-grade students at SDN 141 Pakka.

4. Documentation List

The final instrument used in this research was the documentation sheet. Documentation was an important data collection technique that supported the research findings. In this research, the documentation sheet was used to gather relevant supporting data, both in written and visual forms. This documentation sheet included student attendance lists, observation sheets, questionnaire sheets, vocabulary test sheets (pre-test and post-test), and photo and video documentation. These documents played a crucial role in evaluating the effectiveness of the Charades game in teaching vocabulary to fifth-grade students at SDN 141 Pakka.

G. Validity and Reliability

1. Validity Test

Before the instrument is use, it is essential to conduct a validity test first. Validity testing refers to the extent to which a measurement tool can accurately and precisely measure what it is supposed to measure. In other words, validity ensures that the measurement tool truly assesses the relevant variables or aspects in the research (Arsi, 2020). Therefore, validity testing is crucial to ensure that the instrument use can accurately assess the improvement of students' vocabulary mastery.

In this research, the validity testing specifically involved observation sheets, questionnaires, and test items. First, the observation sheets were validated to ensure that they effectively captured the dynamics of classroom interactions and student engagement during the learning process. The questionnaires were also validated to collect students' feedback on their experiences with the Charades game, which was crucial for assessing the game's effectiveness in teaching vocabulary. Lastly, the test items were

validated to ensure that they accurately measured students' knowledge and mastery of vocabulary.

The validation process was carried out using two types of validity testing techniques, namely expert validation and empirical validation.

For expert validation, Aiken's V formula was applied to assess the content relevance of the instruments based on expert judgment. The formula is as follows:

$$V = \frac{s}{n(c - 1)}$$

Note :

s: score given by the expert minus the lowest possible score (s = score – 1, on a 1–4 scale)

n: number of expert validators (n = 2)

c: number of categories on the scale (c = 4)

Table 3.3

The criteria for Aiken's V calculation results

Aiken's V Value	Validity Category
$V > 0.80$	Highly Valid
$0.40 \leq V \leq 0.80$	Sufficiently Valid
$V < 0.40$	Low Validity

(Utami et al., 2024)

In this research, the instrument validation was conducted by two experts who are competent in the fields of learning and educational evaluation. These experts have a deep understanding of learning theory and evaluation methods, so they are trusted to assess the feasibility and accuracy of the instrument's content objectively.

Table 3.4
Expert Instrument Validators

No.	Name	Validator	Position
1	Dr. Harmilawati, S.S., S.Pd.,M.Pd	V1	Lecturer at Islamic University of Ahmad Dahlan, Sinjai
2	Sabaruddin, S.Pd., M. TESOL	V2	Lecturer at Islamic University of Ahmad Dahlan, Sinjai

After the validity test was conducted by the experts, the following presents the results of the validity test for the instruments used in this research. These validity test results include several instruments used to assess various aspects of the learning process, including:

- a. Results of the Learning Process Instrument Validation

Table 3.5
Learning Process Instrument Validation Results

No	Aspect Assessed	V1 Score	V2 Score	Σs	V	Interpretation
1	The instructions on the observation sheet are clear	4	4	6	1.00	Highly Valid
2	The observation sheet is easy to implement	4	4	6	1.00	Highly Valid
3	The criteria being observed are clear	3	3	4	0.67	Sufficiently Valid
4	The purpose of using the observation sheet is clear and measurable	3	3	4	0.67	Sufficiently Valid
5	The observed aspects include stages and indicators	3	4	5	0.83	Highly Valid
6	The observation items align with the learning objectives	3	4	5	0.83	Highly Valid
7	The formulation of items is clear and requires scoring	3	3	4	0.67	Sufficiently Valid
8	The language follows Indonesian	3	4	5	0.83	Highly

No	Aspect Assessed	V1 Score	V2 Score	Σs	V	Interpretation
	language rules					Valid
9	The clarity of instructions/guidance/comments	3	3	4	0.67	Sufficiently Valid
10	Simplicity of sentence structure	4	4	6	1.00	Highly Valid
11	The language is communicative	4	4	6	1.00	Highly Valid

Table 3.5 demonstrates that out of the 11 aspects assessed in the learning process instrument, 6 aspects achieved an Aiken's V value above 0.80, categorized as "Highly Valid." Meanwhile, 5 aspects scored V values between 0.60 and 0.80, categorized as "Sufficiently Valid." No aspects were categorized as "Low Validity." These results indicate that the instrument used to assess the learning process is generally valid and reliable.

b. Results of the Student Activity Instrument Validation

Table 3.6

Student Activity Instrument Validation Results

No	Aspect Assessed	V1 Score	V2 Score	Σs	V	Interpretation
1	The implementation instructions for observation are sufficiently clear	4	3	5	0.83	Highly Valid
2	The observation sheet is easy to implement	4	4	5	0.83	Highly Valid
3	The criteria being observed are clearly stated	4	4	6	1.00	Highly Valid
4	The student activity categories cover activities likely to occur in the learning process	3	4	5	0.83	Highly Valid
5	The time unit for students is clearly stated	3	3	4	0.67	Sufficiently Valid
6	The student activity categories are observable clearly	3	4	5	0.83	Highly Valid
7	The student activity categories do not	3	3	6	1.00	Highly

No	Aspect Assessed	V1 Score	V2 Score	Σs	V	Interpretation
	create multiple meanings					Valid
8	Uses correct Indonesian language	3	4	5	0.83	Highly Valid
9	Uses sentences that are easy for students to understand	3	4	5	0.83	Highly Valid
10	Clarity of instructions/guidance/comments and problem-solving	3	4	5	0.83	Highly Valid
11	The language used is communicative	3	4	5	0.83	Highly Valid

Based on the findings in table 3.6 regarding the validation of the student activity observation instrument, it was found that 10 out of 11 aspects obtained Aiken's V scores higher than 0.80, which are categorized as "Highly Valid." One aspect received a score of 0.67, placing it in the "Sufficiently Valid" category. There were no aspects with scores below 0.60. These results suggest that the observation instrument used to evaluate student activity during the learning process possesses strong content validity. Thus, it is deemed valid and suitable for measuring student activity in classroom environments.

c. Student Response Instrument Validation Results

Table 3.7

Student Response Instrument Validation Results

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
1	The questionnaire instructions are clearly stated	4	3	5	0.83	Highly Valid
2	The student response options are clearly stated	2	4	4	0.67	Sufficiently Valid
3	The purpose of the questionnaire is clearly stated	4	4	6	1.00	Highly Valid
4	The questions can capture all student responses related to activities and	4	3	5	0.83	Highly Valid

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
	learning components					
5	The questions are aligned with the purpose of the assessment	4	3	5	0.83	Highly Valid
6	The components of the learning tools are clearly stated	3	3	4	0.67	Sufficiently Valid
7	The questions use words/commands/statements that require student responses	4	3	5	0.83	Highly Valid
8	The language used follows proper Indonesian language rules	4	4	6	1.00	Highly Valid
9	Word choices are appropriate for the students' level	4	3	5	0.83	Highly Valid
10	The sentences used are easy to understand	4	3	5	0.83	Highly Valid

Referring to the data in table 3.7 regarding the validation of the student response questionnaire, it is evident that 8 out of 10 aspects obtained Aiken's V values exceeding 0.80, placing them in the "Highly Valid" category. Additionally, 2 aspects scored between 0.60 and 0.80, which are considered "Sufficiently Valid." None of the aspects scored below 0.60. These findings suggest that the student response questionnaire generally possesses strong content validity, making it appropriate for collecting data on students' responses to the learning activities and components applied in the classroom.

d. Test Sheet Instrument Validation Results

Table 3.8
Test Sheet Instrument Validation Results

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
1	Alignment of questions with achievement indicators	3	4	5	0.83	Highly Valid
2	Clarity of the question instructions	3	3	4	0.67	Sufficiently Valid
3	Clarity of the question intent	3	3	4	0.67	Sufficiently

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
						Valid
4	Clarity of the test blueprint	3	4	5	0.83	Highly Valid
5	Clarity of the scoring guide	3	4	5	0.83	Highly Valid
6	Accuracy and clarity of the answer key	3	4	5	0.83	Highly Valid
7	Suitability between the number of questions and the allotted time	3	3	4	0.67	Sufficiently Valid
8	Appropriateness of language used with standard Indonesian grammar	3	4	5	0.83	Highly Valid
9	Questions do not contain ambiguous meanings	3	4	5	0.83	Highly Valid
10	Questions are communicative, using simple and understandable language for students	3	4	5	0.83	Highly Valid

Based on the data in table 3.8, it can be inferred that 7 out of 10 aspects of the test sheet instrument achieved Aiken's V values above 0.80, indicating a "Highly Valid" category. In contrast, 3 aspects recorded V values between 0.60 and 0.80, which fall under the "Sufficiently Valid" classification. No aspect received a V score below 0.60. These results suggest that the test instrument possesses solid content validity overall and is suitable for evaluating students' comprehension and attainment of the intended learning goals.

e. Teaching module Instrument Validation Results

Table 3.9

Teaching Module Instrument Validation Results

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
1	Alignment of indicator formulation with the Basic Competence	3	4	5	0.83	Highly Valid
2	Suitability of indicators with the allocated instructional time	3	3	4	0.67	Sufficiently Valid

No	Assessed Aspect	Score V1	Score V2	Σs	V	Interpretation
3	Accuracy in translating indicators into learning objectives (process and product)	3	4	5	0.83	Highly Valid
4	Measurability of learning objectives (process and product), covering audience, behavior, condition, and degree	3	4	5	0.83	Highly Valid
5	Suitability of learning objectives (process and product) with students' cognitive development	3	4	5	0.83	Highly Valid
6	Completeness of affective objectives formulation	3	4	5	0.83	Highly Valid
7	Affective objectives are reflected in the planned learning activities	3	4	5	0.83	Highly Valid
8	Completeness of psychomotor (skills) objectives formulation	3	4	5	0.83	Highly Valid
9	Skills objectives are reflected in the planned learning activities	3	4	5	0.83	Highly Valid

The validation results presented in table 3.9 indicate that 8 out of the 9 assessed aspects of the lesson plan instrument (RPP) achieved Aiken's V scores above 0.80, placing them in the "Highly Valid" category. One aspect received a score between 0.60 and 0.80, indicating "Sufficiently Validity." No aspect was found to have low validity. These findings suggest that the lesson plan instrument demonstrates strong content validity and is appropriate for use as a guiding framework in designing learning activities aligned with instructional objectives.

For empirical validation was conducted using item correlation analysis through SPSS (Statistical Product and Service Solution) software. The empirical test aimed to determine the consistency of each item in relation to the total score.

The testing criteria are as follows:

- a) If the calculated r value is greater than the r table value (based on a two-sided test with a significance level of 0.05), it indicates that the

instrument or question items have a significant correlation with the total score and are deemed valid.

- b) If the calculated r value is less than the r table value (based on a two-sided test with a significance level of 0.05), or if the calculated r value is negative, it suggests that the instrument or question items do not show a significant correlation with the total score and are considered invalid (Slamet & Wahyuningsih, 2022).

Based on these criteria, the instrument that was validated in this research was a test sheet, which consisted of both the pre-test and post-test items and questionnaires.

