

Eternal: English Teaching Journal

Vol. 14, No. 1, pp. 1-12, February 2023

<https://doi.org/10.26877/eternal.v14i1.13677>

Received Nov 4, 2022; Revised Jan 25, 2023; Accepted Feb 2, 2023

Charade Game: Does it Impact Students' Writing Ability?

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Abstract. Modern English instruction must show a developing strategy to motivate and inspire pupils. Introducing games into the teaching and learning process is an option for reducing student boredom. The game of Charade is one alternate teaching strategy that can be used to teach English writing and improve students' writing skills. This study utilized the Charade game as a teaching method for writing. Utilizing a pre-test and post-test, a quasi-experimental research method was implemented. 30 students were assigned to each of the control and experimental groups, for a total of 60. After a series of interventions, students' writing skills were assessed. The outcome of quantitative data analysis was performed using SPSS 25. Compared to the control group, the experimental group demonstrates a considerable change and improvement in writing skills. The significant improvement of the experimental group demonstrates the efficacy of the Charade game as a method for teaching writing.

Keywords: Charade game, writing ability, teaching method, English language teaching

Introduction

Language plays an essential part in human lives. Hidayati (2016) stated that learning a second or foreign language can boost a person's intelligence and open up new opportunities for personal growth, therefore it is important to make the effort to do so. Furthermore, Rabiah (2018) added that language is communication that everyone uses daily to convey information and arguments to others. Language cannot be separated from culture in this case because it represents its nation and closely relates to the behaviour of groups of language speakers. As a result, English is a global language that allows people to communicate with one another, share pieces of information, share ideas, and say feelings in people's hearts.

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English has several interrelationships with various aspects of human life as an international language and is used for global communication (Nan, 2018). English is also considered Indonesia's first foreign language, and it is formally taught from elementary school to university. There are four skills in English to be mastered. They are: Listening, speaking, reading, and writing. As Nan (2018) added, listening, speaking, reading, and writing is not only learning content for students but also learning tools and strategies for them.

Writing is a complex process that students must master as one of their English skills. Writing is a fundamental English ability, but it is also widely regarded as one of the most difficult to acquire while learning a new language. Even native speakers find it challenging to show good writing skills (Tillema, 2012). Consequently, to have excellent writing skills, students must be trained in writing. Students with poor writing skills are more likely to fail or have struggles progressing in their studies.

However, if they ruling writing abilities, students will stand a better chance of succeeding in their studies. Schools are crucial in developing children's reading and writing abilities. If student writing is not sufficiently addressed at the school level, the higher education sector will constantly be flooded with academically under-prepared students (Chokwe, 2013). Some reasons writing becomes difficult for students include a limited vocabulary, a lack of grammar comprehension, and variety.

As a result of these difficulties, the researchers realized that the teacher is extremely important in the learning process, particularly in writing. The teacher must be creative to assist students in overcoming their writing difficulties. Accordingly, researchers try to improve students' writing skills. Still, the researchers also try to find a fun way to make the entire class enjoyable and to provide all students with long-lasting memories of the material. According to the problems mentioned above, game becomes a good and effective method to use by teachers to teach and improve writing students.

Teachers might utilize a game as a fun, non-traditional way to assist their students become better writers. According to Gozcu & Caganaga (2016) a game is an activity that is entertaining and engaging, often challenging, and in which the learners play and usually interact with others. Teachers must consider children's attention spans when teaching them. As a result, the teachers must consider using physical activities (such as role-playing and playing games), sensory aids, and nonverbal Language. The Charade Game is a great option if you want to boost your writing skills through gaming.

Charade game serves as one of the alternative methods used by teachers to increase students' writing abilities. As Lutfah (2019) defined that a charade game is one in which words are represented through mime. The idea is to communicate meaning through movement rather than speech. Examples of physical language that can aid in communication, comprehension, and involvement include mime and gestures. Students who are more engaged in class are more likely to remember what they learn. The excitement and enthusiasm generated by the charade game can influence the topics covered in lessons and how they are delivered. A game is a fun activity that i usually done humans. The researchers believe that incorporating this Game into the classroom will help students become better writers while also making lessons more engaging. It is the game's major goal to

encourage and inspire young players as they gain conceptual understanding and strengthen their mathematical reasoning skills (Lehto & Eskelinen, 2020).

