CHAPTER II
LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

West in Nunan (1991:118) writes that vocabulary is a list of words that would practically enable students to express any ideas. Vocabulary does not only know about the words, without vocabulary an idea can not be given in communication.

Vocabulary is a basic element of language to support four language skills. This statement is supported by Rivers in Nunan (1991: 117) who said that vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

Based on the definition of vocabulary above, it can be concluded that vocabulary is a word or list of words which is used by students to express the ideas. It is a basic element of language to teach. To develop language skills in listening, speaking, reading and writing, the students have to master vocabulary. By mastering vocabulary, the language skills can be obtained by students.

2. The Importance of Vocabulary

Vocabulary has a significant role for language learners in mastering the four language skills: reading, listening, writing and speaking. This statement is supported by Huyen and Nga (2003: 2) who said that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills all together. By mastering
vocabulary, the students will be easy to understand the language. On the contrary, the students who have low vocabulary are very difficult to understand the meaning of words, phrase and sentences. This is also supported by Rivers in Nunan (1991:117) who said that vocabulary is essential for successful second or foreign language use because without an extensive vocabulary, learners would be unable to use the structures and functions they might have learned for comprehensible communication.

Based on the statement above, vocabulary is the most essential element of communication. It is obvious that the more words the students know, the more they can say and understand the language.

3. Aspects of Vocabulary

In learning vocabulary, there are some vocabulary aspects that teacher should be taught to the students. According to Lado (1972: 1) as cited in Mardianawati (2012: 11), there are several vocabulary aspects that students should need to know and learn, they are: meaning, spelling, pronunciation, word classes, and word use.

a. Meaning

When conveying the meaning to the students, teachers should teach their students that a word may have more than one meaning when used in different contexts. In order to discover the meaning, the teacher can use ways such as guided discovery, contextual guesswork and using dictionaries.

Guided discovery involves asking question or offering example that guides students to guess the meaning correctly. The meaning of words can be communicated in many different ways. Nation suggests that teachers can convey meaning to their students by using demonstration or pictures (using object, using gesture, blackboard...
drawing and pictures of book) and by verbal explanation (analytical definition, putting the new words in a defining context, and translating into another language) (Nations, 1990: 51 as cited in Kareem, 2000: 6). When the students are involved in discovering meaning, they will never forget those meanings and they will be able to express themselves fluently.

Contextual guesswork means making of the context in which the word appears to drive an idea of its meaning, or in some cases, guess from the word itself.

b. Spelling

Spelling is important because it aids in reading. It helps cement the connection that is shared between sounds and letter. Many letters can represent more than one sound. This is seen, for example, in the letter a, which can represent /æe/ as in apple, or /a:/ as in ask. On the other hand, many sounds can be represented by more than one letter or combination of letters; for example, /u/ appear in put, book, and could.

c. Pronunciation

Pronunciation is the act or manner of pronouncing words. Most of words have only one pronunciation, but sometime a word has two or more pronunciations. English pronunciation is difficult to be learnt because it is not related to the spelling of words. Good pronunciation avoids misunderstanding in communication, thus it makes receiver eaiser to communicate.

d. Word classes

Word classes are categories of word. The classification of the words of a language in this way depends on their function in communication. Nouns can occur in certain places of sentences and serve certain function. Verbs also occur in certain
places and have special function, so word class membership is an important lexical feature.

e. Word use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis.

In this case, aspects of vocabulary that will be taught to the students are spelling and meaning. The reason for choosing those aspects is it is appropriate with the material being taught in the class using Charades game.

4. Types of Vocabulary

Hatch and Brown (2001: 218) classify the vocabularies (words) into two based on their functional categories, they are: major classes and closed classes. They are explained as follows with examples.

a. Major Classes

1) Noun: it refers to a person, place or thing, i.e. Maria, teacher, book, etc.

2) Adjective: it refers to the words that give more information about a noun or pronoun, i.e. kind, bad, smart, beautiful, ugly, etc.

3) Verb: it refers to the words that denote action, i.e. walk, read, eat, run, smile, etc.