Table 3.10
Calculation Results of Test Validity Test (PreTes)

Correlations			
Items	Pearson Correlation	R_{tabel} (Sig. 0,05)	Criterion
1	0,715	0,514	Valid
2	0,676	0,514	Valid
3	0,715	0,514	Valid
4	0,625	0,514	Valid
5	0,698	0,514	Valid
6	0,562	0,514	Valid
7	0,659	0,514	Valid
8	0,615	0,514	Valid
9	0,663	0,514	Valid
10	0,673	0,514	Valid
11	0,580	0,514	Valid
12	0,534	0,514	Valid
13	0,654	0,514	Valid
14	0,580	0,514	Valid
15	0,556	0,514	Valid

16	0,673	0,514	Valid
17	0,617	0,514	Valid
18	0,763	0,514	Valid
19	0,589	0,514	Valid
20	0,589	0,514	Valid

(Source: Data analysis results with SPSS 21)

Based on table 3.10, which presents the results of the validity test calculation for the pre-test instrument measuring vocabulary mastery, it was found that all test items have a Pearson correlation value higher than the r-table value (0.514) at the 5% significance level. This means that all the items used are declared valid. The validity of all items indicates that the pre-test instrument used in this research is appropriate and suitable for measuring students' vocabulary mastery before being given the treatment using the Charades Game. Therefore, the pre-test results can serve as a strong basis for comparing students' initial abilities with their outcomes after the implementation of the method, in order to determine the effectiveness of the Charades Game in teaching vocabulary

Table 3.11
Calculation Results Test Validity Test (PostTest)

Correlations			
Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criterion
1	0,657	0,514	Valid
2	0,526	0,514	Valid
3	0,657	0,514	Valid
4	0,677	0,514	Valid
5	0,686	0,514	Valid
6	0,624	0,514	Valid
7	0,567	0,514	Valid
8	0,720	0,514	Valid

9	0,567	0,514	Valid
10	0,539	0,514	Valid
11	0,724	0,514	Valid
12	0,709	0,514	Valid
13	0,712	0,514	Valid
14	0,724	0,514	Valid
15	0,712	0,514	Valid
16	0,724	0,514	Valid
17	0,630	0,514	Valid
18	0,739	0,514	Valid
19	0,676	0,514	Valid
20	0,728	0,514	Valid

(Source: Data analysis results with SPSS 21)

Based on table 3.11, which presents the calculation results of the validity test for the post-test instrument of vocabulary mastery, it was found that all items have a Pearson correlation value higher than the r-table value (0.514) at the 5% significance level. This means that every item in the post-test is valid. The validity of all items confirms that the post-test instrument used in this research is appropriate and effective for measuring students' vocabulary mastery after the implementation of the Charades Game. These results strengthen the credibility of the post-test as a tool to assess students' vocabulary development, making it a reliable basis for evaluating the effectiveness of the Charades Game in teaching vocabulary to fifth grade students at SD Negeri 141 Pakka.

Table 3.12

Calculation Results of Questionnaire Validity Test

Correlations			
Items	Pearson Correlation	R _{tabel} (Sig. 0,05)	Criterion

1	0,646	0,514	Valid
2	0,646	0,514	Valid
3	0,646	0,514	Valid
4	0,646	0,514	Valid
5	0,519	0,514	Valid
6	0,770	0,514	Valid
7	0,521	0,514	Valid
8	0,646	0,514	Valid
9	0,646	0,514	Valid
10	0,646	0,514	Valid

(Source: Data analysis results with SPSS 21)

Referring to the data presented in table 3.12, the critical r-value at a 0.05 significance level with a sample size of $N = 10$ is 0.514. All ten questionnaire items exhibit Pearson correlation coefficients exceeding this critical value. Specifically, items 1, 2, 3, 4, 8, 9, and 10 each have a correlation coefficient of 0.646; item 5 shows 0.519; item 6 has the highest correlation at 0.770; and item 7 records a correlation of 0.521. Given that all items surpass the r-table value, it can be inferred that the questionnaire items are valid. These findings demonstrate that each item is appropriate and reliable for collecting data on students' responses to the implementation of the Charades game in vocabulary learning.

2. Reliability Test

In addition to validity testing, reliability testing was also conducted to ensure the consistency of the instrument when used under the same conditions. Reliability testing determined whether the measurement results were consistent when repeated testing was conducted. Reliability testing

was performed using the Cronbach's Alpha method through SPSS software. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.60 (Anggraini et al., 2022).

In this research, the instruments tested for reliability were the test sheets (pre-test and post-test) and the questionnaire.

Table 3.13
Test Sheet Reliability Test Results (PreTest)

Reliability Statistics	
Cronbach's Alpha	N of Items
.909	20

(Source: Data analysis results with SPSS 21)

Based on the calculation results shown in table 3.13, the Cronbach's Alpha value for the 20 items in the pre-test is 0.909. Since this value exceeds the minimum threshold, it can be concluded that the pre-test instrument is highly reliable. This indicates that the instrument consistently measures students' vocabulary mastery prior to the implementation of the Charades game as a learning method.

Table 3.14
Test Sheet Reliability Test Results (PostTest)

Reliability Statistics	
Cronbach's Alpha	N of Items
.902	20

(Source: Data analysis results with SPSS 21)

Based on the calculation results shown in table 3.14, the Cronbach's Alpha value for the 20 items in the post-test is 0.902. Since this value exceeds the minimum threshold, it can be concluded that the post-test instrument is highly reliable. This confirms that the instrument consistently measures students' vocabulary mastery after the implementation of the Charades game as a learning method.

Table 3.15
Questionnaire Reliability Test Result

Reliability Statistics	
Cronbach's Alpha	N of Items
.835	10

(Source: Data analysis results with SPSS 21)

Based on the results shown in the table 3.15, the Cronbach's Alpha value for the 10 questionnaire items is 0.835. Since this value is higher than the minimum required threshold, it can be concluded that the questionnaire is reliable. This indicates that the items in the questionnaire consistently reflect students' responses regarding their experience with the Charades game as a vocabulary learning method.

H. Techniques of Data Analysis

1. Normality Test

The normality test was conducted to assess whether the data from the pre-test and post-test were normally distributed. The researcher employed the Shapiro-Wilk test through SPSS software to analyze the normality of the students' scores. This test was deemed appropriate due to the small sample size of 15 participants, which was considered a small sample size.

The selection of an appropriate normality test method largely depends on the sample size and the characteristics of the data distribution. For small sample sizes, the Shapiro-Wilk test is recommended due to its higher sensitivity to deviations from normality in small samples, whereas tests like the Kolmogorov-Smirnov are more appropriate for larger sample sizes (Ahadi & Zain, 2023).

The criteria for evaluating the results of the normality test are as follows:

- a. If the significance value (p-value) $>$ (greater than) 0.05, then the data is considered normally distributed. This means that the results of the pre-test and post-test follow a normal distribution.
- b. If the significance value (p-value) $<$ (less than) 0.05, then the data is considered not normally distributed.

2. Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the sample data (pre-test and post-test) among the student groups were equal. This was important for deciding whether parametric tests could be applied during the data analysis phase. The researcher used one-way ANOVA with the help of SPSS software.

The criteria for evaluating the results of the homogeneity test are as follows:

- a. If the significance value (p-value) $>$ (greater than) 0.05, then the data has homogeneous variances. This means that the variances of the pre-test and post-test are similar.
- b. If the significance value (p-value) $<$ (less than) 0.05, then the data does not have homogeneous variances. In this case, further analysis may require different statistical methods.

3. Hypothesis Testing

Hypothesis testing was an important step in data analysis, where the researcher tested the statements or initial assumptions made earlier. Hypothesis testing was conducted after the normality and homogeneity tests, depending on the results of these two tests..

In this research, the researcher used the paired sample t-test to examine the differences between the average pre-test and post-test scores of students after the implementation of the Charades game. This test helped determine whether the Charades game was effective in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka.

After conducting the hypothesis testing, the researcher checked the significance value (p-value) obtained. If the p-value $<$ 0.05, the null

hypothesis (H_0) was rejected, indicating that the Charades game was effective in improving students' vocabulary. Conversely, if the p -value ≥ 0.05 , the null hypothesis could not be rejected, suggesting that the Charades game was not effective in enhancing students' vocabulary.

After obtaining the pretest and posttest scores, the researcher analyzed the results using the N-gain calculation to assess the effectiveness of the Charades game in teaching vocabulary to fifth-grade students. The N-gain test measured the extent of improvement or gain between the pretest and posttest scores. The following formula was applied:

$$\text{N-Gain} = \frac{S_{\text{Post}} - S_{\text{Pre}}}{S_{\text{maks}} - S_{\text{Pre}}}$$

Notes:

- b) N-Gain refers to the normalized gain value.
- c) S_{post} denotes the score obtained in the post-test.
- d) S_{pre} denotes the score obtained in the pre-test.
- e) S_{maks} denotes the highest possible score.

The effectiveness of the Charades game in teaching vocabulary was interpreted based on the N-gain value using the following criteria:

Table 3.16
Normalized Gain Criteria

N-Gain Range	Effectiveness Level
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low
$g = 0,00$	No improvement
$-1,00 \leq g < 0,00$	Decline

Source:(Sukarelawa et al., 2024)

This classification helped determine the effectiveness level of the Charades game in vocabulary instruction, with a higher N-gain value indicating greater learning effectiveness.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding of The Research

This chapter presents the results derived from the data analysis conducted throughout the research. The study aimed to investigate the effectiveness of utilizing the Charades game as a vocabulary teaching strategy for fifth-grade students at SD Negeri 141 Pakka. To accomplish this goal, multiple data collection methods were applied, including observation sheets, questionnaires, and tests. Data from each instrument were thoroughly analyzed to support the study's conclusions. The effectiveness of the teaching approach was evaluated using several indicators: the execution of learning activities, the degree of student engagement during the lessons, students' responses to the instructional process, and their vocabulary learning achievements.

1. Implementation of Learnig

To evaluate the effectiveness of the Charades game in learning, an observation was carried out focusing on the teacher's performance during each stage of the lesson. Each aspect was rated on a scale of 1 to 4, with 4 indicating excellent implementation. The results are shown in the table below.

Table 4.1
Learning Proses Observation Result using Charades Game

No	Aspects	Score
1	The teacher opens the learning activity with greetings.	4
2	The teacher and students pray before starting the lesson.	4
3	The teacher asks for news and readiness to learn.	4
4	The teacher asks for attendance and takes attendance of students.	4

5	The teacher introduces the Charades Game and its purpose in learning.	4
6	The teacher explains the vocabulary related to the game.	4
7	The teacher prepares 30 word cards with nouns, verbs, and adjectives, along with a timer and scoreboard.	4
8	The teacher arranges the students into 3 groups, seating them in a U-shape with a "stage" area.	4
9	The teacher introduces the vocabulary by displaying the word cards one by one and explaining their meanings.	4
10	The teacher encourages students to create example sentences using the vocabulary.	3
11	The teacher explains the rules of the Charades Game and the scoring system.	4
12	The teacher ensures students understand the rules: no talking, no pointing, 2-minute limit per word.	3
13	Round 1 begins with groups acting out and guessing 10 nouns.	4
14	Round 2 continues with groups acting out and guessing 10 verbs.	4
15	Round 3 concludes with groups acting out and guessing 10 adjectives.	4
16	The teacher deducts points for rule violations (e.g., talking or pointing).	3
17	The teacher facilitates students to actively participate by taking turns acting and guessing words.	4
18	The teacher reviews the vocabulary by displaying all cards used in the game.	4

19	The teacher leads the class to pronounce the vocabulary together and asks students to record them in their notebooks.	4
20	The teacher assigns homework to create simple sentences using the vocabulary.	4
21	The teacher closes the lesson by reflecting on the learning process and giving feedback.	4
Total Score		81
Final Score		96.43

Based on the observation of the teaching and learning process using the Charades Game, table 4.1 shows the observation results conducted to assess the implementation of the teaching and learning process using the Charades Game. The learning process was observed based on several aspects, including the teacher's activities in opening, delivering, and closing the lesson, as well as student engagement during the lesson. From the observation results, a total score of 81 out of a maximum of 84 was obtained, with a percentage of 96.43%. This places the implementation of the learning process in the Very Good category. It indicates that the teacher successfully managed the lesson starting from the opening, managing the core activities, to closing while applying the Charades Game in a structured way to enhance students' participation and vocabulary comprehension. The learning activities were conducted actively, and students demonstrated a high level of engagement throughout the learning process.

2. Students' Activity During the Learning Process

An observation was conducted to assess students' participation during the learning process. Aspects such as enthusiasm, cooperation, and vocabulary understanding were rated on a 1 to 4 scale. The results are presented in the table below.