In light of the foregoing, the purpose of this investigation was to examine the Charade game as a means of instruction, more specifically as a means of instructing students in the art of descriptive writing. In this current research, some questions are underlined, as follows:

1. How are the students' ability in writing descriptive text taught without Charade game?
2. How are the students' ability in writing descriptive text taught using the Charade game?
3. Is there a substantial difference in the writing abilities of students who are taught without and with the Charade game?

Method

This research design carried out quasi-experimental design as the main design. Based on the non-random sample group, experimental and control groups were determined. To test it, two similar target groups were selected. Both were taught the same content (Rogers & Revesz, 2019). The researchers used a quasi-experimental design to determine how effective the Charade Game can be used in teaching writing. Furthermore, (Rogers & Revesz, 2019) stated that quasi-experimental was to find the link between cause and effect using an experiment and a control group. Still, the groups were not chosen at random.

An initial screening writing test was administered by the researchers to both the experimental and control groups. The researchers use the Charade Game as a treatment or experiment in one of the classes. The researchers use the conventional strategy as a control in the other class. (Panggabean et al., 2021) stated that The lecture method, the question and answer method, the discussion method, and the assignment method are all examples of conventional teaching strategies in which students listen more attentively to the teacher's explanation in front of the class and complete assignments if the teacher provides practice questions. Furthermore, the researchers uses an expository approach in this research. With this expository approach, learning activities are focused on the teacher as a source of knowledge or instructional resources, similar to a lecture. At the start of the session, the teacher spoke, outlining the subject and providing sample questions along with questions and answers. Together with the teacher, the students practiced answering practice questions; if a question was unclear, a student might ask it. The teacher could check each student's work individually and give a classical or individual explanation to each student.

Because this is a quasi-experimental study, the researchers require two classes to serve as the sample. SMAN 1 Gubug has only two classes by chance. As a result, the researchers uses all of those classes as the sample.

The sample of this research is the second-grade students of SMA Negeri 1 Gubug in the academic year of 2022/2023, two classes, one for the experimental test and the other for comparison. In this case, both classes, 10 MIPA 5 and 10 MIPA 6 were samples, with 10 MIPA 5 serving as the experiment group and 10 MIPA 6 serving as the control group.

Table.1 Sample

Participant	Class Experiment 10 MIPA 5	Class Control 10 MIPA 6
Male	8	10
Female	28	26
Amount of samples	36	36

To collect the data, writing test was chosen as the main instrument for both pre-test and post-test. Pre-test and post-test were given to both experiment class and control class.

The result of writing test was evaluated by considering some writing aspects such as use of evaluation elements together with content material, corporation, vocabulary, grammar, and mechanics. Khayati & Hadi (2021) found that there are five factors evaluated in writing; content, company, vocabulary, grammar, and mechanics. Researchers used the standard score to determine the overall worth of the students' writing based on the aforementioned criteria. as follows:

1. A perfect score would be 20.
2. Scores between 16 and 19 are excellent.
3. Ratings between 11 and 15 are excellent.
4. Scores between 6 and 10 are around average.
5. In general, ratings above 5 are not very good.

Furthermore, the researchers also classified the students' scores according to the mean score. The students' mean score is divided into five levels, as follows:

Table.2 Classification

No	Classification	Score
1.	Very Good	91-100
2.	Good	76-90
3.	Fair	61-75
4.	Poor	51-60
5.	Very poor	Less than 50

Findings

This study's overarching objective is to determine whether or not SMAN 1 Gubug's tenth-grade students in the 2022-2023 school year will benefit from playing the Charade Game in order to boost their skills in reading and understanding written material. The researchers collected two types of data from both the control and experimental groups. The treatment was carried out in the experimental class using the Charades Game, whereas the control class received no treatment. The researchers administered a pretest and posttest in essay exam format before and after the treatment.

1. The Students' Ability in Writing Descriptive Text Taught without Charade Game.

The researchers gave a different method in each class. First, the researchers gave a conventional method of class control which was the researchers used an

expository approach in the learning process. It took three meetings for the researchers to conduct the research. The researchers administered a pre-test to gauge the students' writing skills before providing an explanation of the descriptive text used to compile the data. At the end of this study, after the researchers had explained everything, they administered a post-test to see how much the students had improved their writing skills from having been taught using the traditional way.

