

## **Students' Perception in Learning Speaking through Charades Game**

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### **ABSTRACT**

Learning English speaking is well-known and taught as a foreign language in school. Among four significant skills, speaking is part of the essential skill because its role fundamentally serves as a means of communication. However, there are problems found in the class such as learners' lack of self-confidence and lack of English vocabulary. This study is focused on students' perception of the use Charades game in learning English speaking. The participant of this study is five students from junior high school in Karawang. Interview is the instruments use to conduct information related to the learners' perception of learning English speaking through the Charades game. The data was analyzed through Miles and Huberman's steps. The result of the findings and discussion of data showed that all participants who participated in this study did show a positive perception of charades game and it seems that charades game makes a positive environment during learning English speaking thus the students feel enjoyed and fun when play it.

**Key words:** Charades Game; Learning Speaking; Perception

### **INTRODUCTION**

In Indonesia, English is well-known and taught as a foreign language in a school. Among four significant skills, speaking is part of the essential skill because its role fundamentally serves as a means of communication. According to Bailey (2007) speaking is an interactive process where people means to construct a meaning toward producing, receiving and processing information. It means when someone speaks with the other directly they do verbal interactions that produce words to convey opinions, ideas, feelings, and information. Speaking can be the way to accomplish feeling through words when having conversations with others. People might have distinct purposes in speaking English such as educational, social, business, or political objectives. The very basic purpose of learning English as a foreign language is to be able to communicate with that language.

Nonetheless, many problems find in teaching and learning the English speaking process. Some problems that are found in the class are learners' lack of self-confidence and lack of English vocabulary so they didn't know what words to speak, moreover, some learners have less motivation and barely practice speaking English at school (Rokhimah, 2019). Usually, in the classroom, the English teacher only hands over the material, gives assignments, and provides material (Sari, 2020). This kind of teaching method makes students feel bored and not active in the classroom. A lecturer should help learner to understand the information they give and include new aspect that allow learner to make a progress in their learning process (Gonzalez, 2010).

There are plenty activities in speaking that can be done by teachers. Harmer (2001) classifies some speaking activity in classroom such as debate, games and etc. One of the activity that can persuade students to communicate in the classroom is Games. In this study, the writer chose Charades game as an activity in speaking. Charades is a fun game and admire by many learners whether they are young, old, ESL learners, or native English speakers (Mills, 2018, cited in Arroyo, 2019). Charades also encourages students to interact and cooperate in the learning process. A benefit of playing this game in the classroom helps teachers to make students' have oral communication (Arroyo, 2019). By using this games, the learners will be more active and enjoy the learning process. Previous research conducted by Mahmood (2021) with the purpose to increase primary student's English vocabulary and strengthen their memorization, also Singh & Aziz (2021) with focused on improvement of college students in their speaking skill. Based on the previous study above the charades game has helped the students to improve students' speaking and vocabulary ability. Thus, the writer in this study will focus on how the students' perception in learning speaking through charades.

## **LITERATURE REVIEW**

### **Previous Related Study**

Related to this research, the writer chose some previous studies which are relevant to the research. The first study was conducted by Mahmood (2021) with the objective to increase student's English vocabulary and strengthen their memorization on English vocabulary. The sample of this study was randomly selected from the 5th grade of primary school with 62 learners as a sample. The result of the research showed that using the Charades game has beneficial effects on the learners' retention of English vocabulary.

The second study was conducted by Singh and Aziz (2021) that focused on the improvement of English speaking skills in college students through implementing Charades game in the classroom. The study involves 18 students from college and using a single quasi-experimental. For the result, they found improvement in college students' speaking skill. Moreover, the students feel enjoyed when doing charades game. However, the study has limitation in number of students and time.

## **Learning Speaking**

Speaking is one of skill that most essential because its role fundamentally serves as a means of communication. Bailey (2007) stated that speaking is an interactive process where people means to construct a meaning toward producing, receiving, and processing information. It means when someone speaks with the other directly they do verbal interactions that produce words to convey opinions, ideas, feelings, and information. Learning speaking is challenging for English foreign students because they are rarely has opportunities to use English besides in the classroom (Bailey, 2007). In Indonesia, not so many people use English to communicate, on the contrary they use their mother tongue or Bahasa Indonesia to communicate. Usually some students combine their native language with English words because speaking English in front of others is a difficult task for them (Namaghi et al., 2015). They have a negative thinking about themselves that affect their willingness to speak. Şentürk (2012) claimed since learners barely know many vocabulary or grammar topics, they are not self-confident.