Table 4.2
Student Activity Observation Results

No	Aspects	Score
1	Students appear enthusiastic about the game.	4
2	Students actively attempt to guess the words.	4
3	Students follow their turn while playing.	4
4	Students adhere to the game rules properly.	3
5	Students seem to enjoy the game process.	4
6	Students work together with their teammates.	4
7	Students pay attention to ideas from others.	3
8	Students support their friends.	4
9	Students respect their peers' opinions.	4
10	Students actively discuss words with peers.	4
11	Students can state the meaning of words correctly.	4
12	Students create sentences with new words.	3
13	Students guess words based on gestures shown.	4
14	Students provide examples of words in context.	3
15	Students demonstrate better vocabulary comprehension after playing.	3
Total Score		55
Final Score		91.67

Table 4.2 presents the results of student activity observations during the implementation of the Charades Game. The observations were conducted to assess various aspects of student behavior, including enthusiasm, participation, cooperation, and vocabulary understanding throughout the learning process. Based on the observation, a total score of 55 out of a maximum of 60 was obtained, resulting in a final score of 91.67%. This score places the student activity level in the Very Good category. The results indicate that students were highly engaged during the

game, showing enthusiasm, active participation, and teamwork. Although there were a few aspects where students showed room for improvement such as strictly following the rules and applying new vocabulary in context overall, they demonstrated a strong level of involvement and had a positive learning experience. Their ability to guess words through gestures, discuss word meanings, and create example sentences contributed significantly to their vocabulary comprehension, which showed noticeable improvement following the activity.

3. Students' responses

A questionnaire was given to gather students' responses about learning vocabulary through the Charades game. Their answers reflect their interest, motivation, and experience. The results are shown in the table below.

Table 4.3
Students' responses Result

No	Aspects	Yes (1)	No (0)	Score total
1.	I feel happier when learning vocabulary through the Charades game. (<i>Saya merasa lebih senang saat belajar kosakata dengan permainan Charades.</i>)	15	0	15
2.	The Charades game motivates me to learn new vocabulary. (<i>Permainan Charades membuat saya lebih semangat untuk belajar kosakata baru.</i>)	14	1	15
3.	I can remember vocabulary more easily after playing Charades. (<i>Saya bisa mengingat kosakata dengan lebih mudah setelah bermain Charades.</i>)	15	0	15
4.	I enjoy playing in groups while learning	15	0	15

	vocabulary through Charades. <i>(Saya suka bermain dalam kelompok saat belajar kosakata lewat Charades.)</i>			
5.	The Charades game helps me understand the meanings of new words in a fun way. <i>(Permainan Charades membantu saya mengerti arti kata-kata baru dengan cara yang menyenangkan.)</i>	15	0	15
6.	The Charades game makes me more active in learning vocabulary. <i>(Permainan Charades membuat saya lebih aktif dalam belajar kosakata.)</i>	12	3	15
7.	Playing Charades is not enjoyable for me. <i>(Bermain Charades tidak menyenangkan bagi saya.)</i>	3	12	15
8.	I do not feel that Charades helps me improve my vocabulary. <i>(Saya tidak merasa permainan Charades membantu saya meningkatkan kosakata.)</i>	2	13	15
9.	The Charades game makes me feel rushed or pressured to guess quickly. <i>(Permainan Charades membuat saya merasa terburu-buru atau tertekan untuk menebak dengan cepat.)</i>	3	12	15
10.	Sometimes the Charades game makes the classroom atmosphere too noisy. <i>(Kadang permainan Charades membuat suasana kelas menjadi terlalu berisik.)</i>	5	10	15

Based on Table 4.3 showing students' responses to vocabulary learning using the Charades game, the assessment is based on 10 measured aspects with the following rating categories: scores (9–10) are categorized

as Highly Enjoyable, scores (7–8) as Enjoyable, scores (5–6) as Moderately Enjoyable, scores (3–4) as Less Enjoyable, and scores (0–2) as Not Enjoyable.

Item 1 was answered Yes by 15 students, so with the maximum score, this item falls into the Highly Enjoyable category. Item 2 was answered Yes by 14 students and No by 1 student, but the total score remained maximum, so it also falls into the Highly Enjoyable category. Items 3, 4, and 5 were all answered Yes by 15 students, so these items fall into the Highly Enjoyable category. Item 6 was answered Yes by 12 students and No by 3 students, but the total score still falls under Highly Enjoyable.

Item 7 is a negative statement; 3 students answered Yes and 12 students answered No. Because the majority disagreed with the negative statement, the overall response remains positive and falls under Highly Enjoyable. For item 8, only 2 students answered negatively, while 13 answered positively, indicating most students felt the method helped improve their vocabulary, so item 8 is categorized as Highly Enjoyable.

For item 9, 3 students felt rushed or pressured during the game, but 12 students did not, meaning most students felt comfortable and unpressured, so this item is Highly Enjoyable. Item 10 showed that 5 students felt the class was too noisy during the game, while 10 students felt the atmosphere was still controlled, so despite some noise, the overall response is still positive and categorized as Highly Enjoyable.

Overall, out of the 15 student respondents, 11 students (73.33%) achieved scores ranging from 9 to 10, which are categorized as Highly Enjoyable, while the remaining 4 students (26.67%) scored between 7 and 8, falling into the Enjoyable category. None of the students scored below 7. In total, 11 students with an average score of 9.5 contributed a combined score of 104.5, and 4 students with an average score of 7.5 contributed a combined score of 30.0. The total score was 134.5, which when divided by the number of students (15), results in an average score

of 8.97 or equivalent to 89.7%. This score indicates that, in general, students gave a highly positive response to the use of the Charades game in vocabulary learning.

4. Students' Learning Outcomes

To measure learning outcomes, a pretest and posttest were conducted. The results were analyzed using statistical tests to determine the effectiveness of the Charades game. The findings are presented below.

a. Normality Test

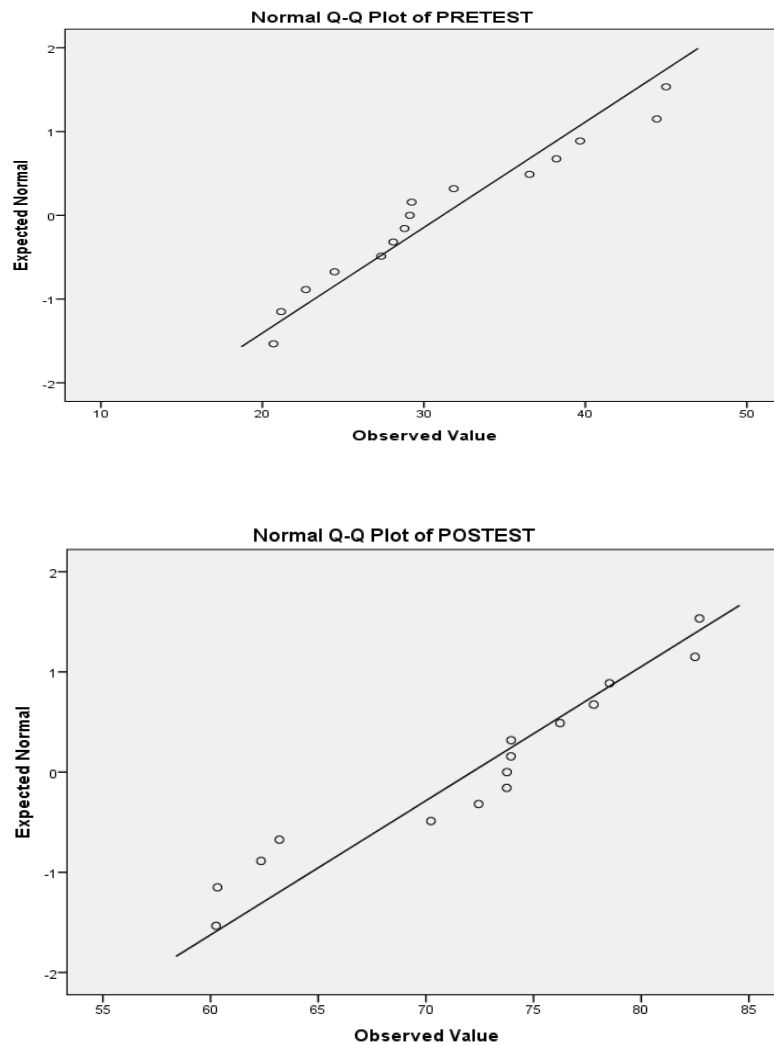
The normality test was conducted to determine whether the pretest and posttest data are normally distributed. In this research, the Shapiro-Wilk test was used because the sample size is relatively small (15 participants), making it more appropriate for assessing normality in small samples.

Table 4.4
Normality Test Results

Tests of Normality			
PRETEST POSTEST	Shapiro-Wilk		
	Statistic	Df	Sig.
	.928	15	.258
	.908	15	.125

(Source: Data analysis results with SPSS 21)

As shown in table 4.4, the Shapiro-Wilk test produced a significance value of 0.258 for the pretest and 0.125 for the posttest. Both values are greater than 0.05, which indicates that the data are normally distributed. Therefore, it can be concluded that the pretest and posttest data meet the normality assumption, allowing the use of parametric statistical analysis in the following stages of this research.

Graphic 4.1**Q-Q Plot**

(Source: Data analysis results with SPSS 21)

The image above showed a Q-Q Plot (Quantile-Quantile Plot) for the pretest and posttest scores. This plot was used to evaluate whether the data followed a normal distribution. In the Q-Q plot for the pretest and posttest, the data points were located around the diagonal line. This indicated that the data was approximately normally distributed. Although there were slight deviations, there were no extreme departures from the diagonal line. Therefore, it could be concluded that the pretest and posttest scores followed a normal

distribution. This normal distribution was one of the requirements for performing parametric statistical tests, such as the paired sample t-test, which was used in this research to examine the difference between pretest and posttest results after treatment using a specific learning medium.

b. Homogeneity Test

The homogeneity test was conducted to determine whether the variances of the sample data (pre-test and post-test) among the student groups were equal. This step is essential to ensure that the assumptions for applying parametric statistical tests such as the paired sample t-test are met. In this research, the researcher applied Levene's Test for Equality of Variances using SPSS software.

Table 4.5

Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.119	1	28	.733

(Source: Data analysis results with SPSS 21)

Based on table 4.5, which shows the results of the homogeneity test of variances, the significance value obtained from Levene's Test for the pre-test scores is 0.733. Since this value is greater than 0.05 ($0.733 > 0.05$), it can be concluded that the pre-test data has homogeneous variance. Therefore, the data meets the requirement to proceed with parametric statistical analysis, specifically the paired sample t-test, to evaluate the effect of the treatment.

c. Hypothesis For The Test

After performing normality and homogeneity tests, which showed that the data were normally distributed and had homogeneous variances, the next step was to conduct hypothesis testing to determine whether there was a significant difference between the pre-test and

post-test scores of students after being treated using the Charades Game. A paired sample t-test was used to compare the mean scores before and after the treatment. Based on the results of the t-test, the significance value obtained was 0.000, which is smaller than 0.05 ($0.000 < 0.05$). This indicates a significant difference between the pre-test and post-test scores of the students.

Table 4.6
Result Of the Paired Sample t-Test

Paired Samples Test									
		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST	-	20.835	5.380	-	-31.862	-	14	.000
	POSTTEST	43.400			54.938		8.067		

(Source: Data analysis results with SPSS 21)

Based on table 4.6, which shows the results of the paired sample t-test, the significance value (Sig. 2-tailed) is 0.000, which is less than 0.05. This means that the difference between the pre-test and post-test scores is statistically significant. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This result indicates that the use of the Charades game is effective in teaching English vocabulary to fifth-grade students at SDN 141 Pakka. The students' vocabulary scores improved significantly after being taught using this method

d. Normality Gain Test

After collecting the pre-test and post-test scores, the researcher proceeded with data analysis using the Normalized Gain (N-gain) test. The N-Gain test was conducted on the results of students' vocabulary tests with the aim of determining the effectiveness of using the

Charades Game in teaching vocabulary to fifth-grade students of SD Negeri 141 Pakka. The N-Gain Score test was conducted by calculating the difference between the pre-test and post-test scores to determine whether the use of the Charades Game could be considered effective or not.

Table 4.7
N-gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	15	.24	.93	.6081	.23658
NGain_perse n	15	23.91	92.94	60.806 4	23.65833
Valid N (listwise)	15				

(Source: Data analysis results with SPSS 21)

Based on Table 4.19 N-Gain Test Results, the mean N-Gain score was obtained at 0.6081. Referring to the N-Gain criteria, this score falls into the medium category ($0.30 \leq g < 0.70$). Therefore, it can be concluded that the use of the Charades Game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka shows a medium level of improvement between the pre-test and post-test scores.