Table.3 Result of Control Class

	Pre-test	Post-test	Gained score
Σ	2340	2556	219
Mean	65.00	71.00	6.08

The median pre-test score for the control group was 65.000, qualifying them for the reasonable category. The students in the control group took a pre-test, and then over the course of three sessions were taught the traditional approach. During the initial consultation, participants took a pre-test measuring their level of familiarity with producing descriptive texts. The second meeting had a more conventional presentation style employed by the researchers to discuss a descriptive text. With the expository approach, the researchers explained descriptive text to the students. The researchers gave a post-test after the third session so they could assess the effectiveness of the training.

As a result of the learning process, according to table 3, the mean score in the post-test of the control class is 71.00, which is categorized as fair. This improvement has resulted from applying conventional methods through a learning process. The conventional method meant that the researchers did not use any game in the implementation. In the expository method utilized by the researchers, students paid closer attention during in-class explanations and carried out assignments if their instructors provided them with practice questions, both of which are common strategies employed in traditional pedagogical settings.

Researchers found that, in this specific situation, pupils' writing comprehension improved from pre- to post-test, even though not significantly. Students were not interested in studying, and the conventional approach was thought to be boring. This was in line with the statement (Rikawati & Sitinjak, 2020) that a method could be monotonous and tedious if the teacher could not make an exciting learning process.

2. The Students' Ability in Writing Descriptive Text Taught Using Charade Game

The class of experiment is a class which taught using Charade Game. In conducting an experiment with Charade game, the researchers employed three meetings. As in the control class, the researchers also gave a pre-test and post-test to the experimental class.

The researchers met with participants over the course of three separate sessions designed to improve their abilities to craft descriptive prose. Researchers administered a pretest at the first class session to gauge students' prior knowledge

of the subject matter presented in the descriptive text. The researchers used a charade game as an instructional strategy in the second meeting. The researchers provided a post-test at the third meeting to gauge the success of the charade game as a teaching tool for elaborative writing.

Table.4 Result of Experimental Class

	Pre-test	Post-test	Gained score
Σ	2520	2844	323
Mean	70.00	79.00	8.97

Table 4 shows the experimental class's median and range of scores across the 36 participants. The pretest can be scored between 58 and 78. The posttest was given to participants after they had completed the charades treatment. The statistics show that the posttest ranged from a low of 73 to a high of 88. This suggests that the results of using the Charades Game to instruct in descriptive text composition are quite promising.

As result, the researchers discovered that improve significantly about the student's ability in writing comprehension especially in writing descriptive text. The Charade Game's features, such as teamwork display, communication, race time, clue, and so on, were not found in the conventional method. This could be a reason why the implementation of the Charade Game the in the learning process make a new atmosphere in the class. Supporting the statement, Glendon & Ulrich (2005) video games can be used as a type of media integration in the classroom to engage students in the learning process.

3. A Significant Difference in Writing Abilities of Students Who Taught With and Without Charade Game

The researchers present the information in a table and compute the mean and standard deviation of the students' post-test writing scores using the SPSS 25 tool. Results are reported in table 5.

Table.5 Experimental Class

Category	Pre-Test	Post-Test
Very Good	0%	0%
Good	11.11%	86,11%
Fair	86.11%	13,89%
Poor	5,55%	0%
Very Poor	0%	0%

According to table 5, none of the students (0%) obtained Very good, four students (11.11%) received good, Germany students received, thirty students reed fair (86.11%), and only two students (5,55%) received poorly. According to the table, the students who received poor were fewer than those who received fair and good, indicating that thstudent'ss' writing mastery was not that bad.

Meanwhile, the results of the final exam demonstrate that the students have strengthened their writing abilities. It can be seen through the chart that describes around thirty-one (86,11%) students obtained good, and only five (13,89%) students obtained fair. It showed an improvement in students' writing skills after teaching with charade game.

Table.6 Control Class

Category	Pre-Test	Post-Test
Very Good	0%	0%
Good	5.65%	44,44% %
Fair	61%	41,66%
Poor	33.5%	5,60%
Very Poor	0%	0%

Based from the table 6, describes the results obtained by students in the control class taught using conventional learning. It can be seen that there are two (5.65%) students who received good, and twenty-two (61%) obtained fair. While the other twelve (33.5%) students received poorly.

