IMPROVING STUDENTS' VOCABULARY BY USING BALL GAME

THESIS

Submited By:

ATIKAH GYAN PRADIPTA

Reg. no: 231222633

Student of English Department

Of Tarbiyah Faculty

ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVESITY OF AR-RANIRY
2018 M / 1439 H

THESIS

Submited to Faculty of Education and Teacher Training Ar-Raniry State Islamic University, Darussalam Banda Aceh in Partial Fulfillment of the Requirements

for Sarjana Degree (S-1) on Teacher Education

By:

ATIKAH GYAN PRADIPTA

Student of Department of English Education

Faculty of Tarbiyah and Teacher Training

Reg. No: 231222633

Approved by:

Main Supervisor,

(Habiburrahim, M.Com., MS., Ph.D)
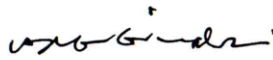
Co-Supervisor,

(Risdaneva, M.A)

It has been defended in Sidang Munaqasyah in front of the Council
of Examiners for Working Paper and has been Accepted
in Partial Fulfillment of the Requirements for
Sarjana Degree S-1 on Teacher Education

On:

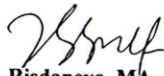Tuesday, January 23rd, 2018

Darussalam-Banda Aceh

Chairperson,

Habiburrahim, M.,Com.,M.S.,Ph.D

Secretary,
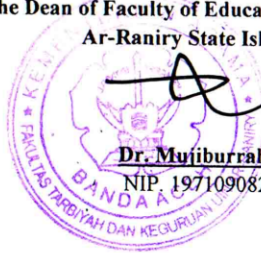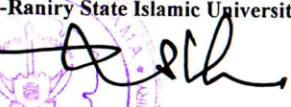
Fithriyah, M.Pd

Member,

Risdaneva, MA

Member,

Azizah, M.Pd

Certified by:
The Dean of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University

Dr. Mujiburrahman, M.Ag
NIP. 197109082001121001

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama   : Atikah Gyan Pradipta

NIM   : 231222633

Tempat/tanggal lahir : Jakarta, 2 April 1995

Alamat   : Desa Ilie kecamatan Ulee Kareng, Banda Aceh

Judul Skripsi   : Improving Students' Vocabulary by Using Ball Game

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang saya sebutkan sumbernya. Apabila terjadi kesalahan dan kekeliruan didalamnya akan menjadi tanggung jawab saya sepenuhnya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 16 Januari 2018

Saya yang membuat surat pernyataan

Atikah Gyan Pradipta

ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the most gracious and the most merciful. Alhamdulillahirobbil 'alamin, all praise to Allah SWT, the almighty, the merciful and the owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

I would like to express my gratitude to the first supervisor, Habiburrahim, M.Com., MS., Ph.D, and the second supervisor, Risdaneva, M.A who have provided continuous direction, guidance, help and correction in the accomplishment of this thesis.

I would also like to express my appreciation to my family and friends. First to my parents, Zulkifli. H and Jayani Madyarina who always support me, always be there for me and never stop praying for my success. Second, I would like to thank my sisters and brothers to always listen to my story. Last but not least, I would like to thank my beloved friends in the English education department of 2012.

Finally, I do hope this thesis will be useful to all readers. However, I realize that this writing is still imperfect. Therefore, any criticism and suggestions will be helpful in correcting this thesis.

Banda Aceh, January 17th 2018

The writer

vi

ABSTRACT

This study entitled Improving Students' Vocabulary by Using Ball Game. this research was conducted at SMP Negeri 18 Banda Aceh. the aims of this study are to investigate whether the implementation of ball game improves students' vocabulary and to elicit students' opinion of learning vocabulary through ball game. as the data collecting procedure, the writer used pre-test, post-test and questionnaires. The findings of the test result analysis indicated that the mean of post-test is higher than that of pre-test. this difference was proven significant through t-test. this means that ball game can improve the students' vocabulary mastery. Besides that, the students also have positive opinion about learning vocabulary through ball game which can be seen from the results of questionnaires analysis. They agreed that ball game improves their vocabulary mastery and they also stated that using ball game is helpful, interesting and fun as a technique to learn vocabulary.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1 Background Of The Problem

In Indonesia, English plays a role as a foreign language, which means that it is not the main language or not commonly used in the country. As other languages, English also has main skills that should be mastered by the learners namely listening, speaking, reading and writing. Furthermore, the acquisition of the four skills is influenced by two important elements; vocabulary and grammar. Thus, without disregarding the role of grammar, vocabulary relatively plays a greater role in enhancing the mastery of the four main skills. This is in line with what Lewis (1993) stated that without grammar very little can be conveyed but, without vocabulary nothing can be conveyed. It means that although we have ability in grammar, this capability will be vain if we do not have a sufficient mastery of vocabulary.

Vocabulary is important to be mastered, studied and understood in any language learning as it is the basic element of language used in listening, speaking, reading and writing (Markel, 2013). In other words, vocabulary is the central point to English language teaching, because without sufficient vocabulary, students cannot understand others and express their own ideas either in written or spoken form (Willy, 2002). Due to the importance of vocabulary in learning a foreign language, vocabulary must be taught since the basic level. However, teaching vocabulary to young learners is not an easy task. There must be potential problems emerging in the teaching learning process.

The potential problems in teaching vocabulary to young learners mainly come from both student and teacher. Most students lack of interest and motivation in building up their vocabulary mastery. They are not interested in enhancing their vocabulary, but they only think about passing the course. This motivation related problem inhibits the success of language acquisition. Meanwhile, the problem that may be derived from the teacher deals with the use of appropriate methods in teaching. Some teachers fail to relate the students need and levels to the appropriate teaching methods and techniques. If this

happens, teachers may not be able to apply the methods and techniques that can get the students' attention and interest or make them engaged in learning (Khajlo, 2013).

Moreover, in selecting the methods and techniques in teaching, a teacher should consider several factors. Among them is age. The methods or techniques used in teaching adult may differ from that used in teaching young learners. The students at the young age tend to cooperate and have a good communication with their friends in order to increase social skill and they are also required to compete each other so that they can learn to be fair and sportive (Kannan, 2009). Unfortunately, to make students cooperate and compete in one time is not an easy job because they have a limited attention span, they cannot pay much attention and get tired and bored easily, except if they are involved in an interesting activity. Besides that, the young learners can lose concentration easily, thus they get unfocussed when they found that the subject is not enjoyable.

Therefore, the teacher should apply an interesting technique in order to encourage the students' interest and make them engaged in learning. One of the alternatives in coping with this issue is by using games in teaching vocabulary. Games are advantageous and effective in learning vocabulary since they usually involve fear competition and create cooperative learning environment, so students have an opportunity to work together. Games also improve students' communicative skills and also provide a chance for the learners to use the target language (Sorayaie & Azar, 2012). games are important part of a teacher's inventory (Shaptoshvili, 2002). Although they are recreational activities by nature whose main purpose is enjoyment, in language learning process their purpose is to reinforce what has already been taught. During game, learners are engaged in an enjoyable and challenging activity with a clear goal. In short, teachers can apply the technique to strenghten the students' vocabulary mastery as well as to create fun learning atmosphere.

The implementation of games in teaching vocabulary has been supported by the findings of some previous studies. The first previous study was conducted by Hamdiah in 2012 with tittle "Using Scrabble Game to improve students' vocabulary". She took the first year students of SMP Negeri 3 Banda Aceh as the sample. The finding of this research suggested that Scrabble Game could improve students' vocabulary; it has been proven by the mean score of post-test of experimental class (87.5) which is higher than

that of control class (70.5). This shows that the students of experimental class have improved their vocabulary mastery. Besides that, there was a research in Sarandakan, Yogyakarta, done by Yheni Siwi Utami in 2014 with tittle Improving Students' "Vocabulary using Crossword Puzzle". As the sample, she took the first year students of SMP 2 Srandakan. As the findings, she concluded that after the implementation of crossword puzzles and the complementary actions, the students' vocabulary mastery improved. It is proven by more precise pronunciation and spelling, and better usage of words in sentences that was performed by the students if it is compared to their performance before the research was conducted. They also had fewer mistakes when they were asked to read their tasks' result. Furthermore, their attitude toward vocabulary learning and teaching-learning also changed. By the use of crossword puzzle, the students were more active, and confident to participate in the lessons. They worked together with their friends well and became braver to answer the questions during the lesson. And the last research was carried out by Nguyen Thi Tanh Huyen and Khuat Thi Thu Nga in 2003 entitled "Learning Vocabulary through Games". The sample of this study is the students and teachers of Junior High School HUFS in Vietnam. The researchers observed some experienced teacher's classes at HUFS, reviewing other teacher's lesson and interviewed some teachers and students at HUFS. As the findings, interviewed teachers reported that their students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games. In the same way, Giang, a junior student at HUFS that they interviewed also shared that she could remember new words more quickly and also for a long time when she learnt them through games.