B. Discussion of the Research

This research indicates that the implementation of the Charades game in teaching vocabulary to fifth-grade students at SD Negeri 141 Pakka is effective and meets the criteria of successful learning. This is evidenced by a high score of 96.43% on the learning implementation indicator, which reflects that the teaching and learning process was carried out in a highly organized and effective manner. The researcher was able to implement the lesson systematically, starting from the clear delivery of learning objectives, structured explanations, and the provision of simple and comprehensible instructions for students. In addition, classroom management was well

maintained, resulting in a positive, supportive, and interactive learning atmosphere that encouraged student participation.

During the learning process, the Charades game was implemented not merely as an entertaining activity, but as a structured and meaningful instructional strategy. The findings show that students demonstrated high levels of engagement, enthusiasm, and active participation throughout the learning activities. This indicates that the learning process successfully shifted from teacher-centered instruction to student-centered learning, where students actively constructed their own understanding of vocabulary through physical movement, peer interaction, and contextual guessing activities. Such involvement allowed students to experience learning in a more meaningful and memorable way.

Students' responses further confirm the effectiveness of this method. Based on questionnaire data, the majority of students reported that they felt interested, happy, and motivated during the learning process. This positive emotional response suggests that game-based learning is able to reduce learning anxiety, increase motivation, and create a more enjoyable learning environment. Furthermore, it also contributes to the development of students' confidence in using English vocabulary, particularly in situations that require active participation in front of their peers.

The effectiveness of the Charades game is also strongly supported by the improvement in students' learning outcomes. The analysis of pre-test and post-test scores shows a significant increase after the implementation of the method. The results of the paired-sample t-test revealed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between pre-test and post-test scores. This finding confirms that the improvement in students' vocabulary mastery did not occur by chance, but was the result of the instructional intervention. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, confirming the effectiveness of the Charades game in vocabulary learning.

Furthermore, the effectiveness of the Charades game is reinforced by the N-Gain analysis, which shows a score of 0.72 (72%) categorized as high effectiveness. This result indicates that the improvement in students' vocabulary mastery from pre-test to post-test is not only statistically significant but also practically meaningful. The high N-Gain score suggests that the learning intervention made a substantial contribution to students' understanding and retention of English vocabulary.

Several pedagogical factors contributed to the success of this learning method. First, the use of cooperative group activities encouraged collaboration, peer support, and communication among students. Second, the guessing-and-acting format created a competitive yet enjoyable atmosphere that stimulated students' enthusiasm and sustained attention. Third, the structured learning stages beginning from vocabulary introduction, explanation of game rules, and continuing through multiple rounds involving nouns, verbs, and adjectives helped students acquire vocabulary in a gradual, systematic, and meaningful way.

In addition, the use of vocabulary flashcards designed by the researcher played an important role in supporting students' understanding. These flashcards were adapted to the cognitive level of elementary school students and included Indonesian translations, which facilitated comprehension and reduced cognitive load during the learning process. As a result, students were able to connect new vocabulary with prior knowledge more easily, which strengthened retention and long-term memory of the learned words.

Previous research also supports these findings. Research conducted by (Zahro, n.d.) revealed that interactive learning media based on word-guessing games in *maharah al-kalam* significantly enhance students' motivation by creating an active, enjoyable, and participatory learning environment. This is highly consistent with the characteristics of the Charades game used in this research, as both approaches emphasize interaction, collaboration, and active student involvement in the learning process. Similarly, (Kurnia, 2017).

reported that the use of the Charades game can improve students' participation, cooperation, and vocabulary achievement.

Furthermore, the findings are strongly aligned with constructivist learning theory, particularly Piaget's theory of cognitive development at the concrete operational stage. At this stage, learners develop cognitive understanding more effectively through direct experiences, manipulation of objects, and social interaction. This is supported by (Handoko et al, 2025), which emphasizes that children's cognitive development is strongly influenced by real-life experiences and active engagement in learning processes. The Charades game provides such an environment, enabling students to construct vocabulary knowledge actively through movement, interaction, and contextual interpretation.

This research is also in line with the research conducted by (Agung et al., 2023), which states that the implementation of the gamification method, particularly through the charades game, significantly contributes to improving students' learning motivation, self-confidence, and communication skills in English language learning at the elementary school level. The findings of this research also confirm these results, where the use of games in the learning process can increase student enthusiasm, encourage active participation, and ultimately lead to improved vocabulary mastery. These findings affirm that an interactive and enjoyable learning approach is highly effective in enhancing students' learning outcomes.

Despite these positive results, this research has several limitations. The sample size was limited to only 15 students from a single class, which restricts the generalizability of the findings. In addition, this research focused exclusively on vocabulary mastery and did not investigate other language skills such as speaking, listening, or writing. Therefore, future research is recommended to involve larger samples and explore the effectiveness of the Charades method across different language skills and educational contexts.

In conclusion, the implementation of the Charades game is effective in improving vocabulary mastery among fifth-grade students at SD Negeri 141

Pakka. This effectiveness is reflected not only in the well-structured learning process but also in increased student engagement, positive emotional responses, and significant improvements in test scores. These findings suggest that game-based learning strategies such as Charades can serve as a powerful alternative in English language teaching, particularly at the elementary level, as they create an interactive, enjoyable, and meaningful learning environment that supports both cognitive and affective aspects of learning.

The implications suggest that using the Charades game can effectively improve vocabulary, boost student motivation, and encourage active participation. Educators can use such interactive and playful methods to create a more engaging learning environment, especially for elementary students in the concrete operational stage. This approach supports constructivist theories, highlighting that active and social learning helps students understand better. Therefore, Charades can enhance English teaching by increasing engagement and vocabulary comprehension.

CHAPTER V

CLOSING

A. Conclusion of the Research

Based on the research results, it can be concluded that the implementation of the Charades game is effective in improving vocabulary mastery among fifth-grade students at SD Negeri 141 Pakka. This effectiveness is shown through several indicators, including the high score of learning implementation (96.43%), positive student responses, increased student engagement, and significant improvement in students' learning outcomes. The results of the pre-test and post-test analysis show a significant increase in students' vocabulary achievement. This is also supported by the paired-sample t-test result, which shows a significance value of 0.000 ($p < 0.05$), indicating a statistically significant difference between the pre-test and post-test scores. Furthermore, the effectiveness of this method is reinforced by the N-Gain analysis, which shows a score of 0.72 (72%) categorized as high effectiveness. This result indicates that the improvement in students' vocabulary mastery is not only statistically significant but also practically meaningful. In addition, the learning process became more interactive, enjoyable, and student-centered. Students were actively involved in learning activities through cooperation, movement, and guessing games, which helped improve their motivation, participation, and confidence in learning English vocabulary.

B. Suggestions of the Research

For future research, it is recommended to involve a larger and more diverse sample to allow for better generalization of the findings. Future studies should also apply the Charades method to other aspects of language, such as command sentences, prepositions, or descriptions, to provide a more comprehensive understanding of the method's effectiveness in teaching various language components. Furthermore, comparing the Charades method with other teaching methods such as Role Play, Total Physical Response (TPR), or Drill would be beneficial in

determining which method is most effective in improving vocabulary mastery. A qualitative approach, such as interviews with teachers and reflective journals from students, could also provide deeper insights into the cognitive processes during learning and offer a clearer understanding of students' experiences with the method.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

VALIDITY

Appendix 1: Learning Process Instrument Validation

a. Validator 1

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indikator aktivitas guru dalam pembelajaran			✓		
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran			✓		
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar			✓		
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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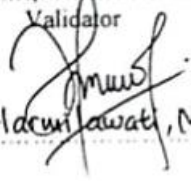
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Sinjai 17 Maret 2025
 Validator

 (Dr. H. Hidayat, M.Pd.)

b. Validator 2

LEMBAR VALIDASI AKTIVITAS GURU DALAM PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Guru (LOAG) dalam Pembelajaran. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAG Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAG tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk Lembar Observasi Aktivitas Guru dalam pembelajaran dinyatakan dengan jelas				✓	
	2. Lembar Observasi Aktivitas Guru dalam pembelajaran mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas			✓		
II	Aspek Isi					
	1. Tujuan Penggunaan Lembar Observasi aktivitas guru dalam pembelajaran dirumuskan dengan jelas dan terukur			✓		
	2. Aspek yang diobservasi telah mencakup tahapan dan indicator aktivitas guru dalam pembelajaran				✓	
	3. Item yang diobservasi untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran telah sesuai dengan tujuan pembelajaran				✓	
	4. Rumusan item untuk setiap aspek penilaian pada lembar observasi aktivitas guru dalam pembelajaran menggunakan kata/pernyataan/perintah yang menuntut pemberian nilai			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaedah Indonesia yang baik dan benar				✓	
	2. Kejelasan petunjuk/arahan, komentar, dan penyelesaian masalah			✓		
	3. Kesederhanaan struktur kalimat				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
- ② Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

Teacher identify student in statement should be changed.
Scoring

Sinjai 17, Maret 2025

Validator


(Sabarudin, M. P.S.U.)

Appendix 2: Student Activity Instrument Validation

a. Validator 1

LEMBAR VALIDASI AKTIVITAS SISWA						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut. 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas				✓	
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran			✓		
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik			✓		
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar			✓		
	2. Menggunakan kalimat yang mudah dipahami siswa			✓		
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah			✓		
	4. Bahasa yang digunakan bersifat komunikatif			✓		
C. Penilaian Umum						
Rekomendasi/kesimpulan penilaian secara umum. <i>Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *</i> 1. Belum dapat digunakan 2. Dapat digunakan dengan banyak revisi 3. Dapat digunakan dengan sedikit revisi <u>4</u>. Dapat digunakan tanpa revisi						

D. Kometar dan Saran Perbaikan

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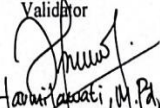
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Sinjai 17 Marat 2025

Validator


(Dr. Hani Lakati, M.Pd.)

b. Validator 2

LEMBAR VALIDASI AKTIVITAS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Lembar Observasi Aktivitas Siswa (LOAS). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap LOAS Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan LOAS tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek yang dinilai	Skala penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pelaksanaan observasi cukup jelas			✓		
	2. Lembar observasi mudah untuk dilaksanakan				✓	
	3. Kriteria yang diobservasi dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Kategori aktivitas siswa yang terdapat pada lembar observasi sudah mencakup aktivitas siswa yang mungkin terjadi dalam pembelajaran				✓	
	2. Satuan waktu siswa untuk melakukan aktivitas dengan satuan waktu observasi dinyatakan dengan jelas			✓		
	3. Kategori aktivitas siswa yang diamati dapat teramati dengan baik				✓	
	4. Kategori aktivitas siswa tidak menimbulkan makna ganda			✓		
III	Aspek Bahasa					
	1. Menggunakan Bahasa Indonesia yang benar				✓	
	2. Menggunakan kalimat yang mudah dipahami siswa				✓	
	3. Kejelasan petunjuk/arahan, komentar dan penyelesaian masalah				✓	
	4. Bahasa yang digunakan bersifat komunikatif				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

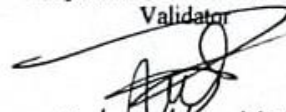
1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

tambahkan duras waktu observasi dan perbaiki
statement yang kemungkinan ambigu

Sinjai 17 Maret 2025

Validator


(Sabaruddin, M.Ts)

Appendix 3: Student Response Instrument Validation

a. Validator 1

LEMBAR VALIDASI ANGKET RESPONS SISWA						
A. Petunjuk						
Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut: 1 = Tidak Relevan 2 = Kurang Relevan 3 = Relevan 4 = Sangat Relevan Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.						
B. Tabel Penilaian						
No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.			✓		
	2. Pilihan angket respons siswa dinyatakan dengan jelas				✓	
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas				✓	
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran			✓		
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran			✓		
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa			✓		
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa			✓		
	3. Menggunakan kalimat yang mudah dipahami			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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Sinjai, 17 Maret 2025

Validator

(Signature)
Dr. Harwulanati M.Pd.