4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Closed Classed

1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, they, her, etc.
2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, beside, under, between, etc.

3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.

4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

This research focuses on major classes: nouns, verbs, and adjectives which are considered to be taught for students because they are appropriate with the material on the syllabus.

5. Teaching Vocabulary

Teaching vocabulary is a very important task in teaching English, such as:

a). meaning of word, b) involves a form spelling, c) pronunciation, d) use the word.

Therefore, the teacher should use appropriate way in order to make the students understand and master vocabulary well. According Harmer as cited in Dwi (2010: 8-10), there are some ways to teach vocabulary such as:

a. Using Realia

Realia means object or act used to relate. Teacher uses real object in the classroom. Thus, the word pen, ruler, and ball can be easily explained by showing students a pen, a ball or ruler.

b. Showing the Pictures or Artificial Object

The picture can be in form of blackboard drawings, wall pictures, charts, flash card and etc. Picture can be used to explain the meaning of item: the teacher might
draw pens, rulers, and balls on the blackboard or draw it on paper. The teacher might bring in a wall picture showing there are people in a room which could be used for introducing the meaning of sentence “There are three people in the room”.

c. Mime, Action, and Gesture

   Teacher can explain the words better by using their gesture. Teacher can use gestures to indicate the meaning of words such as big, small, short, tall, etc. For example, when teacher teach about superlative adjectives, teacher can use hand and arm movements to show it big, bigger, and biggest.

d. Contrast

   Sometimes, a visual element (e.g. realia, picture, mime, etc) may not be sufficient to explain the meaning. The other way that can be used is using contrast of the word. For example, the meaning of full is better understanding in the context of empty, the meaning of big in the context of small, etc.

e. Enumeration

   When the teacher finds difficulty in explaining words visually, the teacher can make a list or enumerates of words and the meaning will become clear. For example, when teacher want to teach the word of fruit, teacher can enumerate a number of fruit like orange, banana, grape etc.

f. Explanation

   It will be important if teacher gives some explanations by including information about when the item can be used.
g. Translating

It can be used when the students don’t understand a word and the teacher cannot think to explain it, for example ”happy”, the teacher can not express it using gestures, mime, action or picture etc. The teacher can say “bahagia”.

6. Problem in Teaching Vocabulary

Scott Thornbury (2002: 27) mentioned some factors causing students feel some words more difficult to learn, such as in pronunciation, spelling, and meaning. These problems will be briefly described as follows:

a. Pronunciation

Words that are more difficult to pronounce are usually more difficult to learn. Potentially, difficult words will be typically those that contain sounds that are unfamiliar for some group of learners. For example, Sundanese speaker who are hard to distinguish between ‘p’ and ‘f’, such in the word paper, some of them pronounce it ‘ fafer’, ‘faper’ or ‘pafer’, then ‘flash’ becomes ‘ples’, the difficult pronunciation may occur because some letters which does not exist in the learners first language.

b. Spelling

Spelling usually becomes the problem for foreign language students. The following are some of spelling problems: misunderstanding between speaker and hearer, the students do not know the spelling of a word. “Sound-spelling mismatches are likely to be cause of errors, either of pronunciation or spelling. Some words containing silent letters may become the problem: foreign, listen, honest, and so on”.

IMPROVING STUDENTS’ VOCABULARY ..., MONITA PERMATASARI, FKIP UMP, 2015.
c. Meaning

At the most basic level, knowing of a word means knowing of its meaning and its form (Thornbury, 2002: 130). Many words have several different meanings and it is important to know them because they can be expressed differently in another language. We have to know in what situation to use which expression. For example, an English noun *hair* has several meanings and each meaning is expressed by a different word in language (hair on a head, hair on a body, animal’s hair etc.)

Thornbury also stated “when two words overlap in meaning, learners are likely to confuse them, such as in ‘make’ and ‘do’, like in sentences ‘you make a breakfast’ and ‘you make an appointment’, but you do the homework’ and ‘do a questionnaire’. Words with multiple meaning, such as ‘since’ and ‘still’, can also be troublesome for learners.