The findings of the discussed previous studies suggest that the implementation of games may be one of the solutions to improve students' vocabulary mastery. Thus, in this research, the researcher uses Ball Game as a technique to improve students' vocabulary. The reason of choosing this game is because it brings benefits for young learners. The first is cooperation with teamwork because they will need one another to win the game. And then, ball game can increase social skills because they will interact with their friends, and they will try to be sportive and fair because they are involved in a competition.

Based on the preliminary observation, the researcher has found an appropriate school as the location for this research. It is in SMP Negeri 18 Banda Aceh which is a Junior High School located in Lampineung, Banda Aceh. Based on the interview with the English teacher of the first year students, the researcher concluded that it is good to apply games in teaching vocabulary to the first year students since they are at the young age and just started to learn English; thus, applying such interesting media or technique can help the teacher introduce English as an interesting subject. In addition, the teacher also said that the present English skill of most students is very low. They do not even understand the question " what is your name? ".

Therefore, corresponding to the fact above, the researcher is highly motivated to conduct a study on **" Improving Students' Vocabulary by Using Ball Game"** to the First Year Students of SMP Negeri 18 Banda Aceh.

1.2 Research Questions

Based on the background of the problem, the writer attempts to find out the answers of the following questions:

1.2.1 To what extent does teaching vocabulary by using Ball Game improve students' vocabulary?

1.2.2 What are the students' opinions on learning vocabulary through Ball Game?

1.3 Aims of the study

1.3.1 To find out to what extent the using of Ball Game helps students improve their vocabulary mastery.

1.3.2 To identify the students' opinion in learning vocabulary through Ball Game.

1.4 Terminologies

1.4.1 Improve

Based on Webster Dictionary, "improve" means to make better in quality or to make more productive (Friedman, 1994). And then, according to the Doubleday Dictionary, improve means to make a better

quality and condition (Landau, 1975). In this case, improve means to make students be able to master vocabulary.

To determine whether students get improved, the researcher will administer a pre-test and post-test. Pre-test is the test before starting a lesson, which aims to determine the initial ability of students. Meanwhile, post-test is the test after lesson and material has been delivered, which aims to gain an overview of capabilities achieved after the delivery of the lesson.

1.4.2 Vocabulary

Vocabulary is a list of words and phrases, usually arranged in alphabetical order dictionary, glossary or lesson (Webster, 1962). In this study, vocabulary means the words that must be mastered by the students to help them in studying English as a foreign language. The researcher limits the aspects of vocabulary including meaning, spelling of vocabulary and spoken form of vocabulary.

1.4.3 Ball Game

The word "Ball Game" consist of two words; 'Ball' and 'Game'. Game is a physical or mental activity or contest that has rules and that people do for pleasure (Sorayaie & Azar, 2012) . In this case, the researcher used Ball game to improve students' vocabulary. Ball Game is a game that uses ball as the material. In this game, the teacher divided students into two groups, and each group will discuss to select the difficult words from their textbook to write them down in a piece of paper. The number of words depends on the number of the students in another group. After that, they mutually exchanged their paper. Each group has to find the meaning and spelling of the words from a dictionary and put the words into sentences. And then, the students will mutually change their paper again. Next, the teacher makes them stand in two circles, based on their group. Then, she gives a ball to one of the student in one of the group. After that, the teacher turns on the music and the students gives the ball to the one next to them and when the music stops, the student who is holding the ball will be

asked a vocabulary, the meaning, the spelling and the sentences from one of the students from another group. If he/she can answer the question, the group will get score 100, but if he/she cannot answer that, the group will not get score and he/ she must be get out from the circle.

1.5 Hypothesis

Based on the problem of this research, the hypothesis can be formed as follows:

H_a : there is improvement of students' vocabulary by using Ball Game

H_0 : there is no improvement of students' vocabulary by using Ball Game

CHAPTER II

THEORETICAL REVIEW

This chapter compiles the theories and concepts related to this study. The supporting theoretical framework comprises the two general aspects, vocabulary and language games in teaching vocabulary. The literature review of vocabulary includes the definition of vocabulary, the types of vocabulary, importance of vocabulary, vocabulary mastery, and the problems in learning vocabulary. Meanwhile, in terms of language games in teaching vocabulary, the researcher also discusses about language games, the advantages and the disadvantages of using the technique, and a brief overview of ball game.

2.1 **Vocabulary**

To provide the comprehensive coverage of vocabulary concept, this section explains about the definition of vocabulary, the types of vocabulary, the importance of vocabulary, vocabulary mastery, and the problem in learning vocabulary.

2.1.1   **The Definition of Vocabulary**

There are many definitions of vocabulary according to some experts. According to Hatch and Brown (1995), the term vocabulary refers to a set of words for particular language which the system is alphabetical order that speakers of a language use. Meanwhile, another expert, Allen French (1983) stated that vocabulary is an essential component of second language proficiency. It is needed to communicate successfully in

the second language. And the last, according to Penny (1996), vocabulary is a list of words and the meanings in a language. Vocabulary is also the basic element in understanding a language. Learners need a lot of words to comprehend language skills such as listening, speaking, reading and writing. It is obvious that vocabulary is very important in learning a language, including English. Therefore, it is highly suggested for English teachers to help their students in mastering vocabulary because vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write (Willy, 2005).

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language that speakers of a language might use. This research took the first year students of SMP Negeri 18 Banda Aceh as the subject and English vocabulary as an object. Vocabulary in this research is limited into a set or list of English words which is related to the theme that should be taught in terms of the difficult words in their textbook.

2.1.2   Types of Vocabulary

There are many kinds of vocabulary according to some experts. Jo and Field (1997) classified vocabulary into active and passive. Active vocabulary or also known as productive vocabulary is the items that learners can use appropriately in speaking and writing. The students have to know how to pronounce and spell words correctly and also be familiar with collocation and meaning of words. Meanwhile, passive vocabulary, which are also known as receptive vocabulary refers to language items which can be recognized and understood in the context of reading and listening.

Besides active and passive vocabulary, Jo and Field also classified vocabulary into topic-specific vocabulary. It is defined as words that appear frequently in a certain text because they are related to the topic of the text. For example, in a reading text, whose the topic is outfit, the vocabulary words such as color, style and material might appear frequently. Therefore, the words are called topic-specific or content-specific vocabulary.

According to Nation (2001), vocabulary can be presented in four types. They are listening vocabulary, reading vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the words found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people use in their daily life and conversation. The last is writing vocabulary that consists of the words people use in writing essays, reports, letter and books.

In brief, there are some classifications of vocabulary according to experts. They divided the vocabulary into skill based and context based.

2.1.3 The Importance of Vocabulary

The fact that learning vocabulary is crucial in learning a language has been supported by some experts. According to Burns and Broman (1975) to know how well someone's society can be seen by the knowledge of the words and how to use that in an appropriate place, time and situation. The next researcher who explained the importance of vocabulary is Wilkins (1982). He said that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their

vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, vocabulary helps them expand their ideas based on the text. In listening, they can understand what other person speaks. In speaking ability, vocabulary gets the learners to explain their ideas orally.

In addition, Coady and Huckin (1997) argue that Vocabulary has an important role to communicate in a foreign language, so that it becomes the basic element to master four language skills, listening, speaking, reading and writing. Without enough vocabulary, a language learner will not be able to master a language. Meanwhile, in other view expresses by Gough (2001), learning vocabulary is important because vocabulary in a language means what the meaning of a word and without the understanding of the words, we do not know of what we want to say. So that the more words we know, the more we understand and communicate with other.