As we know, they are many components of speaking that must be know by students in order to be a good speaker According to Hormailis (2003) in Rahayu (2015) there are four aspects below have a great impact in speaking skill. The first is vocabulary, it is one of the important aspects that support speaking activity. Vocabulary related to the correct and accurate words. Vocabulary is the basic that must student know. The second is grammar, communication will run smoothly if the grammar able to be understood (Ramli, 2003, cited in Rahayu, 2015). Hence, speakers have to be knowledgeable of the grammar that they use when speaking English. Particularly, grammar is the principle and part of a word in language to communicate comprehensible messages. The third is fluency, it is an activity of thriving word orally. This indicates a process of exchanging ideas and thoughts between one speaker and other speakers. Therefore, it is necessary to have fluency as a skill or other aspects of speaking. Fluency is the condition of being fluent when speak (Hormailis, 2003, in Rahayu, 2015).. The last is pronunciation, in that instance, the students who are able to pronounce the word or sentence correctly will be good when speaking in the English language.

## **Charades Game**

Games is one of the activity in learning speaking. Ellis (2005) states that games in language learning give opportunities for learners to practice the language in fun ways. Charades is one of the games that can be used in teaching-learning process. Nau (2000) cited in Mahmood (2021) defined charades as a game that employs body movements and facial expressions to convey something to others. This type of game uses gestures and engages students in physical activity. According to Harmer (2001) using gesture, expression, or mime to deliver meaning are one of the ways that can help learners to understand language. It also stimulates the curiosity of students to find out the word. Charades is a joy and attractive game for

all ages. It can be enjoyed by many learners, whether they are young, old, EFL or ESL students, or native English speakers (Mills,2018, cited in Arroyo, 2019).

Charades game can be defined as a guessing game in the teaching learning process (Sherly et al., 2019). This game is played by group of two or more people. In Charades game, learners need to guess the word (vocabulary) or phrase that is being act out by their teammates. This game encourages students who are less active in communicating to be active. (Arroyo, 2019) claimed that charades games could help promote oral practicing and active participation during English classes. It facilitate students to learn vocabulary since they will play to guess a word (vocabulary). Fatmawati (2020) emphasized that this game is an alternative way to teach vocabulary. Charades game is interesting games because the learners have to guess a word (vocabulary) while the others doing gestures to act the word. Charades also build students' self-confidence because this game is played in groups. Charades allow all the learners to speak in front of the class thus, it helps learners gain confidence (Latifa et al., 2019).

Charades has advantages (Latifa et al., 2019) that, boost the students' vocabulary, overcomes students' boredom in learning speaking process because students like something enjoyable, rising students' activeness, and make students build teamwork. Make students feel motivated because they want their group to win the game. This games also have disadvantages (Septiana, 2018) such as, the length of time is short and the lesson will be noisy because the learner tries to guess the word by shouting in the class when doing charades game.

## **METHOD**

### **Design and Samples**

The objective of this study is to find out the students' perception of learning speaking through charades. In this research, writer use a qualitative approach. The method used in this study is case study, it is a research method in which the researcher investigates a case precisely in limited time and the researchers are gathering information using different data collection procedures based on the limited time (Creswell, 2009). The research took place at a junior high school in Karawang. The eight-grade students are chosen as the participants in this research There are five participants who voluntary in this research, they are 4 females and 1 male about 13-15 years old. The participants of this research are recruited by voluntary, which they know the consent form on their terms without the researcher's compulsion.

### **Instrument and Procedure**

To collect the data, the instrumen that the researcher chose is interview. The researcher uses semi-structured interview in this study. In order to avoid the miscommunication with the interviewee the researcher use Bahasa Indonesia when

doing interview. The duration of interview is about 3-5 minutes for each participant. The interview was held in the school recorded by recorder. During the interviews, the researcher asked several questions that related to the students and the students' perception after using Charades game. The procedure of the research has three steps to achieve the objective of this research. First, the researcher introducing the Charades game, how to play and rules of the games to the learners. After that, the researcher use Charades game in learning speaking towards learner. At the last meeting, the researcher will conduct an interview session with students after they use the Charades game.

### **Data Analysis**

After the data was collected, the writer analyzed the data descriptively by considering the step of data analysis by Miles and Huberman (2014): (1) Data Reduction: reducing data means focusing on important things, sorting and looking for keywords. The aim is to make it easier for the researcher to find the answer, (2) Data display: the researcher used categorization to make it easier to analyzed, which results in a description, (3) Conclusion: verifying, by looking at the data that has been presented, then the writer provides conclusions and verification by looking for relationships, similarities, and differences as answers to existing problems.

## **RESULT AND DISCUSSION**

In investigating the students' perception of learning speaking through Charades game, the researcher did the interview with 5 students in eight-grade of junior high school in Indonesia. The research conducted in August 2022 at the school. When the teacher explains about the games, some of them seem enthusiastic and listen to the material carefully, while some of them seem disinterest. However, when the charades game been using all learners can do the charades game well. They seem enjoyed to speak and gesturing the words.

### **Students Perception of Learning Speaking**

The three of five participants thought that learning English speaking was important, challenging and interesting lesson.