b. Validator 2

LEMBAR VALIDASI ANGKET RESPONS SISWA

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Angket Respons Siswa. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Angket Respons Siswa Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Angket Respons Siswa tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Petunjuk					
	1. Petunjuk pengisian angket dinyatakan dengan jelas.				✓	
	2. Pilihan angket respons siswa dinyatakan dengan jelas		✓			
II	Aspek Isi					
	1. Tujuan Penggunaan angket dinyatakan dengan jelas				✓	
	2. Pertanyaan-pertanyaan pada angket dapat menjangkau seluruh respons siswa terhadap kegiatan dan komponen pembelajaran				✓	
	3. Pertanyaan-pertanyaan yang diajukan sesuai dengan tujuan pengukuran				✓	
	4. Komponen perangkat pembelajaran dinyatakan dengan jelas			✓		
	5. Rumusan pertanyaan pada angket menggunakan kata/perintah/pernyataan yang menuntut pemberian tanggapan dari siswa				✓	
III	Aspek Bahasa					
	1. Menggunakan bahasa sesuai dengan kaidah bahasa Indonesia yang benar.				✓	
	2. Pilihan kata yang digunakan sesuai dengan level siswa				✓	
	3. Menggunakan kalimat yang mudah dipahami				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
- ☒ 2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Kriteria penilaian yes/no, Scoring

Sinjai, 17 Maret 2025

Validator

(Sabaruddin, M.TESUF)

Appendix 4: Test Sheet Instrument Validation

a. Validator 1

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian			✓		
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas			✓		
	5. Pedoman penskoran dinyatakan dengan jelas			✓		
	6. Jawaban soal dinyatakan dengan jelas dan benar			✓		
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia			✓		
	2. Kalimat soal tidak mengandung arti ganda			✓		
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.			✓		

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

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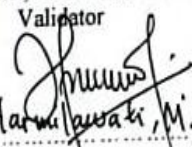
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Sinjai 17 Maret 2025

Validator


(Dr. Harminawati, M.Pd.)

b. Validator 2

LEMBAR VALIDASI INSTRUMEN TES

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Instrumen berupa Tes. Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap Tes tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

1 = Tidak Relevan

2 = Kurang Relevan

3 = Relevan

4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan Tes tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Aspek Isi					
	1. Kesesuaian soal dengan indikator pencapaian				✓	
	2. Kejelasan perumusan petunjuk pengerjaan soal			✓		
	3. Kejelasan maksud soal			✓		
	4. Kisi-kisi soal dinyatakan dengan jelas				✓	
	5. Pedoman penskoran dinyatakan dengan jelas				✓	
	6. Jawaban soal dinyatakan dengan jelas dan benar				✓	
	7. Kesesuaian jumlah soal dan waktu pengerjaan soal			✓		
II	Aspek Bahasa					
	1. Kesesuaian Bahasa yang digunakan pada soal dengan kaidah Bahasa Indonesia				✓	
	2. Kalimat soal tidak mengandung arti ganda				✓	
	3. Rumusan soal komunikatif, menggunakan Bahasa yang sederhana dan mudah dipahami oleh siswa.				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu **

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Pencat T.506, buat dalam lembar ts siap pakai

Sinjai 17 Maret 2025

Validator


(Sahawidhi, A. T. S. L.)

Appendix 5: Teaching Module Instrument Validation

a. Validator 1

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembaran ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1. Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar			✓		
	2. Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan			✓		
II	Tujuan Pembelajaran					
	1. Kognitif					
	a. Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)			✓		
	b. Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .			✓		
	c. Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa			✓		
	2. Afektif					
	a. Kelengkapan rumusan tujuan afektif			✓		
	b. Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		
	3. Keterampilan					
	a. Kelengkapan rumusan tujuan aspek keterampilan			✓		
	b. Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.			✓		

III	Kelengkapan: Materi Pembelajaran, sumber, bahan dan alat bantu (media), Model, pendekatan, dan metode pembelajaran yang digunakan.			✓		
IV	Materi Pembelajaran					
	1. Kebenaran isi materi pembelajaran			✓		
	2. Kesesuaian materi pembelajaran dengan indikator					
V	Skenario Pembelajaran					
	1. Kesesuaian sintaks dengan model pembelajaran yang dipilih			✓		
	2. Penggunaan model, pendekatan dan metode tergambar dengan jelas dalam pembelajaran			✓		
	3. Penggunaan perangkat pembelajaran tergambar dengan jelas			✓		
	4. Tahapan pembelajaran untuk setiap fase tergambar dengan jelas dan lengkap			✓		
	5. Sistematika tahapan pembelajaran untuk setiap fase tergambar dengan jelas			✓		
	6. Kegiatan guru dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	7. Kegiatan siswa dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase			✓		
	8. Kesesuaian alokasi waktu yang digunakan dengan tahapan pembelajaran.			✓		
VI	Assesmen Kesesuaian Teknik dan bentuk penilaian dengan ketercapaian tujuan pembelajaran			✓		
VII	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia			✓		
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkirlah nomor/angka sesuai dengan penilaian Bapak/Ibu **)

1. Belum dapat digunakan
2. Dapat digunakan dengan banyak revisi
- ③ 3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

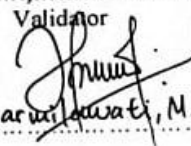
D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

.....

Sinjai... 17 Maret 2025

Validator


(Dr. Harunulauwat, M.Pd.)

Lembar Validasi RPP- 3

b. Validator 2

LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN

A. Petunjuk

Dalam menyusun Skripsi/Tesis, Peneliti mengembangkan Rencana Pelaksanaan Pembelajaran (RPP). Karena itu, peneliti meminta kesediaan Bapak/Ibu untuk memberikan Penilaian terhadap RPP Tersebut. Penilaian dilakukan dengan memberikan tanda centang (✓) pada kolom yang sesuai dalam matriks uraian aspek yang dinilai dengan skala penilaian berikut:

- 1 = Tidak Relevan
- 2 = Kurang Relevan
- 3 = Relevan
- 4 = Sangat Relevan

Selanjutnya untuk memudahkan revisi atau penyempurnaan RPP tersebut, dimohon kesediaan Bapak/Ibu untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada tulisan yang disertakan. Atas bantuannya diucapkan terima kasih.

B. Tabel Penilaian

No	Aspek Yang Dinilai	Skala Penilaian				Ket.
		1	2	3	4	
I	Kompetensi Dasar dan Indikator					
	1 Kesesuaian rumusan indikator dengan rumusan kompetensi Dasar				✓	
	2 Kesesuaian indikator dengan alokasi waktu pembelajaran yang direncanakan			✓		
II	Tujuan Pembelajaran					
	1. Kognitif					
	a Keteepatan penjabaran indikator ke dalam tujuan pembelajaran (proses dan produk)				✓	
	b Keterukuran tujuan pembelajaran (proses dan produk) mencakup aspek <i>audience, behavior, condition, and degree</i> .				✓	
	c Kesesuaian tujuan pembelajaran (proses dan produk) dengan perkembangan kognitif mahasiswa/siswa				✓	
	2. Afektif					
	a Kelengkapan rumusan tujuan afektif				✓	
	b Tujuan afektif terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.				✓	
	3. Keterampilan					
	a Kelengkapan rumusan tujuan aspek keterampilan				✓	
	b Tujuan keterampilan terjabarkan dalam kegiatan proses pembelajaran yang direncanakan.				✓	

III	Kelengkapan: Materi Pembelajaran, sumber, bahan dan alat bantu (media), Model, pendekatan, dan metode pembelajaran yang digunakan.				✓	
IV	Materi Pembelajaran					
	1. Kebenaran isi materi pembelajaran				✓	
	2. Kesesuaian materi pembelajaran dengan indikator					
V	Skenario Pembelajaran					
	1. Kesesuaian sintaks dengan model pembelajaran yang dipilih				✓	
	2. Penggunaan model, pendekatan dan metode tergambar dengan jelas dalam pembelajaran			✓		
	3. Penggunaan perangkat pembelajaran tergambar dengan jelas			✓		
	4. Tahapan pembelajaran untuk setiap fase tergambar dengan jelas dan lengkap			✓		
	5. Sistematis tahapan pembelajaran untuk setiap fase tergambar dengan jelas			✓		
	6. Kegiatan guru dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase				✓	
	7. Kegiatan siswa dirumuskan secara Operasional dalam setiap tahapan pembelajaran untuk setiap fase				✓	
	8. Kesesuaian alokasi waktu yang digunakan dengan tahapan pembelajaran.			✓		
VI	Asesmen Kesesuaian Teknik dan bentuk penilaian dengan ketercapaian tujuan pembelajaran				✓	
VII	Bahasa					
	1. Penggunaan Bahasa sesuai dengan penggunaan kaedah Bahasa Indonesia				✓	
	2. Bahasa yang digunakan bersifat komunikatif				✓	
	3. Kesederhanaan struktur kalimat				✓	

C. Penilaian Umum

Rekomendasi/kesimpulan penilaian secara umum. *Lingkarilah nomor/angka sesuai dengan penilaian Bapak/Ibu *)*

1. Belum dapat digunakan
- ② Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

D. Kometar dan Saran Perbaikan

Mohon Bapak/ibu menuliskan butir-butir revisi berikut dan atau menuliskan langsung pada naskah.

...Tune, ... buat lebih rinci kegiatan di setiap pertemuan ...

Sinjai 17 Maret 2025

Validator

(Satarohin, M.T.Eng.)

Lembar Validasi RPP- 3

Appendix 6: Research Instrument Validation Results by Both Validators

No	Statement / Assessed Aspect	V1	V2	Score V1 - 1	Score V2 - 1	Σs	V
1	The Observation Sheet instructions are clearly stated	4	4	4 - 1 = 3	4 - 1 = 3	6	1.00
2	The Observation Sheet is easy to implement	4	4	4 - 1 = 3	4 - 1 = 3	6	1.00
3	The criteria being observed are clear	3	3	3 - 1 = 2	3 - 1 = 2	4	0.67
4	The purpose of using the observation sheet is clear and measurable	3	3	3 - 1 = 2	3 - 1 = 2	4	0.67
5	The aspects being observed cover stages and indicators	3	4	3 - 1 = 2	4 - 1 = 3	5	0.83
6	The observation items align with the learning objectives	3	4	3 - 1 = 2	4 - 1 = 3	5	0.83
7	The formulation of the items is clear and requires scoring	3	3	3 - 1 = 2	3 - 1 = 2	4	0.67
8	The language used follows Indonesian language rules	3	4	4 - 1 = 3	3 - 1 = 2	5	0.83
9	The clarity of instructions/guidance/comments	3	3	3 - 1 = 2	3 - 1 = 2	4	0.67
10	Simplicity of sentence structure	4	4	4 - 1 = 3	4 - 1 = 3	6	1.00
11	The language is communicative	4	4	4 - 1 = 3	4 - 1 = 3	6	1.00

Solution:

$$V = \frac{s}{n(c - 1)}$$

$$V = \frac{5}{2(4 - 1)}$$

$$V = \frac{5}{2(3)}$$

$$V = \frac{5}{6}$$

$$V = 0,83$$

l : Skor Terendah
s : Skor yang diberikan ahli dikurangi skor terendah (s = skor - 1, pada skala 1-4)
n : jumlah validator ahli (n = 2)
c : jumlah kategori pada skala (c = 4)

APPENDIX II

RESEARCH INSTRUMENT

Appendix 7: Student Activity Observation Sheet



STUDENTS ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHARADES GAME IN TEACHING VOCABULARY

A. Instructions

Observe student activities during the learning process using the Charades Game in teaching vocabulary. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson with an estimated duration of 60 minutes.
5. Mark with a check list (√) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students appear enthusiastic about the game.				
2.	Students actively attempt to guess the words.				
3.	Students follow their turn while playing.				
4.	Students adhere to the game rules properly.				
5.	Students seem to enjoy the game process.				
6.	Students work together with their teammates.				
7.	Students pay attention to ideas from others.				
8.	Students support their friends.				
9.	Students respect their peers' opinions.				
10.	Students actively discuss words with peers.				
11.	Students can state the meaning of words correctly.				

12.	Students create sentences with new words.				
13.	Students guess words based on gestures shown.				
14.	Students provide examples of words in context.				
15.	Students demonstrate better vocabulary comprehension after playing.				