And the last opinion was proposed by Bromley (2007). He stated that vocabulary holds some essential roles in teaching learning process. The first is boosting comprehension. If a student can recognize and understand many words, they will be able to better understand the passage and the talk in listening, and they will also be able to do conversation with their friends and express their ideas. Another role is improving achievement. If a student can master vocabulary well, he would get knowledge which makes academic learning easier. He/she would get higher score than those who cannot master vocabulary well. Because vocabulary plays an important role in enhancing the achievement, learners have to pay attention on vocabulary first.

In conclusion, if someone can master vocabulary well, He or she will be able to boost comprehension, and improve achievement.

2.1.4 **Vocabulary Mastery**

After explaining the definition of vocabulary, the researcher would like to explain the definition of mastery. There are a few definitions of mastery based on experts. The first is according to Swannel (1994). He defines mastery is controlling a knowledge by learning and understanding it completely. Meanwhile Porter (2001) states that mastery is learning or understanding something completely without any difficulties in using it. From these definitions, it can be concluded that mastery means an ability to fully understand and to apply something learnt. Vocabulary mastery is always being an essential part of English. so, the definition of vocabulary mastery is a list of words of a particular language which has to be learnt and understood completely. Mastering vocabulary is very important for students, because students cannot do well in comprehension without large vocabulary, but, learning vocabulary is not only learning the meaning but also other aspects of it.

There are some aspects of vocabulary stated by some experts. Ur (1999) stated that there are some aspects of vocabulary that should be mastered by learners. The first is spelling. Spelling is the writing of a word or words with the letters according to standard order or, it also called the process of forming words by putting letters together. After that, there is pronunciation. Pronunciation is the act of uttering with articulation or the act of giving the proper sound and accent. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply

them well and correctly. From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. If students master a large number of words, they will be able to express their ideas in the language well. And the third aspect of vocabulary is grammar.

After learning words, the students will learn how to combine them into sentences, so that the students have to be able to arrange the words into a good sentence based on the formula. For example, an adjective is mostly followed by a noun. After learning about grammar, the students should master the meaning of vocabulary. according to Ur (1999), the meaning can be classified into six. The first is Synonyms, words that mean the same or nearly the same; for example, *similar*, *much the same*, *alike*, *comparable* may be taken as synonyms. After that, there is antonyms. Antonym is words that mean the opposite of other words. For example, the words hot and cold are antonyms that describe physical temperature. And the third is hyponyms, words that serve as specific examples of a general concept, for instance, *elephant*, *cat*, *mouse* are hyponyms and *animal*. And the next is Co-hyponyms or co-ordinates, the meaning is, other words that are the same kind of thing, for example, *white, blue and yellow* are co-ordinates. And then, Superordinates is general concepts that 'cover' specific words, for example, *animal* is the superordinate of *elephant*, *cat*, *mouse*. After that, translation is a word or expression in the learners' mother tongue. For example if the mother tongue is Indonesia, the word *go* can be translated as *pergi,* and the last aspect is collocation. Collocation is a word combines with another word that has mutually continuous meaning. For example, the words heavy rain cannot be replaced by weighty rain, high temperature cannot be replaced by tall temperature and mineral water does not mean white water.

According to Williams and Wright (1991), here are some aspects of vocabulary mastery. The first is pronunciation and spelling. They said that learners have to know what a word sound like (its pronunciation) and what it looks like (its spelling). And then, Williams and Wright also mentioned that grammar is also a necessary item that should be mastered by learners, because when learning a new verb, they also have to know the use in certain tense, for example the word "think" will become "thought" in past tense and they have note if it is transitive or intransitive. . And then, when they were studying about noun, they also have to know the singular and plural form of the word. For example the word "mouse" is singular form meanwhile the plural is "mice".

By all of those aspects, the researcher limits the aspects of her research including; the meaning in term of translation, the spelling and the pronunciation of vocabulary.

2.1.5 **The Problems in Learning Vocabulary**

Learning vocabulary is not only learning about the definition or meaning of the words but also other important aspects of vocabulary. Since learning vocabulary is a complex process, there are problems that may be faced by students generally. Regarding the problems in learning vocabulary, some experts have proposed various opinions. According to M. Naci Kayaoglu (2011), many students get difficulties in learning vocabulary because it is not only learning the definition of words but also the spelling, and the usage of the words. Besides that, the students have to keep them in mind and recall them when needed. Because of that, it is hard for students to catch all of the words in listening and reading.

And then, another expert, Titague (2008) said that students who are lack of vocabulary tend to be failed in learning target language. They do not have adequate basic to be engaged in all language skills such as listening, speaking, reading and writing. And one of the possible causes of the failure is the use of less engaging media such as opening the dictionary without guided activities, and this makes students feel bored. The boredom they have may hinder their further vocabulary acquisition process.

After that, according to Abdul Ghafar (2013), most students learn vocabulary passively to several factors. First, they think that the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions as a boring task. After that, students only think of vocabulary learning as knowing the definition of new words. Because of that, they ignore the spelling and usage of the words. And the last is, they do not want to take a risk to apply what they have learnt because they are afraid of making a mistake, so even tough the students recognize a word, they are not able to use the word properly in different contexts and pronounce it correctly.

After considering the problems above, increasing students' vocabulary is very important to be proficient in using the target language. To achieve this end, the teacher should apply the suitable and enjoyable method in teaching learning process.

2.2 Language Games in Teaching Vocabulary

2.2.1 Language Games

In this research, the researcher will teach vocabulary by using a language game, so after explaining about vocabulary, the researcher would like to explain the definition of language game. 'Language games' consists of two words; 'language' and 'games'.

According to Wibowo (1996), the definition language is the complete effective way to convey ideas, messages, intentions, feelings and opinions to others, meanwhile, According Keraf in Smarapradhipa (2005), language is a communication system that uses symbols vocal (speech sound) which are arbitrary. From the definitions above, it can be concluded that language is the tool of communication which is used by certain people or nation.

After discussing about the definition of language, the researcher would like to explain the definition of game. There are some definitions of games according to some experts. According to Greg Costikyan (2013), Game is a form of works of art in which participants, called Players, make the decision to manage its resources through the objects in the game in order to achieve the goal. Richard and Schmidt (2002) argue that game is an organized activity that usually has the following properties such as: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language.

Based on the definitions above, it can be concluded that games are a set of activities that has certain rules that people do for pleasure. Language games are games that are used in teaching learning activity to make the students easy in learning English. Besides that, language games are effective ways of motivating the students in the classroom because it provides a fun kind of learning so that the students do not get stressed in learning vocabulary.

2.2.2 **Advantages and Disadvantages of Language Games**

Using a language game as a technique to teach young learners is very beneficial. Language games have a positive and effective influence on the learning of foreign languages (Chen, 2005) the first is because game can stimulate the children's thinking ability because games have various problem that has to be solved by the players, and then it gets students involved in their learning since it is interesting, after that games can encourage creative and spontaneous use of language because it has a time limit, and next, games introduce a change informal learning situations because it creates a pleasant stress-free and relaxing atmosphere in a language class, games decrease student's anxiety to speak in front of the other students because the formal learning situation makes them feel afraid to express their idea, and games also can promote collaboration among students since they can compete and cooperate with their classmates.

Besides the advantages, there is a disadvantage of using language games in teaching learning process. Playing a game makes class difficult to be controlled. All of the students are involved in this game, so they will make some noises. In this case, teacher must be able to set the course of the game.

Considering that the positive effect of a language game has more positive effect in teaching English, the researcher will apply this technique to improve the students' vocabulary. The sort of language game that will be played is Ball Game.

2.3 A Brief Overview of Ball Game

The first step to introduce Ball Game is to know the definition. The word "Ball Game" consist of two words; 'Ball' and 'Game'. Game is a physical or mental activity or contest that has rules and that people do for pleasure (Sorayaie & Azar, 2012) .

From the definition above, it can be concluded that ball game is a game which played with a ball. In this case, the researcher used Ball game to improve students' vocabulary.