Like the experimental class, the control class also experienced a growth in score results, although not as significant as the experimental class. Sixteen (44,44%) students get good grades, and fifteen (41,66%) students get good grades in this class. However, some students had decreased the results of their pre-test scores. Two (5,60%) students get poor.

N-Gain was initially evaluated to see whether or not the Charade Game had a statistically significant effect. The overall mean score and standard deviation were shown for both the pre- and post-tests in this section for easy comparison. Using a paired sample statistic, the results are displayed in table 7.

Table.7 Descriptive Statistics of Pre-Post Mean

Category	N	Minimum	Maximum	Sum	Mean
Pre-test Experiment	36	58	78	2520	70.00
Post-test Experiment	36	52	77	2340	65.00
Pre-test Control	36	70	88	2844	79.00
Post-test Control	36	45	83	2556	71.00
Valid N	36				

As can be seen in Table 7, the lowest-scoring students in the control group scored 52, while those in the experimental group scored 58. On the other hand, the highest possible score in the control group is 77, whereas the highest possible score in the experimental group is 78. After the researchers introduced two approaches into each lesson, students' performance in the class improved. Data shows that both the lowest and highest possible scores have been raised across the board. Meanwhile, table 8 shows the standard deviation in each class.

Table.8 Standard Deviation Measurement (SD)

Category	N	Minimum	Maximum	Mean	SD
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Pre-test Experiment	36	58	78	70.00	4,787
Post-test Experiment	36	52	77	65.00	6,383
Pre-test Control	36	70	88	79.00	3,772
Post-test Control	36	45	83	71.00	9,511
Valid N	36				

The Asymp value was found by doing a Wilcoxon signed-rank test on the control group in SPSS, as shown in Table.9. Sig. two-tail = 0.001. If the significance value is less than 5%, the value found in the test is statistically insignificant (0.000 0.05). Therefore, Ho was disapproved of while Ha was approved, suggesting that there was a sizable difference in the mean scores of students before and after the implementation of the standard approach to teaching writing descriptive text.

Table.9 Descriptive of Hypothesis Testing

Hypothesis	Test used	Average	SD	Test Statistic Value	Significant Value	Description
1. There is a significant difference in average before and after the use of the traditional method in the control class	Wilcoxon	Pre=65,00 Post=71,00	SD pre =6,383 SD Post=9,511	-5,165	0,001	Ha Accepted
2. There is a significant difference in the average before and after the use of the Charade Game as a method in the experimental class.	Paired T Test	Pre=65,00 Post=79,00	SD pre=4,787 SD post=3,772	-11,939	0,001	Ha Accepted

3. There is a significant difference in the use of the traditional method in the class with the implementation of the Charade Game in the experimental class.	Independent T Test	Control = 71,00 Experiment = 79,00	SD Control = 3,77208 SD Experiment = 9.51090	4,691	0,001	Ha Accepted

The Asymp value was discovered in the second experimental group thanks to a paired t-test run through SPSS. Sig. two-tail = 0.001. If the significance value is less than 5%, the value found in the test is statistically insignificant (0.000 0.05). Ho's rejection and Ha's acceptance lead to the conclusion that there was a statistically significant change in the mean before and after the experimental class used the Charade Game to teach the descriptive text, especially writing, indicating that the Charade game had a very positive impact on the students' ability to understand what they were reading and write in English.

Third, SPSS's independent t-test results showed that the Asymp value, based on previous research. 2tailed Sig = 0.001 A 5% significance level indicates that the result determined by the test is smaller than 5% (0.001 > 0.05). This resulted in Ho being refused and Ha being accepted, suggesting a statistically significant difference between the control group's use of the traditional approach and the experimental group's use of the Charade Game. The experimental class's value is greater than the value of the control class's, suggesting that the Charade Game was more effective than traditional methods of teaching English in enhancing students' ability to understand written English. Their post-test results demonstrate this. This finding lends credence to the claim that using the Charade Game as a teaching tool was beneficial to both students and teachers. Bafadal & Humaira (2019) supports the result that Charade Game was very simple, constructive, and efficient to use.

Discussion

Analysis of the data in this study revealed four main findings: students' abilities to write descriptive texts when taught without Charade Game; students' abilities to write descriptive texts when taught using Charade Game; a statistically significant difference between students' writing comprehension when taught using the conventional method and when taught using Charade Game; and students' perspectives on Charade Game as a media in the teaching of writing.