Scoring Calculations

1. Total Indicators: 15 aspects (corrected based on the table provided).
2. Maximum Score per Indicator: 4 points.
3. Maximum Total Score: $15 \times 4 = 60$

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories

85 – 100 Very Good (Sangat Baik)

68 – 83 Good (Baik)

52 – 67 Sufficient (Cukup)

25 – 50 Poor (Kurang)

0 – 23 Very Poor (Sangat Kurang)

Appendix 8: Learning Process Observation Sheet



LEARNING PROCESS OBSERVATION SHEET USING CHARADES GAME IN TEACHING VOABULARY

A. Teacher Identity

Name :

Student ID Number :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Caharades game in teaching vocabulary
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (√) in the provided column with the assessment criteria: **4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.**

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				
2.	The teacher and students pray before starting the lesson.				
3.	The teacher asks for news and readiness to learn.				
4.	The teacher asks for attendance and takes attendance of students.				
5.	The teacher introduces the <i>Charades Game</i> and its purpose in learning.				
6.	The teacher explains the vocabulary related to the game.				
7.	The teacher prepares 30 word cards with nouns, verbs, and				

	adjectives, along with a timer and scoreboard.				
8.	The teacher arranges the students into 3 groups, seating them in a U-shape with a "stage" area.				
9.	The teacher introduces the vocabulary by displaying the word cards one by one and explaining their meanings.				
10.	The teacher encourages students to create example sentences using the vocabulary.				
11.	The teacher explains the rules of the <i>Charades Game</i> and the scoring system.				
12.	The teacher ensures students understand the rules: no talking, no pointing, 2-minute limit per word.				
13.	Round 1 begins with groups acting out and guessing 10 nouns.				
14.	Round 2 continues with groups acting out and guessing 10 verbs.				
15.	Round 3 concludes with groups acting out and guessing 10 adjectives.				
16.	The teacher deducts points for rule violations (e.g., talking or pointing).				
17.	The teacher facilitates students to actively participate by taking turns acting and guessing words.				
18.	The teacher reviews the vocabulary by displaying all cards used in the game.				
19.	The teacher leads the class to pronounce the vocabulary together and asks students to record them in their notebooks.				
20.	The teacher assigns homework to create simple sentences using the vocabulary.				
21.	The teacher closes the lesson by reflecting on the learning process and giving feedback.				

$$Final\ score = \frac{Score\ obtained}{84} \times 100$$

Assessment Categories

85 – 100 Sangat Baik (Very Good)

70 – 84 Baik (Good)

55 – 69 Cukup (Sufficient)

40 – 54 Kurang (Poor)

Appendix 9: Student Response Questionnaire Sheet



STUDENTS RESPONDS QUESTIONNAIRE ON CHARADES GAME IN TEACHING VOCABULARY

A. Respondent Identity

Name :

Student ID Number :

Semester :

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental research aimed at determining the effectiveness of the *Charades Game* in vocabulary learning.
2. Answer each statement by marking a check (✓) in the "Yes" or "No" column based on your response.
3. Use the following criteria for assessment: **Yes** if the statement applies to you or you agree with it, and **No** if the statement does not apply to you or you disagree with it.

C. Observation Aspects

No	Aspects	Assessment	
		Ya	Tidak
1.	I feel happier when learning vocabulary through the Charades game. (<i>Saya merasa lebih senang saat belajar kosakata dengan permainan Charades.</i>)		
2.	The Charades game motivates me to learn new vocabulary. (<i>Permainan Charades membuat saya lebih semangat untuk belajar kosakata baru.</i>)		
3.	I can remember vocabulary more easily after playing Charades. (<i>Saya bisa mengingat kosakata</i>		

	<i>dengan lebih mudah setelah bermain Charades.)</i>		
4.	I enjoy playing in groups while learning vocabulary through Charades. <i>(Saya suka bermain dalam kelompok saat belajar kosakata lewat Charades.)</i>		
5.	The Charades game helps me understand the meanings of new words in a fun way. <i>(Permainan Charades membantu saya mengerti arti kata-kata baru dengan cara yang menyenangkan.)</i>		
6.	The Charades game makes me more active in learning vocabulary. <i>(Permainan Charades membuat saya lebih aktif dalam belajar kosakata.)</i>		
7.	Playing Charades is not enjoyable for me. <i>(Bermain Charades tidak menyenangkan bagi saya.)</i>		
8.	I do not feel that Charades helps me improve my vocabulary. <i>(Saya tidak merasa permainan Charades membantu saya meningkatkan kosakata.)</i>		
9.	The Charades game makes me feel rushed or pressured to guess quickly. <i>(Permainan Charades membuat saya merasa terburu-buru atau tertekan untuk menebak dengan cepat.)</i>		
10.	Sometimes the Charades game makes the classroom atmosphere too noisy. <i>(Kadang permainan Charades membuat suasana kelas menjadi terlalu berisik.)</i>		

Score Calculation

1. **Number of Aspects** :10 aspects
2. **Maximum Score** : 10

Assessment Categories

Score	Category
9 – 10	Highly Enjoyable
7 – 8	Enjoyable
5 – 6	Moderately Enjoyable
3 – 4	Less Enjoyable
0 – 2	Not Enjoyable

Appendix 10: Pre-Test and Post-Test Sheet



SOAL PRETEST

PERMAINAN CHARADES DALAM PEMBELAJARAN KOSAKATA

NAMA :

KELAS :

Waktu pengerjaan 45 menit

Choose the correct answer! (Pilih jawaban yang benar!)

1. A word that describes something large in size is?
(Sesuatu yang besar dalam ukuran adalah?)
 - a. Small
 - b. Large
 - c. Long
 - d. Short
2. When someone is thirsty, they will...
(Ketika seseorang haus, mereka akan...)
 - a. Eat
 - b. Drink
 - c. Sleep
 - d. Walk
3. Someone cries because they are...
(Seseorang menangis karena mereka...)
 - a. Happy
 - b. Sad
 - c. Tired
 - d. Angry
4. Which word means to move quickly on foot?
(Kata mana yang berarti bergerak cepat dengan berjalan kaki?)

- a. Sleep
 - b. Run
 - c. Jump
 - d. Sit
5. A piece of furniture used for sitting is called?
(Sebuah perabotan yang digunakan untuk duduk disebut?)
- a. Table
 - b. Chair
 - c. Book
 - d. Board

Read the words aloud ! (Bacalah kata berikut dengan lantang!)

- 6. Banana (*pisang*)
- 7. Butterfly (*kupu kupu*)
- 8. Animal (*hewan*)

Pronounce the word aloud! (Ucapkan kata berikut dengan lantang!)

- 9. Happy (*Bahagia*)
- 10. Jump (*Melompat*)
- 11. Family (*keluarga*)
- 12. Holiday (*liburan*)

Fill in the blanks ! (Isilah bagian kosong dengan kata yang benar!)

- 13. The ball is on the _____. (*Bola ada di atas _____.*)
- 14. I _____ every day. (*Saya _____ setiap hari.*)
- 15. We _____ in the park. (*Kami _____ di taman.*)
- 16. He _____ a song. (*Dia _____ sebuah lagu.*)

Write a sentence using the given word ! (Buat kalimat menggunakan kata berikut!)

- 17. Dog (*Anjing*)
- 18. Big (*Besar*)
- 19. Jump (*melompat*)
- 20. Sad (*sedih*)



SOAL POSTTEST

PERMAINAN CHARADES DALAM PEMBELAJARAN KOSAKATA

NAMA :

KELAS :

Waktu pengerjaan 45 menit

Choose the correct answer! (Pilih jawaban yang benar!)

1. A word that describes something small in size is? (Sesuatu yang kecil dalam ukuran adalah?)
 - a. Big
 - b. Small
 - c. Long
 - d. Wide
2. When someone is hungry, they will...(Ketika seseorang lapar, mereka akan...)
 - a. Drink
 - b. Eat
 - c. Sleep
 - d. Run
3. Someone smiles because they are...(Seseorang tersenyum karena mereka...)
 - a. Sad
 - b. Angry
 - c. Happy
 - d. Tired
4. Which word means to rest with eyes closed?
(Kata mana yang berarti beristirahat dengan mata tertutup?)
 - a. Jump

- b. Sit
 - c. Sleep
 - d. Run
5. A piece of furniture used for writing is called?
(Sebuah perabotan yang digunakan untuk menulis disebut?)
- a. Table
 - b. Chair
 - c. Board
 - d. Book

Read the words aloud! (Bacalah kata berikut dengan lantang!)

- 6. Cat (Kucing)
- 7. Teacher (Guru)
- 8. Remember (mengingat)

C. Pronouncing Vocabulary

Pronounce the word aloud! (Ucapkan kata berikut dengan lantang!)

- 9. Sad (Sedih)
- 10. Run (Berlari)
- 11. Expensive (mahal)
- 12. Beautiful (cantik)

Fill in the blanks!(Isilah bagian kosong dengan kata yang benar!)

- 13. The chair is under the _____. (Meja), (Kursi ada di bawah _____.)
- 14. We _____ together at school. (Belajar),(Kami _____ bersama di sekolah.)
- 15. She _____ a letter to her friend. (Menulis) (*Dia _____ sebuah surat untuk temannya.*)
- 16. I _____ water when I am thirsty. (Minum)(*Saya _____ air ketika saya haus.*)

Write a sentence using the given word!(Buat kalimat menggunakan kata berikut!)

- 17. Cat (Kucing)
- 18. Small (Kecil)
- 19. Book (Buku)
- 20. Happy (Bahagia)

Appendix 11: Scoring Criteria of Vocabulary

Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	1
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 3
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	5 x 4
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	5 x 4
		Students write vocabulary less accurately.	3
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1
5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	5x4
		Students struggle to apply English vocabulary in classroom activities.	3

		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

(Rahmatunnisa et al., 2023).

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

Appendix 12: Teaching Module

TEACHING MODULE

Using the Charades Game to Enhance Students' Vocabulary

I. MODULE IDENTIFICATION

Author	: Ulfayanti
School	: SD Negeri 141 Pakka
Grade / Phase	: V (Five)
Subject	: English
Time Allocation	: 2 x 35 Minute per session
Year of Preparation	: 2024
Element	: Vocabulary

II. MODULE DESCRIPTION

- Understand the concepts and structures of vocabulary (nouns, verbs, adjectives) through interactive and enjoyable activities.
- Use the learned vocabulary in simple sentences.
- Develop creativity, communication skills, and teamwork during the game.

III. PANCASILA STUDENT PROFILE

Pancasila Student Profile, which include: **Faith in God Almighty and Noble Character, Independence, Critical Thinking., Creativity, Collaboration, Global Diversity Awareness.**

IV. FACILITIES AND RESOURCES

1. **Classroom:** Arranged in a "U" shape with a play area at the front.
2. **Vocabulary Cards:** Comprising 30 cards (10 nouns, 10 verbs, 10 adjectives).
3. **Stopwatch:** To manage time limits during the game.
4. **Student Worksheets:** Used to record vocabulary and create simple sentences.
5. **Whiteboard**

V. STUDENT TARGET

Fifth-grade students

VI. LEARNING MODEL

This teaching module employs a **Game-Based Learning (GBL)** approach,

CORE COMPONENTS

I. LEARNING OBJECTIVES

1. Students can identify and understand new vocabulary.
2. Students can use the vocabulary in simple sentences.
3. Students actively participate in the game-based learning process.

II. MEANINGFUL UNDERSTANDING

The Charades game helps students understand new vocabulary in an interactive and enjoyable way.

III. ESSENTIAL QUESTIONS

1. What is a Charades Game?
2. How to play it?

IV. LEARNING ACTIVITIES

Meeting	Activity	Duration	Details
Meeting 1 (Pre-test)	Preliminary Activities	15 minutes	1. Teacher opens the class with greetings 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	60 minutes	1. Teacher provides a pre-test to measure students' initial vocabulary knowledge (nouns, verbs, adjectives). 2. Teacher collects students' test sheets.
	Closing Activities	10 minutes	1. Teacher briefly explains the Charades game concept that will be used in upcoming lessons. 2. Teacher closes the lesson with a farewell greeting.
Meeting 2 (Noun Material)	Preliminary Activities	15 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn.