There are some other interesting types of ball game that can be used as a technique for teaching and learning vocabulary. According to Claudia Pesche (2014), there are five kinds of Ball Game, the first is *Spelling Ball Game*. This game trains students to be active and think quickly. They will guess a word and the spelling and after giving the ball to other students, they have to guess the next letter of the word. After that, there is *Choose your Victims*. This game demands students build communication skill by cooperating in groups. For example, one of them asks a question with word *"ever"* so they practice present perfect. First student asks a question with *"ever"* (*Have you ever been to London?*) and tosses the ball to a classmate who must answer correctly to stay in the game and earn the right to ask a question. The third kind of ball game is, *It is a bomb*. In this game, the students learn how to be disciplined and be punctual, because they have to say their name and their friend's name with a limited time, and when the time is over but they did not finished yet, they must leave the circle. And the next is, *Description Dodgeball.* This game is good to train students' psychomotor since they have to throw and run with the ball. In this game, they have to describe one of the students in your class: This student is the tallest in the class. The student whom is describing has to run to avoid being hit by the student with the ball. If the student is hit, he/she becomes the next thrower. And the last is, *Basketball Dare.* This game also increase the students' psychomotor and learn how to be sportive when they are loose. Students line up and shoot for the basket. If they

can't reach goal, their friend will give a command that they have to follow like, *"Walk like a monkey", "Say something in Chinese", "Stand on one foot for 30 seconds".*

From all of the kinds of ball games above, the researcher concludes her own technique of ball game. In this game, the teacher divided students into two groups, and each group will discuss to select the difficult words from their textbook to write them down in a piece of paper. The number of words depends on the number of the students in another group. After that, they mutually exchanged their paper. Each group has to find the meaning and spelling of the words from a dictionary and put the words into sentences. And then, the students will mutually change their paper again. Next, the teacher makes them stand in two circles, based on their group. Then, she gives a ball to one of the student in one of the group. After that, the teacher turns on the music and the students gives the ball to the one next to them and when the music stops, the student who is holding the ball will be asked a vocabulary, the meaning, the spelling and the sentences from one of the students from another group. If he/she can answer the question, the group will get score 100, but if he/she cannot answer that, the group will not get score and he/she must be get out from the circle.

All of those various types of ball games presented by Claudia Pesche have some similarities and differences that will be applied by the researcher. The similarities are on the material; a ball and the purpose of the game, to improve students' vocabulary by using a fun kind of learning. The difference is on the procedure and rules of the game.

Ball Game is not only interesting to be applied in teaching learning process, but also has some advantages and disadvantages. The first advantage is that ball game can give more motivation while learning English, because the game is fun to play so that the

students are motivated to learn English. After that, the game can improve the ability to cooperate with each other, since this game get the students to work in group, and then, ball game makes students to think quickly, because it has the rule of time limit. And the last is, that can influence students to be more creative and active. Using ball game as a technique in teaching vocabulary does not only bring advantages but also disadvantages, including makes the class difficult to be controlled, because the students will work in group and it uses music, so that the class will be noisy.

Considering the facts above, ball game brings more advantages than disadvantages, because of that, ball game is appropriate to be applied as a technique in improving students' vocabulary.

CHAPTER III
RESEARCH METHOD

This chapter deals with research methodological procedures. This includes a brief description of research location, research design, population and sample, technique of data collection, and techniques of data analysis.

3.1. A Brief Description of Research Location

This research was conducted in SMP Negeri 18 Banda Aceh. It is located at Desa Lampineung Jln. Teungku Chik Dipineung Raya number 7 Gampong Pineung, Banda Aceh. The school is led by Drs. M. Nur.

SMP Negeri 18 is one of the Junior High Schools in Banda Aceh which is under control of Kementrian Pendidikan dan Kebudayaan. The teaching learning process at SMP Negeri 18 takes place from 07.45 am until 01.35 pm. This school has enough facilities to support teachers and students in teaching learning process. There are 15 classrooms; five classrooms available for each level, one library, one science laboratory and one computer laboratory, and one football field.

Another important element of the school is the teachers. There are 34 teachers working at SMP Negeri 18 Banda Aceh. Among them are 3 English teachers, and one English teacher is assigned for each level.

3.2. Research Design

Every research should have certain methodology. Methodology is some techniques used in explaining and finding answers to the research problems. To gain a valid data, the appropriate methodology should be applied in conducting research (Morrison, 2000). In line with the research problems, the researcher used pre-experimental research with pre-test and post-test. There is only one class to be

researched to know the students' vocabulary before and after the treatment. If the score of post-test is higher than pre-test, it shows improvement of the students' vocabulary. This means that it is applicable to use the technique applied in the treatment to improve students' vocabulary mastery.

The researcher conducted an experimental teaching at SMP Negeri 18 Banda Aceh and took one class as participant. The researcher took this school because it had never used ball game in teaching learning process. In this class, the researcher applied ball game as a technique in teaching vocabulary. Besides that, the researcher distributed questionnaire in the last meeting to investigate the students' obstacles and opinion in learning vocabulary through ball game.

3.3. Population and Sample

According to Creswell (2012), population is a group of individuals who have the same characteristic. Therefore, population of this research is the first year students at SMP Negeri 18 Banda Aceh. Meanwhile, sample is the smallest part of population which is taken for representative all of the population becoming the object of the research. The sampling was done by using cluster random sampling. Cluster random sampling is a sampling method used when there are some groups which represent characteristics the researcher wish to measure, then he/she would make random sampling from those groups as the sample for his/her research.

In order to limit this research, the population in this research is the first year students in SMP Negeri 18 Banda Aceh, which consist of 125 students, meanwhile, the sample is class VII-2 which consist of 25 students.

3.4 Techniques of Data Collection

To collect the data, the researcher used field research. The field research was carried by applying some techniques namely, experimental teaching, test and questionnaire.

3.4.1 Experimental teaching

The experimental teaching was conducted in five meetings, including the meeting for pre-test and post-test. The time allocation for each meeting was 80 minutes. The researcher came to the school twice a week on every Tuesday at 09.40 am until 11.00 am,

and also on Wednesday at 11.20 am until 01.00 pm. In this experimental teaching, the researcher applied ball game as a technique to improve students' vocabulary.

    a. The first meeting

        The first meeting was conducted on Tuesday, July 25th 2017. In this meeting, the researcher introduced herself to the students and explained about her research in the classroom. Then, she checked the students' attendance list, all students attended the class. After that, she gave a pre-test with condition, they may not cheat from their friend and look in dictionary in order to know their actual level in mastering English vocabulary.

    b. The second meeting

        The second meeting was conducted on Wednesday, July 26th 2017. Before attending the class, the researcher prepared some materials to play the ball game, they are; a ball, an electronic dictionary, a phone and a speaker. In this meeting, all students attended the class. After greeting the students, the researcher introduced the procedure to play ball game and answer the students' question that they did not understand. After that, she asked them to write 15 difficult vocabularies from their textbook in the whiteboard. Then, the researcher made all the students to stand up and make a circle and rolled a ball to their friend, meanwhile, the researcher played the music from their phone with the speaker to make it louder. When the music stop, the student who was holding the ball have to say the first vocabulary on the whiteboard and look the meaning in dictionary and say the words and meaning loudly since their friends must follow what she/he said. and then, she/he rolled the ball to the student next to her/him, and the game would continue until 15 vocabularies had finished. After finishing all the vocabularies, the researcher asked them who can repeat all of the words correctly with the meaning. He/she who could do that excellently was the winner.

    c. The third meeting

        The third meeting was conducted on Tuesday, 2nd August 2017. In this meeting, all of the students attended the class. In this meeting, the researcher continued to play ball game. But unfortunately, the researcher had to change

the procedure because the students said that they were tired since they just had an exercise subject before. So that, they asked the researcher to play ball game on their seat and they did not want to make a circle. But the ball stay rolled to the student who sat next to them. In order not to oppress them, the researcher indulged them as long as they still want to study. And the study ran very well because they felt more relax.

d. The fourth meeting

The fourth meeting was conducted on Wednesday, 3rd August 2017. In this meeting, three students did not attend the class. In this meeting, the researcher continued to play ball game. Luckily, on this day, they were safe and sound, so that we could play the ball game properly by standing up and making a circle. In the end of the class, since this meeting was the last time to play the ball game, the researcher reviewed the previous vocabulary so that they would remember what they had learned.

e. The fifth meeting

The fifth meeting was conducted on Tuesday, 8th august 2017. In this meeting, all of the students attended the class. After greeting the students, the researcher told them that this was the last meeting for them so that she would give them a post-test and questionnaire with condition, they may not cheat and open the dictionary and besides that, they have to be honest to answer the questionnaire. The time allocated for each term; post-test and questionnaire is 40 minutes.