7. **Steps in Vocabulary Learning**

Brown and Payne in Hatch and Brown (1994:373) did an analysis that resulted in a very clear model where the strategies fall into five essential steps:

a. Encountering new words

The first essential step for vocabulary learning is encountering new words, that is, having a source for words. The students strategies here included “learning new words by reading books,” “watching TV and listening radio,” and “reading newspapers and magazines” (Payne, 1988:33).

b. Getting the word form (spelling and pronunciation)
The second step essential to vocabulary learning appears to be the getting of a clear visual image or auditory or both of the form of the vocabulary item. This step was shown in comments such as “associating new words with words that sound similar in native language, “writing the sound of words using sound symbols from native language.”

c. Getting the word meaning

The third essential step in the learners’ reported strategies is the one which is most often associated with idea of vocabulary learning: getting the word meaning. This step includes such strategies as “asking native English speakers what words mean.

d. Consolidating word form and meaning in memory

The fourth necessary step revealed by Brown and Payne’s analysis requires the consolidation of form and meaning in memory. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles, etc., strengthen the form-meaning connection.

e. Using the word

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. However, if the goal is to help learners develop as fast as possible. The other strategies included in productive strategies is not necessary either, because many words are comprehensible in context.
8. Testing Vocabulary

Lado (1961: 181) writes that vocabulary tests are prepared for the same languages and for others. Vocabulary has also been prepared as measures of general ability or intelligence, and as measures of achievement in special subject fields.

Thornbury (2002,130) points out that “vocabulary covered in the previous lesson should be tested at the beginning of the next one. If not, the chances of retaining the new vocabulary are greatly reduced.”

Testing vocabulary depends on aspects of selected words that teacher want to test. The aspects involves form, meaning and use.

a) The first aspect is form. To know the form of a word means to know the pronunciation and spelling of a word.

b) The next aspect is meaning which can be divided into several categories. The most used are synonyms (pretty – beautiful) and antonyms (young – old)

c) Another important thing is teaching word use (collocations), so that learners know in what context they can use the word, for instance, verbs “do” and “make” can be used with different situations, we can say do the shopping but not make the shopping.

<table>
<thead>
<tr>
<th>Form</th>
<th>Pronunciation</th>
<th>What does the word sound like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How is the word pronounced?</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>What does the word look like?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How is the word written and spelled?</td>
</tr>
<tr>
<td>Meaning</td>
<td>Form and meaning</td>
<td>What word form can be used to express the meaning?</td>
</tr>
</tbody>
</table>
Testing provides a form of feedback, for students and teachers. Moreover, testing has a useful effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates students to review vocabulary in preparation for a test. The aspects that will be evaluated in this research are form (spelling) and meaning.

9. Types of Vocabulary Evaluation

According to Hughes (1989: 147), there are two kinds of evaluation in item writing: recognition and production. Recognition test is testing of vocabulary for which multiple choices can be recommended without too many reservations. The types are synonyms, definitions, and gap filling. While production test is testing of vocabulary that is productively difficult that it is practically never attempted in proficiency tests. Information on receptive ability is regarded sufficient. The types are pictures, definitions and gap filling.

a. Synonyms

The writer of this item has probably chosen answer in similar meaning.

b. Definitions

It is said that test-takers who are uncertain of which option is correct will tend to choose the one which is noticeably different from the others.

(adapted from Nation, 2001: 27)
c. Gap filling (multiple choice)
   Context, rather than a definition or a synonym, can be used to test knowledge of a
   lexical item.

d. Pictures
   The main difficulty in designing the test of productive lexical ability is the need to
   limit the candidate to the (usually one) lexical item that has in mind, while using only
   simple vocabulary of their own. That is why need to be used pictures.

e. Definitions
   Not all items can be uniquely identified from a definition nor can all words be entirely
   defined in words more common or simpler than themselves. Some words or concept
   are definable.

f. Gap filling
   This can take the sentences form of one or more with a single word missing.

   In this research, the researcher uses recognition as the test. Items may involve a number
   of different operations.