Meeting	Activity	Duration	Details
			4. Attendance check.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (10 nouns, 10 verbs, 10 adjectives). 2. Teacher divides students into 3 small groups (5 students per group) and arranges seating in a "U" shape with a stage area at the front of the class. 3. Teacher explains the rules of the Charades game, including no speaking, no direct pointing, and a 2-minute time limit per word. 4. Game Implementation: • Round 1: 10 nouns – Each group sends one representative to act out the word on the card while the rest guess • Round 2: 10 verbs – Following the same mechanism as Round 1. • Round 3: 10 adjectives – Concluding with descriptive words. 5. Correct guesses earn points, and points are deducted for rule violations. 6. Teacher monitors the game, provides motivation, and records group scores.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary cards used during the game and leads students to pronounce the vocabulary together. 2. Students write down new vocabulary in their notebooks, including meanings and example sentences. 3. Teacher assigns homework for students to create simple sentences using five learned words. 4. Teacher reflects on the lesson and closes with a farewell greeting. Teacher closes the lesson with a farewell greeting.
Meeting 3	Preliminary	15	1. Teacher opens the class with

Meeting	Activity	Duration	Details
(Verb Material)	Activities	minutes	greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check. 5. An observer comes to the classroom to observe the teacher during the implementation of the Charades game.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (10 nouns, 10 verbs, 10 adjectives). 2. Teacher divides students into 3 small groups (5 students per group) and arranges seating in a "U" shape with a stage area at the front of the class. 3. Teacher explains the rules of the Charades game, including no speaking, no direct pointing, and a 2-minute time limit per word. 4. Game Implementation: • Round 1: 10 nouns – Each group sends one representative to act out the word on the card while the rest guess • Round 2: 10 verbs – Following the same mechanism as Round 1. • Round 3: 10 adjectives – Concluding with descriptive words. 5. Correct guesses earn points, and points are deducted for rule violations. 6. Teacher monitors the game, provides motivation, and records group scores.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary cards used during the game and leads students to pronounce the vocabulary together. 2. Students write down new vocabulary in their notebooks, including meanings and example sentences.

Meeting	Activity	Duration	Details
			3. Teacher assigns homework for students to create simple sentences using five learned words. 4. Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 4 (Adjective Material)	Preliminary Activities	15 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (10 nouns, 10 verbs, 10 adjectives). 2. Teacher divides students into 3 small groups (5 students per group) and arranges seating in a "U" shape with a stage area at the front of the class. 3. Teacher explains the rules of the Charades game, including no speaking, no direct pointing, and a 2-minute time limit per word. 4. Game Implementation: • Round 1: 10 nouns – Each group sends one representative to act out the word on the card while the rest guess • Round 2: 10 verbs – Following the same mechanism as Round 1. • Round 3: 10 adjectives – Concluding with descriptive words. 5. Correct guesses earn points, and points are deducted for rule violations. 6. Teacher monitors the game, provides motivation, and records group scores.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary cards used during the game and leads students to pronounce the vocabulary together.

Meeting	Activity	Duration	Details
			2. Students write down new vocabulary in their notebooks, including meanings and example sentences. 3. Teacher assigns homework for students to create simple sentences using five learned words. 4. Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 5 (Charades Game)	Preliminary Activities	15 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	60 minutes	1. Teacher prepares 30 vocabulary cards (10 nouns, 10 verbs, 10 adjectives). 2. Teacher divides students into 3 small groups (5 students per group) and arranges seating in a "U" shape with a stage area at the front of the class. 3. Teacher explains the rules of the Charades game, including no speaking, no direct pointing, and a 2-minute time limit per word. 4. Game Implementation: • Round 1: 10 nouns – Each group sends one representative to act out the word on the card while the rest guess • Round 2: 10 verbs – Following the same mechanism as Round 1. • Round 3: 10 adjectives – Concluding with descriptive words. 5. Correct guesses earn points, and points are deducted for rule violations. 6. Teacher monitors the game, provides

Meeting	Activity	Duration	Details
			motivation, and records group scores.
	Closing Activities	10 minutes	1. Teacher displays all vocabulary cards used during the game and leads students to pronounce the vocabulary together. 2. Students write down new vocabulary in their notebooks, including meanings and example sentences. 3. Teacher reflects on the lesson and closes with a farewell greeting.
Meeting 6 (Post-test)	Preliminary Activities	15 minutes	1. Teacher opens the class with greetings. 2. Teacher and students pray before starting the lesson. 3. Teacher asks about students' well-being and readiness to learn. 4. Attendance check.
	Core Activities	60 minutes	1. Teacher provides a post-test to measure students' improvement in vocabulary mastery after the Charades game. 2. Teacher collects students' test sheets for further analysis.
	Closing Activities	10 minutes	1. Teacher appreciates students' participation during the lessons. 2. Teacher motivates students to continue learning vocabulary. 3. Teacher closes the lesson with a farewell greeting.

V. LEARNING ASSESSMENT

Assessment Aspects:	1. Active Participation: Observing students during the activity. 2. Vocabulary Mastery: Using pre- and post-activity tests. 3. Teamwork: Observing group dynamics during the game.
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VI. ASSESSMENT INSTRUMENTS

1. Student Attitude or Activity Assessment Sheet



STUDENTS ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHARADES GAME IN TEACHING VOCABULARY

C. Instructions

Observe student activities during the learning process using the Charades Game in teaching vocabulary. Observation results on this sheet follow these procedures:

6. Observer comprehensively and objectively observe student activities.
7. Focus on each aspect listed in the observation sheet.
8. Provide scores according to predetermined criteria.
9. Observation conducted from the beginning to the end of the lesson with an estimated duration of 60 minutes.
10. Mark with a check list (✓) in the provided column with the following assessment criteria: **4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.**

D. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students appear enthusiastic about the game.				
2.	Students actively attempt to guess the words.				
3.	Students follow their turn while playing.				
4.	Students adhere to the game rules properly.				
5.	Students seem to enjoy the game process.				
6.	Students work together with their teammates.				
7.	Students pay attention to ideas from others.				
8.	Students support their friends.				
9.	Students respect their peers' opinions.				
10.	Students actively discuss words with peers.				

11.	Students can state the meaning of words correctly.				
12.	Students create sentences with new words.				
13.	Students guess words based on gestures shown.				
14.	Students provide examples of words in context.				
15.	Students demonstrate better vocabulary comprehension after playing.				

Scoring Calculations

4. Total Indicators: 15 aspects (corrected based on the table provided).
5. Maximum Score per Indicator: 4 points.
6. Maximum Total Score: $15 \times 4 = 60$

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories

85 – 100 Very Good (Sangat Baik)

68 – 83 Good (Baik)

52 – 67 Sufficient (Cukup)

25 – 50 Poor (Kurang)

0 – 23 Very Poor (Sangat Kurang)

2. Vocabulary Assessment Indicator

No	Aspects	Indicator	Score
1	Interpreting vocabulary	Students are able to understand English vocabulary effectively.	5 x 5
		Students struggle to understand English vocabulary effectively	1
2	Reading vocabulary	Students can read English vocabulary accurately	5 x 3
		Students read vocabulary less accurately.	3
		Students have difficulty reading English vocabulary accurately.	1
3	Pronouncing vocabulary	Students are able to pronounce English vocabulary smoothly	5 x 4
		Students can read but are not fluent.	3
		Students struggle with pronouncing English vocabulary smoothly.	1
4	Writing vocabulary	Students can quickly and accurately write English vocabulary in a notebook.	5 x 4
		Students write vocabulary less accurately.	3
		students have difficulty writing English vocabulary quickly and accurately in a notebook.	1

5	Using vocabulary in learning	Students can apply English vocabulary in classroom activities.	5x4
		Students struggle to apply English vocabulary in classroom activities.	3
		Students are unable to apply English vocabulary in classroom activities	1
	Maximum Score		100

(Rahmatunnisa et al., 2023).

$$\text{Percentage Score} = \frac{\text{Score Obtained}}{\text{Total Score}} \times 100$$

Notes:

A = 90-100

B = 80-89

C = 65-79

D = < 64

APPENDIX III

**DATA AND ANALYSIS DATA OF
THE RESEARCH**

Appendix 13 :Learning Process Obervation Result



LEARNING PROCESS OBSERVATION SHEET USING CHARADES GAME IN TEACHING VOABULARY

A. Teacher Identity

Name : Ulfayanti

Student ID Number : 210110008

B. Instructions

1. This research is conducted to fulfill one of the requirements for obtaining a Bachelor's degree (S1) at Islamic Ahmad Dahlan University in Sinjai. This is an experimental study aimed at determining the effectiveness of the Caharades game in teaching vocabulary
2. Provide an assessment of this method by correlating aspects with the following indicators by marking a check list (✓) in the provided column with the assessment criteria: 4 = Very Well Implemented, 3 = Well Implemented, 2 = Poorly Implemented, 1 = Not Implemented.

C. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	The teacher opens the learning activity with greetings.				✓
2.	The teacher and students pray before starting the lesson.				✓
3.	The teacher asks for news and readiness to learn.				✓
4.	The teacher asks for attendance and takes attendance of students.				✓
5.	The teacher introduces the <i>Charades Game</i> and its purpose in learning.				✓
6.	The teacher explains the vocabulary related to the game.				✓
7.	The teacher prepares 30 word cards with nouns, verbs, and adjectives, along with a timer and scoreboard.				✓
8.	The teacher arranges the students into 3 groups, seating them in a U-shape with a "stage" area.				✓

9.	The teacher introduces the vocabulary by displaying the word cards one by one and explaining their meanings.				✓
10.	The teacher encourages students to create example sentences using the vocabulary.			✓	
11.	The teacher explains the rules of the <i>Charades Game</i> and the scoring system.				✓
12.	The teacher ensures students understand the rules: no talking, no pointing, 2-minute limit per word.			✓	
13.	Round 1 begins with groups acting out and guessing 10 nouns.				✓
14.	Round 2 continues with groups acting out and guessing 10 verbs.				✓
15.	Round 3 concludes with groups acting out and guessing 10 adjectives.				✓
16.	The teacher deducts points for rule violations (e.g., talking or pointing).			✓	
17.	The teacher facilitates students to actively participate by taking turns acting and guessing words.				✓
18.	The teacher reviews the vocabulary by displaying all cards used in the game.				✓
19.	The teacher leads the class to pronounce the vocabulary together and asks students to record them in their notebooks.				✓
20.	The teacher assigns homework to create simple sentences using the vocabulary.				✓
21.	The teacher closes the lesson by reflecting on the learning process and giving feedback.				✓

$$\text{Final score} = \frac{\text{Score obtained}}{84} \times 100$$

Assessment Categories

85 – 100 Sangat Baik (Very Good)

70 – 84 Baik (Good)

55 – 69 Cukup (Sufficient)

40 – 54 Kurang (Poor)

96

observe by Ajinun myahid (210100001)

Appendix 14 : Students Activity Observation Result



STUDENTS ACTIVITY OBSERVATION SHEET IN LEARNING PROCESS USING CHARADES GAME IN TEACHING VOCABULARY

A. Instructions

Observe student activities during the learning process using the Charades Game in teaching vocabulary. Observation results on this sheet follow these procedures:

1. Observer comprehensively and objectively observe student activities.
2. Focus on each aspect listed in the observation sheet.
3. Provide scores according to predetermined criteria.
4. Observation conducted from the beginning to the end of the lesson with an estimated duration of 60 minutes.
5. Mark with a check list (✓) in the provided column with the following assessment criteria: 4 = Very Good, 3 = Good, 2 = Sufficient, 1 = Poor.