3.4.2 Test

To measure the students' vocabulary, the researcher needed to test them. A test is a set of questions or exercises to measure skill, knowledge and intelligence in an individual or groups (Daryanto, 2005). In this research, a test was given to measure the students' ability in acquiring vocabulary.

There are two kinds of tests administered in this research, namely pre-test and post-test. Pre-test was implemented in order to gain the data of the students' knowledge and it was given before the teaching experiment. Meanwhile, post- test is a test given after finishing teaching learning process in order to evaluate students' achievement in mastering vocabulary through ball game.

According to Coombe (2010), there are a lot of vocabulary exercise types, including multiple choice question, matching items, fill in gap items, and translations. In this research, the researcher used translations, and matching items because they are appropriate to be applied for beginners since they have to know the meaning of the word in their mother tongue, then, they have to write, spell and pronounce the word correctly.

3.4.3   Questionnaire

To get the additional data, the researcher also distributed questionnaire for students. Questionnaire is the list of questions which is given to the students to get their responses about the teaching-learning process. In this research, the researcher used closed ended questionnaires.

In this questionnaire, the researcher asked ten questions related to the use of ball game in learning vocabulary. The questions are mainly about students' obstacles and opinion in learning vocabulary by using ball game.

3.5   Techniques of Data Analysis

Data analysis is needed to know the result of a research. After getting the data, the researcher analyzed each type of the data through some techniques, as follows:

3.5.1   Test

In analyzing the result of the test, the researcher used statistical formula in order to find the range of the data, the space of interval class, to make a table of frequency distribution with the meaning of the table. According to Sudjana (2002), the following is the set of formula used to analyze the result of the test:

a. The first step is finding the range of post-test and pre-test by using the following formula:

$$R = H - L$$

Which means:

R : the range of the score

H : the highest score

L : the lowest score

b. the second step is determining the interval which refers to the amount of class, and the following formula is used to find the score :

$$I = 1 + (3,3) \log n$$

Which means :

I : the number of interval class

n : the number of sample

c. After finding the number of interval class, the next step is finding the space of interval class. Interval class is the number of score that has been grouped based on the expected interval, and the formula is:

$$P = \frac{R}{I}$$

Which means:

P : interval space

R : the range of scores

I : the amount of interval class

d. And the last step is making a table of frequency distribution. The formula required dealing with the data in the table are as follows.

which means :

Fi : frequency

Xi : middle score of interval class

FiXi : the amount of multiplication between frequency and middle scores of interval class

e. to find the mean of the table presented, the formula is:

$$x = \sum \frac{fi\ xi}{fi}$$

which :

$\sum$fixi : the entire score

Fi : the number of the test taker

In analyzing the test results, the researcher uses several formulas. The formulas are necessary for finding out the mean score, standard deviation, and t-score.

4 **T-test**

The researcher used t–score to find out whether pre-test and post-test have a significant difference. The formula for t–score was taken from Sudijono (2011).

$$T = \frac{D}{s_d/\sqrt{n}} \quad \sim t(n\text{-}1)$$

$$D = X_1 - X_2$$

Which means :

D = average score difference

Sd = standard deviation

n = total students

5 **Questionnaire**

The data will be analyzed by the following formula;

$$P = \frac{f}{N} \times 100\ \%$$

Which means :

P = percentage

f = frequency

N = number of respondents

100 % = constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter mainly deals with data analysis which comprises the analysis of test results and the analysis of the questionnaires. The findings of these analyses are then brought into further discussion as an attempt to answer the proposed research questions.

4.1 The Data Analysis

The sources of the data required for this study are test result and questionnaire.

4.1.1 The Analysis of the Test Results

The results of the tests are as in the following table.

Table 4.1: The Score Of Pre-Test And Post-Test of Students Class VII-2

No.	Students' initial	Pre test score	Post test score	The difference of scores	$(x - \bar{x}_i)^2$
1	AA	86	92	6	895.20
2	AF	86	100	14	480.49
3	AD	40	86	46	101.60
4	CF	33	72	39	9.48
5	D	86	100	14	480.48
6	FM	40	86	46	101.60
7	HM	72	100	28	62.75
8	I	20	100	80	1943.05
9	MU	40	86	46	101.60
10	MRA	72	100	28	62.72
11	MZ	40	86	46	101.60
12	MS	100	100	0	1290.24
13	MZA	72	100	28	62.72
14	NS	40	86	46	101.60
15	PA	53	92	39	9.48
16	QM	100	100	0	1290.24

17	RF	86	100	14	480.48
18	RF	33	86	53	291.72
19	RA	46	100	54	326.88
20	RR	46	86	40	16.64
21	SI	53	100	47	122.76
22	SAF	20	86	66	904.80
23	FQ	40	72	32	15.36
24	HM	53	100	47	122.76
25	MR	53	72	39	9.48
	Total	**1410**	**2288**	**898**	**9385.73**

The average of pre-test score $= \dfrac{1410}{25}$

$$= \mathbf{56.4}$$

The average of post-test score $= \dfrac{2288}{25}$

$$= \mathbf{91.52}$$

The average of scores' differences (D) $= \dfrac{898}{25}$

$$= \mathbf{35.92}$$

a. **The Analysis of Pre-test score**

To make it clear, the researcher constructed students' pre-test by arranging the lowest to the highest score. It can be seen in the following arrangement :

20   20   33   33   33   40   40   40   40   40   40   46   46   53   53   53   72
72   72   86   86   86   86   100   100

To analyze the data of pre-test, the following calculations are required :

First, the range (R) determined by the formula:

R = H – L

The highest score of pre-test is 100 and the lowest score is 20. So, the range is $100 - 20 = 80$

After finding the range, the researcher calculate the amount of interval as the following :

K = 1 + 3.3 log n

= 1 + 3.3 log 25

= 1 + 33 (1.39)

= 1 + 4.587

= 5.587 (taken 6)

Next, by knowing the number of interval, the researcher identify the class interval score as follows :

$$P = \frac{R}{I}$$

$$P = \frac{80}{5.58}$$

P = 14.33 (taken 14)

From the result, the frequency distribution table is:

Table 4.2 : the frequency distribution of students' pre-test scores.

Class interval	Fi	Xi	Fixi
11 – 25	2	18	36
26 – 40	9	33	297
41 – 55	5	48	240
56 – 70	0	63	0
71 – 85	3	78	234
86 – 100	6	93	558
	N = 25	333	1365

Where :

Fi   = frequency

Xi   = the middle score of interval class

Fixi   = the amount of multiplication between the frequencies middle scores of interval class

Based on the frequency distribution above, the researcher determined the mean score by using the following formula :

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1365}{25}$$

X= 54.6

4.1.2 The Analysis of Post-Test Scores

To make it clear, the researcher displays the students' pre-test by arranging the lowest to the highest score. It can be seen in the following arrangement :

72	72	86	86	86	86	86	86	86	86	86
92	92	100	100	100	100	100	100	100	100	100
100	100	100								

Since the highest score from the post test score is 100 and the lowest score is 72. Therefore, the range (R) can be identified as in the following.

R = H – L

= 100 – 72

R = 28

The class interval is identified by using following formula ;

Where :

n = number of students

I = 1+ (3.3) log n

= 1 + (3.3) log 25

= 1 + (3.3) (1.39)

= 1 + 4.58

= 5.58 (taken 6)

Next, by knowing the number of interval, the researcher found class interval score by using formula :

$$P = \frac{R}{I}$$

$$P = \frac{28}{5.58}$$

P = 5.01 (taken 5)

From the result, the frequency distribution table of post test score can be formulated as follows :

Table 4.3 : the frequency distribution of students' post-test scores.