B. Game

1. The Definition of Game

   According to Hadfield (1990: 6), game is an activity with rules, a goal and an
   element of fun. Therefore, games involve many factors: rules, competition, relaxation,
   and learning, in particular. The main focus of using game in class is to help students
learn and have fun. Game can make the students better focus in learning because they do not feel that they are forced to learn.

Wright, Bitteridge, and Buckby, (2006:1) stated in Games for Language Learning Book, that means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It means that game is interesting as it makes the students enthusiastic to play it. Sometime it is challenging, because when students are playing games, they have to be a winner in that games, and it is also entertaining because students get and enjoy in playing and interacting each other.

Nicolson and William mentions that “game is a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep” (Nicolson and Williams, 1975: 1 as cited in Minoo, 2010: 3).

Game can be used to teach some aspects of English and students can form themselves into groups to play the games. This is important to do in order that the teacher can manage the shy students to be active, enthusiastic, and motivated. Through game, the students can learn how to interact with their friends. By interacting with others, language skills can be developed, and they can communicate with their own words easily.

2. The Characteristics of Game

Tyson (1998:35) writes that there are many criteria of game for teaching English to learners:

a. A game must be more than just fun.

b. A game should involve “friendly” competition.

c. A game should keep all of the learners involved and interested.
d. A game should encourage learners to focus on the use of language rather than on the language itself.

e. A game should give learners a chance to learn, practice, or review specific language material, rather than to play the game itself.

f. A game should be familiar by learners.

3. Kind of Games in Language Teaching and Learning

Murcia and Macintosh in Minoo’s Journal (2010:429) mention that teacher can use games to introduce relevant vocabulary before undertaking any communication activity or to encourage the learners to look the word up in the dictionary. One of the best ways of doing so is the use of word games “word wheels, maze of vocabularies, Charades game, definition games, passwords, drawing games etc.

There are many games which are appropriately used with collections of vocabulary items. One of them is Charades game. Charades game is a game where players have to act out the tittle of a book, play or film (Harmer, 2004:238). Charades game is a guessing-word game that uses physical clues. It means that teacher and students explain the word by acting it out. It requires the use of hands, facial expressions, and the body to mime the words.

C. Charades Game

1. Definition of Charades Game

Charades game (pronounced she-radz) is a game where players have to act out the tittle of a book, play or film (Harmer, 2004:238). It is an acting game in which one player acts out a word or phrase, often by pantomiming similar-sounding words, and the other
players guess the word or phrase (Chowdhury & Joyati 2005: 32). Charades is a fun game that any age level can participate in.

In playing Charades game, students communicate with each other through acting. Demonstrating an action is the best way of teaching meaning of many verbs (Allen 1983:37). To teach the word *walk*, for instance, we start walking toward another part of the classroom. When it appears that the students are paying attention and wondering about the purpose of our action, we say, while continuing to walk, “I’m walking…walking.” The meaning of other verbs can be shown through simple dramatic presentations.

As it is known that communication has two forms verbal communication and non-verbal communication, In Charades game the students have to communicate non-verbally. So, the object of this game is to communicate a word without using any verbal communication.

2. The Advantages of Charades Game

Charades game gives the advantages in teaching vocabulary. According to Kaduson and Schaefer (2003:218), charades can be used to develop therapeutic rapport with the child. The therapist can “stack the deck” by deciding which feelings are included in the game or the order in which the cards are drawn. Selected self-disclosure of feelings by the therapist similar to what the child is experiencing helps to facilitate a development of compassion and understanding. Feeling charades can serve as a warm-up for sharing deeper emotional issues and help to establish a comfort level through acceptance of all feeling. This technique helps children to regulate their emotion in the delivery of a word.
Besides, Layne (2007:150) proposes that this technique having a mixed age team also has the advantage of helping a younger child learn how to act out words. These techniques learn how to use the vocabulary words using measures appropriate to the words that we speak. This helps students to define the word, and adjust the action with the spoken word. Furthermore Himmele (2011:72) states that take them to activities of higher level of thinking. It also has a lot of fun when students are asked to do this in a group. By using the techniques students are encouraged to think that done in groups, it makes them more comfortable in conducting activities in the classroom and outside, and using this technique will facilitate them to learn vocabulary.