B. Observation Aspects

No	Aspects	Assessment			
		1	2	3	4
1.	Students appear enthusiastic about the game.				✓
2.	Students actively attempt to guess the words.				✓
3.	Students follow their turn while playing.				✓
4.	Students adhere to the game rules properly.			✓	
5.	Students seem to enjoy the game process.				✓
6.	Students work together with their teammates.				✓
7.	Students pay attention to ideas from others.			✓	✓
8.	Students support their friends.				✓
9.	Students respect their peers' opinions.				✓
10.	Students actively discuss words with peers.				✓
11.	Students can state the meaning of words correctly.				✓

12.	Students create sentences with new words.			✓	
13.	Students guess words based on gestures shown.				✓
14.	Students provide examples of words in context.			✓	
15.	Students demonstrate better vocabulary comprehension after playing.			✓	

Scoring Calculations

1. Total Indicators: 15 aspects (corrected based on the table provided).
2. Maximum Score per Indicator: 4 points.
3. Maximum Total Score: $15 \times 4 = 60$

$$\text{Final score} = \frac{\text{Score obtained}}{60} \times 100$$

Assessment Categories

- 85 – 100 Very Good (Sangat Baik)
- 68 – 83 Good (Baik)
- 52 – 67 Sufficient (Cukup)
- 25 – 50 Poor (Kurang)
- 0 – 23 Very Poor (Sangat Kurang)

Appendix 15; Table r

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 16: Result of the Questionnaire

Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SCORE
R1	1	1	1	1	1	1	1	1	1	1	10
R2	1	1	1	1	1	1	1	1	1	1	10
R3	1	1	1	1	1	1	1	1	1	1	10
R4	1	0	1	0	1	0	1	0	1	0	5
R5	1	1	1	1	1	1	1	1	1	1	10
R6	0	1	0	1	0	1	0	1	0	1	5
R7	1	1	1	1	1	1	1	1	1	1	10
R8	1	1	1	1	0	1	1	1	1	1	9
R9	1	1	1	1	1	1	1	1	1	1	10
R10	1	1	1	1	1	1	1	1	1	1	10
R11	0	1	0	0	0	0	1	1	0	1	4
R12	1	0	1	0	0	0	0	0	1	1	4
R13	0	1	0	1	0	0	0	1	1	0	4
R14	1	0	1	0	1	0	1	0	0	0	4
R15	0	0	0	1	1	1	1	0	0	0	4

Appendix 17: The Output of SPSS

1. Test Sheet Validity Test (Pre-Test)

[illegible]

VAR00016	Pearson Correlation	.139	.354	.139	.213	.354	.100	.472	.533	.400	1.000	.400	.577	.700	.400	.533	1	.700	.853	.400	.400	.673
	Sig. (2-tailed)	.622	.196	.622	.446	.196	.723	.075	.041	.140	0.000	.140	.024	.004	.140	.041		.004	.000	.140	.140	.006
VAR00017	Pearson Correlation	.139	.354	.139	.213	.354	.100	.189	.533	.400	.700	.100	.866	.700	.100	.533	.700	1	.853	.400	.400	.617
	Sig. (2-tailed)	.622	.196	.622	.446	.196	.723	.500	.041	.140	.004	.723	.000	.004	.723	.041	.004		.000	.140	.140	.014
VAR00018	Pearson Correlation	.207	.452	.207	.318	.452	.213	.342	.659	.533	.853	.213	.739	.853	.213	.659	.853	.853	1	.533	.533	.763
	Sig. (2-tailed)	.459	.091	.459	.248	.091	.446	.211	.008	.041	.000	.446	.002	.000	.446	.008	.000	.000		.041	.041	.001
VAR00019	Pearson Correlation	.139	.707	.139	.213	.354	.100	.472	.213	.400	.400	.100	.577	.400	.100	.213	.400	.400	.533	1	1.000	.589
	Sig. (2-tailed)	.622	.003	.622	.446	.196	.723	.075	.446	.140	.140	.723	.024	.140	.723	.446	.140	.140	.041		0.000	.021
VAR00020	Pearson Correlation	.139	.707	.139	.213	.354	.100	.472	.213	.400	.400	.100	.577	.400	.100	.213	.400	.400	.533	1.000	1	.589
	Sig. (2-tailed)	.622	.003	.622	.446	.196	.723	.075	.446	.140	.140	.723	.024	.140	.723	.446	.140	.140	.041	0.000		.021
VAR00021	Pearson Correlation	.715	.676	.715	.625	.698	.562	.659	.615	.863	.673	.580	.534	.654	.580	.556	.673	.617	.763	.589	.589	1
	Sig. (2-tailed)	.003	.006	.003	.013	.004	.029	.008	.015	.007	.006	.023	.040	.008	.023	.031	.006	.014	.001	.021	.021	
N																						15

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

2. Test Sheet Validity Test (Post-Test)

[illegible]

[illegible]

VAR00018	Pearson Correlation	.342	.318	.342	.863**	.533*	.318	.207	.564*	.207	.845**	.431	.452	.564*	.431	.564*	.431	.428	1	.431	.845**	.739**
	Sig. (2-tailed)	.211	.248	.211	.000	.041	.248	.459	.029	.459	.009	.109	.091	.029	.109	.029	.109	.113		.109	.009	.002
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
VAR00019	Pearson Correlation	.327	.123	.327	.289	.289	.431	.480	.491	.480	.600*	.444	.612*	.764**	.444	.764**	.444	.577*	.431	1	.873**	.676**
	Sig. (2-tailed)	.234	.662	.234	.297	.297	.109	.070	.063	.070	.018	.097	.015	.001	.097	.001	.097	.024	.109		.000	.006
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
VAR00020	Pearson Correlation	.196	.342	.196	.472	.472	.342	.419	.607*	.419	.732**	.327	.535*	.875**	.327	.875**	.327	.661**	.645**	.873**	1	.728**
	Sig. (2-tailed)	.483	.211	.483	.075	.075	.211	.120	.016	.120	.002	.234	.040	.000	.234	.000	.234	.007	.009	.000		.002
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
VAR00021	Pearson Correlation	.657**	.526*	.657**	.677**	.686**	.624*	.567*	.720**	.567*	.539*	.724**	.709**	.712**	.724**	.712**	.724**	.630*	.739**	.676**	.728**	1
	Sig. (2-tailed)	.008	.044	.008	.006	.005	.013	.027	.002	.027	.038	.002	.003	.003	.002	.003	.002	.012	.002	.006	.002	
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

3. Questionnaire Validity Test

[illegible]

VAR00018	Pearson	.342	.318	.342	.853**	.533*	.318	.207	.564*	.207	.645**	.431	.452	.564*	.431	.564*	.431	.426	1	.431	.645**	.739**
	Correlat																					
	Sig. (2-tailed)	.211	.248	.211	.000	.041	.248	.459	.029	.459	.009	.109	.091	.029	.109	.029	.109	.113		.109	.009	.002
VAR00019	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson	.327	.123	.327	.289	.289	.431	.480	.491	.480	.600*	.444	.612*	.764**	.444	.764**	.444	.577*	.431	1	.873**	.676**
	Correlat																					
VAR00020	Sig. (2-tailed)	.234	.682	.234	.297	.297	.109	.070	.063	.070	.018	.097	.015	.001	.097	.001	.097	.024	.109		.000	.006
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
	Pearson	.196	.342	.196	.472	.472	.342	.419	.607*	.419	.732**	.327	.535*	.875**	.327	.875**	.327	.681**	.645**	.873**	1	.728**
VAR00021	Correlat																					
	Sig. (2-tailed)	.483	.211	.483	.075	.075	.211	.120	.016	.120	.002	.234	.040	.000	.234	.000	.234	.007	.009	.000		.002
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
VAR00021	Pearson	.657**	.526*	.657**	.677**	.686**	.624*	.567*	.720**	.567*	.539*	.724**	.709**	.712**	.724**	.712**	.724**	.630*	.739**	.676**	.728**	1
	Correlat																					
	Sig. (2-tailed)	.008	.044	.008	.006	.005	.013	.027	.002	.027	.038	.002	.003	.003	.002	.003	.002	.012	.002	.006	.002	
	N	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX IV

DOCUMENTATION

Appendix 18: Documentation Pre-Test

Appendix 19: Documentation Treatment



Appendix 20: Documentation Post-Test



APPENDIX V

CORRESPONDENCES



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 785.D1/III.3.AU/F/KEP/2024**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2024/2025**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
- Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2024/2025.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Harmilawati, S.S.,S.Pd., M.Pd.	Sitti Aminah, S.Hum., M.Hum.

untuk penulisan skripsi mahasiswa:

Nama : Ulfayanti
NIM : 210110008
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Charades Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 141 Pakka

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



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AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 27 Rabiul Akhir 1446 H
30 Oktober 2024 M

Dekan,

Dr. Fakdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai

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**GUGUS INSTRUMEN PENELITIAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

KETERANGAN VALIDITAS INSTRUMEN

Nomor: 025.G3.1/III.3.AU/A/2025

Gugus Instrumen Penelitian Fakultas Tarbiyah dan Ilmu Keguruan telah menvalidasi instrumen untuk keperluan penelitian yang berjudul:

"The Effectiveness of Charades Game in Teaching Vocabulary at fifth Grade Student of SD Negeri 141 Pakka"

Oleh peneliti:

Nama : Ulfayanti
NIM : 210110008
Program studi : Tadris Bahasa Inggris

Setelah diperiksa secara teliti oleh Tim Validasi dari Gugus Instrumen Penelitian, maka Instrumen Penelitian tersebut valid dan dapat digunakan dalam penelitian.

Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sinjai, Maret 2025

Validator 1

Dr. Harmilawati, S.S., S.Pd., M.Pd.

Validator 2

Sabaruddin, S.Pd., M.Tesol





**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 146.D1/III.3.AU/F/2025
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 17 Ramadhan 1446 H
17 Maret 2025 M

Kepada Yang Terhormat

Kepala SD Negeri 141 Pakka

Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Ulfayanti
NIM : 210110008
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness of Charades Game in Teaching Vocabulary at Fifth Grade Students of SD Negeri 141 Pakka".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **SD Negeri 141 Pakka**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Dr. Fikdir, M.Pd.I.
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor Universitas Islam Ahmad Dahlan
2. Kepala Dinas Pendidikan Sulawesi Selatan



**PEMERINTAH KABUPATEN SINJAI
DINAS PENDIDIKAN
SD NEGERI NO. 141 PAKKA**

NIS: 102140, NPSN: 40304765, NSS: 101191208015

*Alamat: Jln. Poros Sinjai Kajang Dusun Pakka Desa Pattongko Kecamatan
Tellu Limpoe Kabupaten Sinjai Provinsi Sulawesi Selatan Kode Pos : 92672*



SURAT KETERANGAN PENELITIAN

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Yang bertanda tangan di bawah ini :

Nama : MAPPANGERANG, S.Pd.SD.
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Jabatan : Kepala SD Negeri No. 141 Pakka

Menerangkan Bahwa :

Nama : ULFAYANTI
NIM : 210110008
Program Studi : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : Universitas Islam Ahmad Dahlan

Telah melaksanakan Penelitian pada SD Negeri No. 141 Pakka dalam rangka penyusunan Skripsi dengan judul : *"The Effectiveness of Charades Game in Teaching Vocabulary at Grade Students of SD Negeri 141 Pakka"*,

Demikian surat keterangan ini di buat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 08 Mei 2025

Kepala Satuan Pendidikan SDN 141 Pakka.



MAPPANGERANG, S.Pd.SD.

Pada Tk. I IV/b

NIP. 19730521 199803 1 005



**UNIVERSITAS ISLAM
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MASYARAKAT FTIK**

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Universitas Islam Ahmad Dahlan menerangkan bahwa telah melakukan pemeriksaan Plagiasi
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Prodi : Tadris Bahasa Inggris
NIM : 210110008
Hari/Tanggal : Sabtu/ 31 Mei 2025
Judul : The Effectiveness Of charades game in teaching Vocabulary at fifth grade
student at SD negeri 141 Pakka
Similiarity Indeks : 15%

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Ketua GP2M,

Sabaruddin, S. Pd., M. Tesol
NBM. 1423790

BIOGRAPHY

Name	: Ulfayanti
Reg. Number	: 210110008
Place/Date of Birth	: Sinjai, 01 June 2003
Address	: Pakka, Tellulimpoe District, Sinjai Regency
Organizational Experience	: English Students Assosiation (ESA)
Educational Background	:
1. Elementary School	: SDN 141 Pakka
2. Junior High School	: SMPN 3 Sinjai
3. Senior High School	: SMAN 10 Sinjai
Phone Number	: 087796035151
Email	: yantiulfa880@gmail.com
Parents' Name	: Harding (Father) Hadira (Mother)



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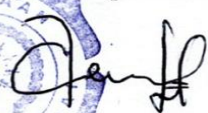
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NBM. 1235305