Score	F_i	X_i	FiXi
71 – 85	3	78	234
86 – 100	22	93	2046
	N = 25	171	2280

Where :

Fi   = frequency

Xi   = the middle score of interval class

Fixi   = the amount of multiplication between the frequencies middle scores of interval class

Based on the frequency distribution above, the researcher determined the mean score by using the following formula :

$$X = \frac{\sum f i x i}{\sum f i}$$

$$X = \frac{2280}{25}$$

X= 91.2

After all necessary statistical and procedures have been carried out for the results of pre-test and post-test, the mean of each test result can be identified. The analysis shows that the mean of post- test is higher than that of pre-test. However, to confirm whether the difference between the mean of each test is significant, another test called t-test is necessary to be conducted.

In order to conduct the T-test, it is required to identify the standard deviation of the test as follows :

The standard deviation of the test can be found by using the following formula ;

$$SD = \frac{\sqrt{(x-xi)\,2}}{N-1}$$

$$= \frac{\sqrt{9385.73}}{24}$$

$$= \sqrt{391}$$

$$SD = 19.8$$

Next, after finding the standard deviation, we can continue to analyze the T-test. The researcher calculated it by using the following formula :

$$t = \frac{D}{s_d/\sqrt{n}} \quad \sim t\,(n\text{-}1)$$

$$D = x_1 - x_2$$

Which means :

D = average score difference

Sd = standard deviation

N = total students

$$t = \frac{35.92 - 0}{19.8/\sqrt{25}}$$

$$= \frac{35.92}{\frac{19.8}{5}}$$

t = 9.07

After finding the T-score, we need to find the degree of freedom.

Df = n − 1

= 25 − 1

= 24

T-table = 1.71 (see appendix)

Figure 4.1: Normal Curve

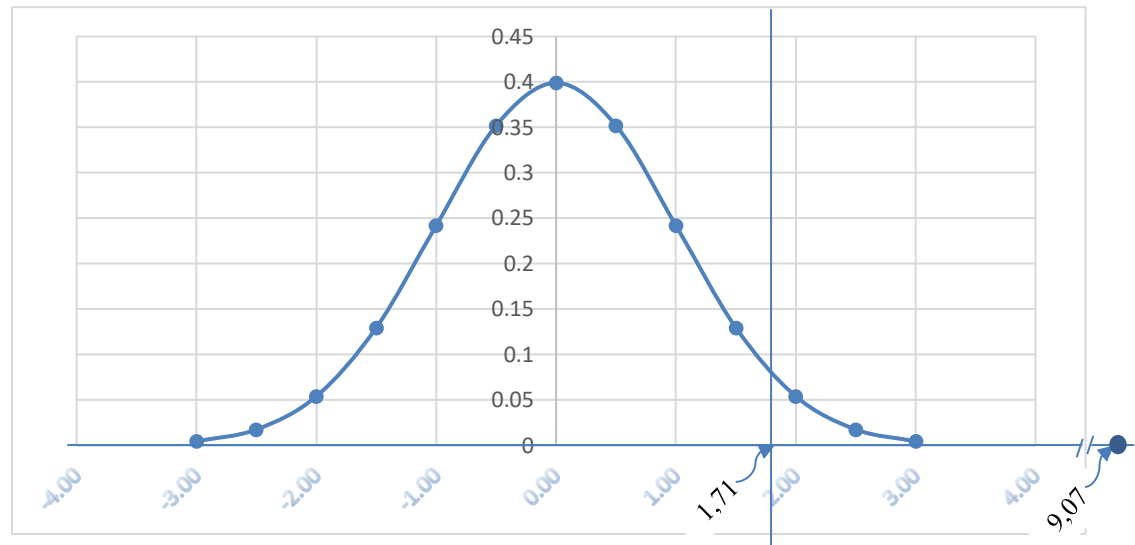## 41.4 The analysis of the questionnaire

The data obtained through the questionnaires that was administered at the end of the field work is analyzed by using the following formula :

$P = \frac{F}{N} \, x \, 100\%$

Where :

P   = percentage

F   = frequency

N   = the number of sample

100%   = constant value

The analysis of each question ranging from 1 to 10 is presented in turn :

Table 4.4: students interest in learning English.

No	Options	Frequency	Percentage (%)
1	a. Yes, I am very interested	9	36%
	b. Yes, I am interested	10	40%
	c. Less interested	6	24%
	d. not interested	0	0
	Total	25	100%

The table shows that 76% of the students were very interested or interested in learning English. Only 24% of them were less interested and none of them were not interested at all.

Table 4.5 : students' opinion of the importance of learning vocabulary.

No	Options	Frequency	Percentage (%)
2	a. Very important	8	32%
	b. Important	14	56%
	c. less important	3	12%
	d. not important	0	0
	Total	25	100%

The table shows that 88% of the students agreed that learning vocabulary is very important or important and only a few students disagreed that learning vocabulary is important and none of them said that vocabulary is not important.

Table 4.6 : students opinion about their vocabulary understanding.

No	Options	Frequency	Percentage (%)
3	a. Very easy	2	8%
	b. Easy	14	56%
	c. Difficult	5	20%
	d. Very difficult	4	16%

	Total	25	100%

The table shows that 64% of the students thought that vocabulary was very easy or easy to understand, meanwhile 36% of the students stated that vocabulary was very difficult or difficult.

Table 4.7 : students opinion about the impact of ball game on learning vocabulary.

No	Options	Frequency	Percentage (%)
4	a. really helpful	13	52%
	b. helpful	10	40%
	c. less helpful	2	8%
	d. not helpful at all	0	0
	Total	25	100%

Based on the table above, 92% stated that ball game was really helpful or helpful in increasing their vocabulary, meanwhile, only 2% of them said that ball game was less helpful and none of them told that ball game was not helpful at all.

Table 4.8 : students reasons of their interest in using ball game in learning vocabulary.

No	Options	Frequency	Percentage (%)
5	a. the game was interesting	8	32%
	b. easy to remember	3	12%
	c. easy to understand	4	16%
	d. everything was right	10	40%
	Total	25	100%

Based on the table above, many students thought that ball game is interesting, easy to remember and easy to understand to be applied in teaching learning vocabulary.

Table 4.9 : students opinion about the improvement of vocabulary after learning through ball game..

No	Options	Frequency	Percentage (%)
6	a. much improve	13	52%
	b. improve	10	40%
	c. less improve	2	8%
	d. not improve	0	0
	Total	25	100%

Based on the table above, almost all of the students, that is 92% of them stated that they got much improvement or improvement after learning vocabulary through ball game. Meanwhile, only 8% of them stated that they got less improvement, and none of them stated that they got no improvement at all after the treatment.

Table 4.10 : students opinion about the teacher's ability in teaching vocabulary through ball game.

No	Options	Frequency	Percentage (%)
7	a. really able	16	64%
	b. able	8	32%
	c. adequate	1	4%
	d. Not able	0	0
	Total	25	100%

Based on the table above, 96% of the students said that the teacher was really able or able in teaching vocabulary by using ball game, meanwhile one student said the teacher was adequate and none of them stated that the teacher was not able in teaching vocabulary through ball game.

Table 4.11 : students opinion if they got problems in learning vocabulary through ball game.

No	Options	Frequency	Percentage (%)
8	a. Yes	3	12%
	b. No	9	36%

		13	52%
	c. Sometimes	13	52%
	d. not at all	0	0
	Total	25	100%

The table shows that 36% of the students got no problem in using ball game to improve vocabulary, meanwhile, 64% of them stated that they faced some problems in learning.

Table 4.12 : kinds of obstacles that students faced in learning vocabulary through ball game.

No	Options	Frequency	Percentage (%)
9	a. the method was hard to understand	6	24%
	b. lack of vocabulary mastery	15	60%
	c. limited time	3	12%
	d. the game was boring	1	4%
	Total	25	100%

The table shows that some of the students stated that the method of ball game was hard to understand, meanwhile, many of them stated that they have problem with their vocabulary mastery, and a few students said they got problem is because the time was not enough, and one of them said that the game was boring.

Table 4.13 : students' expectations to use ball game in future learning.

No	Options	Frequency	Percentage (%)
10	a. really want to	10	40%
	b. want to	12	48%
	c. do not really want to	3	12%
	d. do not want at all	0	0
	Total	25	100%

The table shows that 88%of the students really want to or want to use ball game in future learning, 12% of them stated that they do not want to, and none of them said that they did not want to use ball game again at all.

4.1 Discussion

The analyses of the data have shown some important findings. In this section, these findings are discussed to identify how they contribute to provide the answers to the proposed research questions.