3. The Disadvantages of Charades Game

There are some disadvantages of applying Charades game.

a. It will be difficult for some students to identify and guest the gesture

b. The students should creative in delivering or practicing the gesture

c. Not all the words can be taught by use of Charades game, such as sugar, kinds of food, sound of animals etc.

4. The Application of Charades Game

Charades game can be applied in teaching vocabulary in the classroom. This game trains the learners to guess what word is written on paper or card and is acted out by a student as the player by using some gestures. The implementation of charades game for students can train in several things as follows:

a. Learners are able to adapt the motion with concept or contexts, especially in non verbal communication, so that it will be interesting and easy to understand to others.
b. Learners are able to interpret some motions from others, with good word or sentence and correctly.

c. Learners are able to think quickly and remember some daily activities and express them orally.

(Hafrison, 2008:8)

5. Steps to Play Charades Game

Charades game has basic rules that is easier to apply in the teaching activity. It requires a small need of preparation, a lot of imagination, and sometimes a good laugh. This game can be played in many different ways. The steps to play Charades game based on Hafrison (2008: 8) are:

a. The aim of the game is for the students in the teams to use actions to describe the word. They may not speak or spell the word in the air.

b. Equipment

1) A stopwatch or other timing devices.
2) A notepad and pencil for scorekeeping.
3) Blank slips of paper or charades cards.
4) Two baskets

c. Procedure

1) Teacher explains the basic direction how to play Charades game and the aim of its learning.
2) Teacher divides class into two teams or more.
3) Teacher gives Charades card for each group, and gives a time for students to understand each word.
4) Teacher starts to call one of representatives group to act out the word, and the other groups pay attention for it.

5) After that, one of groups will guess, and describe the action. If the answer wrong, the other group will get the opportunity to gues it. Then, if the answer is right, the group will get 100 point.

6) Students and teams take turns to perform an action, and the others guess what it is.

7) In the end of the game, teacher announces the winner which gets high score.

Before the learners begin the Charades game, they have to know Charades gesture. Charades gesture has standard signals to indicate the general category of a word or phrase. But it is not required.

a. Charades gestures

1) Number of words in the phrase (Hold up the number of fingers).

2) Which word you’re working on (Hold up the number of fingers again).

3) Number of syllables in the word (Lay the number of fingers on your arm).

4) Which syllable you’re working on (Lay the number of fingers on your arm again).

5) “On the nose” (i.e., someone has made a correct guess). Point at your nose with one hand, while pointing at the person with your other hand.

6) “Sounds like” (Cup one hand behind an ear, or pull on your earlobe).

7) “Past tense” (Wave your hand over your shoulder toward your back).

(Mishra, 2013: 201)

6. Teaching Vocabulary using Charades Game

Teaching vocabulary is a complex task. Teaching vocabulary includes the spelling, pronunciation, the meaning, and the usage of the words. In this case, the writer
defines a vocabulary activity that focuses on the spelling and meaning of the words. Charades game is a great game for teaching vocabulary. This is actually an activity and game to be a fun way for students to learn vocabulary. Here are the examples of teaching vocabulary using Charades game:

**Procedure of Charades game**

a. **Aim:** To match the action word or phrase for activities to the gestures.

b. **Required Materials:** a set of cards on each of which an activity is written below.

<table>
<thead>
<tr>
<th>Wind</th>
<th>Monkey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td>Fly</td>
</tr>
<tr>
<td>King of Animal</td>
<td>Long beak</td>
</tr>
</tbody>
</table>

c. **Instructions:**

1. Teacher explains the basic directions; one person will come to the front, and teacher shows her card or slips. For example: to show word “wind”, the teacher acts as if she is walking against a powerful breeze (this gesture can help learner focus on her/his performance)

2. Divide students into two or more groups (students and teams take turns to perform an action, and the others guess what it is).