The first finding revealed that the students' writing comprehension was taught using the conventional method. The conventional way in this research was the expository approach. The learning activities were focused on the teacher as a

source of knowledge or instructional resources, similar to a lecture. 36 students served as a control group; they were given an essay test in a based-paper style both before and after the study. As a result of this case, the researchers discovered that students' writing comprehension increased from pre-test to post-test in the control class, though this was not statistically significant. The researchers found that the students were not engaged in the learning process and that the traditional method was monotonous. This was in line with what was stated by Rikawati & Sitinjak (2020) that when a teacher selects the incorrect method, it will be detrimental to the achievement of learning objectives. The teacher's method selection aims to make it easier for students to understand the lesson as determined by the situation and condition. Furthermore, to support the statement Viering et al. (2020) said that a method could be monotonous and tedious if the teacher was unable to create an exciting learning process.

In contrast, the researchers found the students' advantages of the conventional method. The conventional method made it simple to determine students' progress, which meant students only had one opportunity to take tests. As a result, teachers knew their students' progress and what they needed. The interaction between teachers and students, as well as between students in the form of lectures, questions, answers, or discussions, is an essential aspect of the conventional method (Fathurrohman, 2015). Through these interactions, the teacher understands each student's characteristics and, as a result, can determine what the students require.

The second finding of this research was about the Charade Game as a new method and was regarded by the students as a unique method in the learning process, particularly in writing. The Charade Game method was perceived as an interesting method for students. Moreover, the Charade Game's features, such as teamwork display, communication, race time, clue, and so on, were not found in the conventional method. This game also provides many activities to improve students' English comprehension. In line with those points, Dewi & Listiowarni (2019) states that Charade Game provides some features that increase the students' communication, teamwork, creativity, and motivation. Specifically, the Charade Game was utilized to introduce the topic in the experimental class just before the post-test. The researchers also gave an essay to write descriptive text as a pre-test and post-test as part of the Charade Game. The researchers discovered the students' ability and increased writing comprehension from the pre-test to the post-test based on the Charade Game was significant when compared to the effects of the conventional method at this point. These results indicate that Charade Game can encourage student achievement in the learning process.

For example, students prefer using games to learn, which is one of several things that the experimental group's results showed more significantly than the control group. It is related to what was concluded in a study by Dewi & Listiowarni (2019) as a kind of media, games can be used to enhance the classroom experience by igniting the interest of students in the material being taught. Another supported the research by Nainggolan (2019) that said the Charade Game positively impacted students' ability to master English. It would be an active class because Charade Game insists all the students to worked as a team. By having a team work in learning, the students felt both challenged and joyful.

Third, the results of this study showed that the Charade Game had a much larger impact on students' writing comprehension than the traditional approach. This finding has demonstrated how students who used the Charade Game had better writing comprehension than those who used the conventional method. In the researchers's observations of the learning process in the classroom, there were differences between the experimental and control classes. Students in the control class were bored and less enthusiastic about participating in learning. They felt monotonous learning and less attractive. This had an impact on the results of post-tests conducted by students. While in the experimental class, students were more enthusiastic and understood faster because Charade Game made the learning process varied and not monotonous, and the use of the game created a new atmosphere for learning. Likewise, students tended to comprehend the text, and how they wrote was better. Based on this statement, the result could conclude that the Charade Game learning method was efficient and supportive for students and teachers.

Conclusion

This research concludes that the writing comprehension for the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. With a mean pre-test score of 65.0 and a mean post-test score of 71.0, It demonstrated that the traditional method could improve students' writing comprehension achievement. However, there is no significant difference before and after the pre-test and post-test. Meanwhile, the writing comprehension for the tenth grade of SMA N 1 Gubug in the 2022/2023 academic year was acceptable when the mean of pre-test and post-test scores were compared. The mean pre-test value was 70.0, and the mean post-test value was 79.0. It demonstrated that using the Charade Game as a method to teach writing descriptive text could effectively improve students' writing comprehension. Furthermore, there was a significant difference in writing comprehension between students taught using the conventional method and those taught using the Charade Game. The t-test calculation resulted in a t-count value greater than the t-table, indicating this. It is possible that the Charade Game improved the students' writing comprehension in this study.

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