The first research question of this research is "To what extent does teaching vocabulary by using Ball Game improve students' vocabulary?" this question can be answered by referring to the findings of the analyses of test results. The findings of the test analyses show that the mean of the students' pre-test results was 54.6 while that of the post-test was 91.2. it shows the difference between the results. However, to prove whether the difference of the means of the two tests is significant, another test called t-test was conducted. After doing the t-test calculation, the t-score was identified as much 9.07. For this t-score, the identified t-table is 1.71. Since the t-score is higher than t-table, it indicates that the null hypothesis (H_o) stating "there is no improvement of students' vocabulary after using ball game" is rejected. Meanwhile, the alternative hypothesis (H_a) stating that "there is improvement of students' vocabulary after using ball game" is accepted. Therefore, this study has proved that ball game can improve students' vocabulary.

The second research question is "What are the students' opinions on learning vocabulary through Ball Game?" From the result of questionnaires, most students showed positive responses toward using ball game to improve their vocabulary. They agreed that ball game improved their vocabulary mastery. They also stated that using ball game is helpful, interesting and fun as a technique to learn vocabulary.

Overall, according to findings of both types of data, results of test analysis and questionnaire analysis, it can be concluded that ball game is an applicable technique for the first year junior high school students to improve their vocabulary mastery.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions that are drawn and made based on the result of data analysis and discussion in previous chapters. The further explanations are as follows.

5.1. Conclusions

Based on the findings of the research, some conclusions can be drawn regarding teaching vocabulary by using ball game. Teaching vocabulary through ball game enables students to improve vocabulary mastery. It has been proved by the fact that the average of post-test (91.52) is higher than that of pre-test (56.4). Furthermore, the fact that T- test (9.07) is higher than t-table (1.71) has also confirmed this finding. Those results indicate that there is a significant difference of achievement of the result before and after the treatment.

Another important thing to be noted is that the students of SMPN 18 Banda Aceh are interested in learning vocabulary by using ball game. It can be proved by the result of questionnaires. They agreed that the ball game can motivate them in learning vocabulary well and easily. The last important point is that some students found obstacles in learning vocabulary through ball game such as lack of understanding vocabulary and limited time. It happened because they have never learnt the vocabulary properly before and they do not have enough time to finish all the vocabulary words that have been written on the whiteboard.

5.2. Suggestions

In order to improve the quality of teaching learning English, especially in teaching vocabulary through ball game, the researcher has some suggestions :

5.2.1. For English teacher

In teaching vocabulary through ball game, the teacher should create an enjoyable classroom atmosphere in order to make students be more interested. The teacher should also bring some media to support the game, such as a small ball, a speaker and a music player. And the last but not least, in the end of the class, the teacher should review the vocabulary they have learnt, so that the students would keep the words in their mind.

5.2.2. For the students

In learning vocabulary through ball game, the students are suggested to be active to ask questions to their teacher when they got confused about the material. Then, they must be able to cooperate with their friends in order to make the game run well. Next, they also have to be sportive whether they win or lose. And the last but not least, the students must be diligent to study and keep practicing the vocabulary in daily life.

BIBLIOGRAPHY

Bromley, K. (2007). *Nine things every teacher should know about words and vocabulary instruction*. Journal of adolescent & adult literacy, 50(7), 528-537.

Burns, P. C., & Broman, B. L. (1975). The language arts in childhood education.

Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy.* Cambridge University Press.

Costikyan, G. (2013). *Uncertainty in games.* Mit Press.

Coxhead, A., & Nation, P. (2001). The specialized vocabulary of English for academic purposes. *Research perspectives on English for academic purposes,* 252-267.

French, Allen. V. (1983). *Techniques in teaching vocabulary*. Oxford University Press.

Gough, C. (2001). *English vocabulary organizer*. Language teaching publications.

Hatch, E., & Brown, C. (1995). *Vocabulary Semantics, and Language Education.* Cambridge University Press, 40 West 20th Street, New York, NY.

Jo, Anne. & Field, M. (1997). *From Reader to Reading Teacher. Issues and Strategies for Second Language Classroom*. Cambridge: Cambridge Language Education.

Kannan, R. (2009). *Difficulties in learning English as a second language*. ESP world, 5(26), 8.

Kayaoglu, M. Naci. (2011*). A small scale experimental study: using animations to learn vocabulary*. *TOJET: The Turkish Online Journal of Educational Technology, 10(2).*

Lewis, M. (1993). *Implementing the lexical approach: Putting theory into practice* (Vol. 3, No. 1 pp. 223-232). Hove: Language Teaching Publications.

Markel, J. D., & Gray, A. J. (2013). *Linear prediction of speech* (Vol. 12). Springer Science & Business Media.

Michael, D. R., & Chen, S. L. (2005). *Serious games: games that educate, train, and inform.* Muska & Lipman/Premier-Trade.

Penny Ure.1996. *A course in Language Teaching Practice and Theory*. New York: Cambridge University Press.

Porter, D. (2009). *Check your vocabulary for academic English: all you need to pass your exams.* Bloomsbury Publishing.

Richards, Jack C., and Renandya, Willy A., Eds. (2002). Methodology in Language Teaching: An Anthology of Current Practice.

Richards, J. Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics,* Cambridge: Cambridge University Press.

Shaptoshvii, S. (2002). Vocabulary Practice Games. In forum (Vol. 40, No. 2, pp. 34-42)..

Soraiye, A. Azar. (2012). *The Effect of Games of EFL Learners' Vocabulary Learning Strategies*.

Swannel, J. (1994). *The Oxford Modern English Dictionary.* Cambridge University Press.

Ur, P. (1999). *A course in language teaching*. Ernst Klett Sprachen.

Wibowo, W. (1996). Improving Students' Writing Ability in Narrative Text by Using Chronological 3D Pictures as Media. In *ELT Forum: Journal of English Language Teaching* (Vol. 2, No 1).

Williams, A. R., & Wright, A. D. (1991). *A New Look At Vocabulary in EFL. British Journal Development,* 5(1), 25-34.

Wilkins, D. A. (1982). *Teaching Vocabulary. London: Heinemann Educational Books,* Ltd.

http://schoolash.blogspot.co.id/2011/12/definition-language-according-to.html

http://busyteacher.org/6824-what-you-can-do-with-a-ball-7-fun-esl-games.html

LESSON PLAN 1

School   : SMP Negeri 18 Banda Aceh

Subject   : English

Class/Semester   : VII

Time Allocation   : 2 x 45 minutes

Meetings   : 1

1. Standard Competency

    1.1. Understanding the meaning of a very simple verbal functional text to communicate

    with the intermediate environment and/or in academic context.

2. Basic Competence

    2.1. Understanding the explicit meaning correctly in verbal functional speech acts to

    communicate with the intermediate environment and/or in academic context.

3. Indicator

    3.1. To do the post-test and fill the questionnaire

4. Teaching Learning Activities

    4.1. Pre-activities

        -   Teacher greets the students

        -   Teacher checks the students' attendance

        -   teacher asks the students about the previous material.

    4.2. main activities

        -   teacher distributes the pre-test

        -   students submit the answer sheets

4.3.post-activities

- teacher asks students' opinion about the test

- teacher motivates students to study hard and apply the given vocabulary in
  daily life

- teacher ends the class

5. Teaching Learning Source

- Grow With English for VII

6. Media

- question and answer sheets

LESSON PLAN 2

School   : SMP Negeri 18 Banda Aceh

Subject   : English

Class/Semester   : VII

Time Allocation   : 2 x 45 minutes

Meetings   : 2

7. Standard Competency

   7.1. Understanding the meaning of a very simple verbal functional text to communicate

   with the intermediate environment and/or in academic context.

8. Basic Competence

   8.1. Understanding the explicit meaning correctly in verbal functional speech acts to

   communicate with the intermediate environment and/or in academic context.