3. Each group decides who will mime. Decide which group will go first and say that each group will have one minute to guess as many actions as possible.
4. One student in each group is given a vocabulary word, and required to use gestures to get the other students in the group to guess the word. The gesturer must be silent through the entire time.

5. Teacher may give students special signs to indicate part of speech so they can reduce the scope of possible words. Some other special signs are typically used in charades:
   - A tug of the ear is used to indicate “sounds like” (followed by gestures for a similar sounding word)
   - Touching the forearm with fingers indicates a particular syllable in the word (the first time this is done, it typically indicates the number of syllables in a word.)
     So the person gesturing would first touch their forearm with 3 fingers for “elephant,”
   - When the word has been guessed correctly, the gesturer touches their nose.

d. Follow-up Activities

6. Teacher posts a list of all the words as a reminder of all the words has been learned by students. Teacher picks a word and shows the spelling of word by writing the word clearly on the board and having students practice it. Then, teacher can ask the students to find the meaning, synonym or antonym from the word.

e. Variations

7. This game can be played for points between two teams or more, in which case a time limit should be set. During the time limit, only students from the same group can try to guess the word. If the student exceeds the time, students from the other
group may guess the word. Whichever group guesses the word correctly receives a point.

8. The game can be played as a race between two groups. Each group is given the same number of vocabulary cards. Each person in the group is required to draw a vocabulary word. When the group guesses the word correctly, the next person in the group has to draw. The first group to guess all of the vocabulary words wins.

9. In order to make the game more communicative, one can ask students to use a correctly guessed word in a sentence for an extra point or a piece of candy.

Based on the explanation above, it can be concluded that Charades game is an effective way for teaching vocabulary especially on spelling and meaning of words. The first is effective for students to practice their words-spelling. The studentsshould guess the word that they have learned, then the correct spelling will be recited by the correct guesser. It will help the students to spell the words correctly.

The second is effective for students to understand the words meaning in context. Through this game, the studentsare actively involved in applying the words in context. The students can conclude the meaning of word and comprehend the word better.

D. The Previous Relevant Research

The first previous research which examines the teaching of vocabulary by using Charades game was conducted by Minoo Alemi (2010). In her article *Educational Games as a Vehicle to Teaching Vocabulary at grade three of Junior High School in Tehran*. The result of the study showed that the teaching vocabulary by using Charades game was effective and could improve learners’ vocabulary. Learners can increase the size of their
recognition vocabulary, and it might be good for improving the ability to recall meaning, infer meaning, comprehend better, and communicate easily. The learner would feel less anxious and less nervous in playing the roles because everybody is engaged in the process of acting and playing.

The next research was conducted by Widiastuti Wulandari entitled *The Effectiveness of Charades Game to Teach Vocabulary at Grade Seven of Junior High School*. The result of the research showed that teaching vocabulary through Charades game was effective for grade VII students of Junior High School. Additionally, students’ response toward Charades game gave positive effects.

Based on the previous explanation of relevant research of teaching vocabulary, the two researches used Charades game to teach vocabulary and those were successfully done. One of the research used Classroom Action Research to improve students’ vocabulary and it improved. Here the researcher using Charades game to improve students’ vocabulary of Junior High School. Charades game is chosen because it is a popular guessing-word game and it is fun game that any age level can participate in. So it can give good result in improving the students’ pronunciation of vocabulary of Junior High School.

### E. Basic Assumption

Charades game is a way of teaching students to communicate non-verbal in effective way. It requires use of hands, facial expressions and the body to mime the words. In doing the Charades game, students feel very excited, imaginative, and communicative when performing their task by acting out. Through Charades game, the students can develop their spelling and spell the words correctly. This game helps the students infer the meaning and
comprehend the meaning better. When the students get problem about the meaning of word, it will be better for students to use gestures to show it. This game enhances not only the students understanding of the words, but also the acquisition of word meanings. Moreover, Charades game is easy to be applied in teaching activity because it needs simple preparation and basic rule. Thus, Charades game is appropriate technique which can be used by teacher to improve students’ vocabulary.