*“Yes, because it's quite challenging for me so I can learn other languages besides Bahasa Indonesia” (P2).*

*“Yes Mrs., because learn to speak English is interesting and important when we are talk to foreigners.” (P3).*

*“I think it quite interesting Mrs. because when learn to speak English I feel challenging.” (P5).*

Based on the statements above the students think that learning English speaking is challenging and they feel it as an interesting lesson. It will be related to Bailey (2007) as stated that learning speaking is challenging for English foreign students because they are rarely has opportunities to use English besides in the classroom. Some other students thought that learning speaking was not very important and interesting because they feel diffident and lack of vocabulary, as stated below:

*“No, because I don’t like to speak English in front of the class. I am not confident enough.” (P1).*

*“No, because it’s difficult and I don’t know the vocabulary and how to pronounce it.” (P4).*

From the statement above, the participant of this research revealed about the reason why they do not think learn speaking is interesting lesson. Fundamentally, they stated that they not confident enough to speak in front of their classmates. In line with Namaghi et al., (2015) speaking English in front of others is a difficult task for the students. The other problem that haunt them is lack of vocabulary. As Şentürk (2012) claimed since learners barely know many vocabulary or grammar topics, they are not self-confident. For the reason, it is clear that there are positive and negative thing affect students in learning English speaking.

### **Students Perception of Learning Speaking through Charades Games**

Based on the result of the interview, the researcher found that learning English speaking through Charades game which was used by the participant was a fun game, as following:

*“It’s fun Mrs., because I can learn a lot of animal vocabulary and their description, then makes me eager to study more about vocabulary and pronunciation” (P3).*

*“In my opinion, the game was fun. Thus, we can get a new vocabulary and self-challenging...when I know about the reward I feel more enthusiastic to participate” (P5).*

Acquired from the result above, the participant of this research revealed that Charades is a fun game. As emphasized by Mills (2018) in Arroyo (2019) Charades is a joy and attractive game for all ages, It can be enjoyed by many learners, whether they are young, old, EFL or ESL students, or native English speakers.

*“The game was fun, because there is a guessing word and make a gesture, so I understand and can make a guess. It’s so fun.” (P2).*

According the interview above, the participant of this research delivered during the process of learning vocabulary through Charades game makes him understand the

word demonstrated by his friend. It was clear that the participant think that the charades makes she understanding the language through gesture. As elaborated by Harmer (2001) using gesture, expression, or mime to deliver meaning are one of the ways that can help learners to understand language.

*“I also more confident when speak in front of the class, because the guessing word part in English language so we can also practice to speak English”.* (P2)

From the statement above, when act out and guessing words, it was all done in front of the class thus the students felt challenged and they said that when play Charades game they felt confident. Makes students feel confident is one of the advantages provided by charades game. In line with that Latifa et al., (2019) claimed that charades game allow all the learners to speak in front of the class thus, it helps learners gain confidence.

When the writer asked the students about what they are like and dislike againts charades game, all of them that they are like charades when it comes to guessing part, as follow:

*“I like all part Mrs., it makes me feel confident when speak English hehehe...the part that I dislike is time, less time.”.* (P3).

*“The part that I like is when we are guessing the word, then miming or gesturing the word, the part that I dislike is time Mrs., it's been a long time waiting the group whose play the game, but when it's my group's turn to play, I think the time it's really short.”.* (P5).

*“I think I like the part when it comes to teamwork Mrs., so the charades game allowed me and my friends makes a great teamwork and I the part that I dislike...I don't think there is...oh, maybe the time Mrs., it's short.”* (P2).

Charades game is considered to be a group games. It can consist of two or more people that play charades game. From the statement above, all participant agree that the time is short. Thus, when play the game, performing group is given about 5-6 minutes to play and it take a long time to other group waiting for play the charades game. As emphasized by (Septiana, 2018) charades has advantages such as, the length of time is short and the lesson will be noisy because the learner tries to guess the word by shouting in the class when doing charades game. However, there are many advantages given by charades game. One of participant stated that charades her confident and other participant stated that charades build the great teamwork. This is in line with advantages that delivered by (Latifa et al., 2019) boost the students' vocabulary, overcomes students' boredom in learning speaking process because students like something enjoyable, rising students' activeness, and make students build teamwork then make students feel motivated because they want their group to win the game.

## CONCLUSION

Referring to the findings and discussion above, charades game is a good strategy for learning speaking especially in gain more vocabulary. The main objective of this research was to know about the students' perception in learning speaking through charades game and it seems that charades game makes a positive environment during learning English speaking thus the students feel enjoyed and fun when play it.

In conclusion, learners' attitudes towards learning English speaking through charades are also positive. Not only the games is fun, but it makes them confident and gain more vocabulary. It also makes them build a good teamwork. Charades played a part as a serotonin in the process of learning speaking. Through these findings and discussion of data, all participant that participate in this study did show a positive perception towards charades.

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