9. Indicator

   9.1. Students are able to understand some vocabulary of human body

   9.2. Students are able to use some vocabulary of human body in their daily life

10. Teaching learning materials :

    10.1.   Vocabulary

        1. Face   = wajah

        2. Hair   = rambut

        3. Neck   = leher

        4. Back   = punggung

        5. Arm   = lengan

6. Hip   = pinggang

7. Stomach   = perut

8. Elbow   = siku

9. Hand   = tangan

10. Finger   = jari

11. Nail   = kuku

12. Eyes   = mata

13. Nose   = hidung

14. Mouth   = mulut

15. Tooth   = gigi

11. Teaching Learning Activities

   11.1.   Pre-activities

      - Teacher greets the students

      - Teacher checks the students' attendance

      - teacher asks the students about the previous material.

   11.2.   main activities

      - teacher writes the vocabulary in the whiteboard and asks the students to copy it into their textbook

      - teacher pronounces the vocabulary loudly and asks the students to repeat after her

      - teacher demonstrate the ball game

   11.3.   post-activities

      - teacher asks students' opinion about the test

- teacher motivates students to master the given vocabulary

12. Teaching Learning Source

- Grow With English for VII

13. Media

- A small ball

- A music player

LESSON PLAN 3

School : SMP Negeri 18 Banda Aceh

Subject : English

Class/Semester : VII

Time Allocation : 2 x 45 minutes

Meetings : 3

14. Standard Competency

    14.1. Understanding the meaning of a very simple verbal functional text to communicate with the intermediate environment and/or in academic context.

15. Basic Competence

    15.1. Understanding the explicit meaning correctly in verbal functional speech acts to communicate with the intermediate environment and/or in academic context.

16. Indicator

    16.1. Students are able to understand some vocabulary of family

    16.2. Students are able to use some vocabulary of family in their daily life

17. Teaching learning materials :

    17.1. Vocabulary

       1. Child   = anak

       2. Parents   = orang tua

       3. Son   = anak laki laki

       4. Daughter   = anak perempuan

       5. Mother   = ibu

6. Father   = ayah

7. Sister   = saudara perempuan

8. Brother   = saudara laki laki

9. Grandmother = nenek

10. Grandfather   = kakek

11. Uncle   = paman

12. Aunty   = bibi

13. Husband   = suami

14. Wife   = istri

15. Family   = keluarga

18. Teaching Learning Activities

18.1.   Pre-activities

- Teacher greets the students

- Teacher checks the students' attendance

- teacher asks the students about the previous material.

18.2.   main activities

- teacher writes the vocabulary in the whiteboard and asks the students to copy it into their textbook

- teacher pronounces the vocabulary loudly and asks the students to repeat after her

- teacher demonstrate the ball game

18.3.   post-activities

- teacher asks students' opinion about the test

- teacher motivates students to master the given vocabulary

19. Teaching Learning Source

- Grow With English for VII

20. Media

- A small ball

- A music player

LESSON PLAN 4

School   : SMP Negeri 18 Banda Aceh

Subject   : English

Class/Semester   : VII

Time Allocation   : 2 x 45 minutes

Meetings   : 4

21. Standard Competency

    21.1.   Understanding the meaning of a very simple verbal functional text to

          communicate with the intermediate environment and/or in academic context.

22. Basic Competence

    22.1.   Understanding the explicit meaning correctly in verbal functional speech acts to

          communicate with the intermediate environment and/or in academic context.

23. Indicator

    23.1.   Students are able to understand some vocabulary of adjective

    23.2.   Students are able to use some vocabulary of adjective in their daily life

24. Teaching learning materials :

    24.1.   Vocabulary

        1. Good   = bagus

        2. Bad   = buruk

        3. Big   = besar

        4. Small   = kecil

        5. Right   = benar

6. Wrong = salah

7. Beautiful = cantik

8. Handsome = tampan

9. Ugly = jelek

10. Fast = cepat

11. Slow = lambat

12. Cold = dingin

13. Hot = panas

14. Happy = senang

15. Sad = sedih

25. Teaching Learning Activities

    25.1.   Pre-activities

- Teacher greets the students

- Teacher checks the students' attendance

- teacher asks the students about the previous material.

    25.2. main activities

- teacher writes the vocabulary in the whiteboard and asks the students to copy it into their textbook

- teacher pronounces the vocabulary loudly and asks the students to repeat after her

- teacher demonstrate the ball game

    25.3. post-activities

- teacher asks students' opinion about the test

- teacher motivates students to master the given vocabulary

26. Teaching Learning Source

- Grow With English for VII

27. Media

- A small ball

- A music player

LESSON PLAN 5

School   : SMP Negeri 18 Banda Aceh

Subject   : English

Class/Semester   : VII

Time Allocation   : 2 x 45 minutes

Meetings   : 2

28. Standard Competency

    28.1.   Understanding the meaning of a very simple verbal functional text to

        communicate with the intermediate environment and/or in academic context.

29. Basic Competence

    29.1.   Understanding the explicit meaning correctly in verbal functional speech acts to

        communicate with the intermediate environment and/or in academic context.

30. Indicator

    30.1.   To do the post-test and fill the questionnaire

31. Teaching Learning Activities

    31.1.   Pre-activities

       - Teacher greets the students

       - Teacher checks the students' attendance

       - teacher asks the students about the previous material.

    31.2.   main activities

       - teacher distributes the question and answer sheets

       - students answer the questions from the test

- students submit the answer sheets

- teacher distributes the questionnaire

- students fill the questionnaire and submit it

31.3. post-activities

- teacher asks students' opinion about the test

- teacher motivates students to study hard and apply the given vocabulary in

daily life

- teacher ends the class

32. Teaching Learning Source

- Grow With English for VII

33. Media

- question and answer sheets
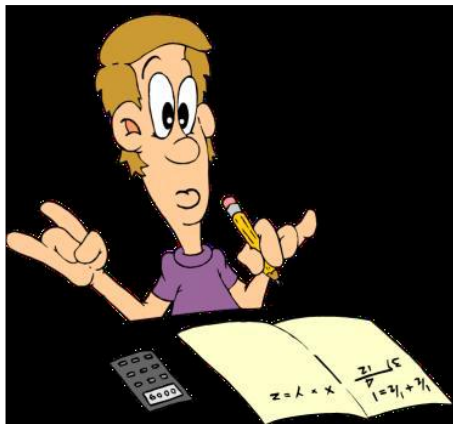- questionnaire

Pre-test

A. Cocokkanlah gambar-gambar dibawah ini sesuai dengan kata kerja yang tepat.

- Sleep
- Study
- Take a bath
- Draw pictures
- Have breakfast

1.

2.

3.

4.

5.

B. cocokkanlah arti dari kata-kata berikut dengan tepat.

1. Talk   - mudah

2. Love   - lucu

3. Strange   - berbicara

4. Funny   - mencintai

5. Easy   - aneh

C. Cocokkanlah kalimat dibawah ini dengan jawaban yang tepat.

1. I like to make people laugh. I am ….   a. bossy

2. I like to tell people what to do. I am ….   b. easy going

3. I don't like to share my food or money with others. I am ….   c. funny
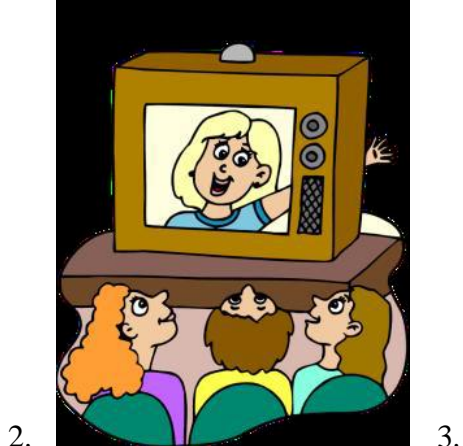
4. I find it difficult to talk to people I don't know. I am ….   d. stingy

5. I'm relaxed and I am not annoyed or upset easily. I am ….   e. shy

\

Post-test

A. Cocokkanlah gambar-gambar dibawah ini sesuai dengan kata kerja yang tepat.

- Watch television
- drink juice

- Brush teeth
- listen to music

- Ride a bicycle

1.   2.   3.

4. 5.

B. Cocokkanlah arti dari kata-kata berikut dengan tepat.

1. Glad - bagus

2. Nice - membenci

3. Hate - mendapatkan

4. Get - senang

5. Need - membutuhkan

C. Cocokkanlah kalimat dibawah ini dengan jawaban yang tepat.

1. I like to keep my promises. I am ….   A.

   generous

2. I don't laugh very often. I like to think a lot. I am ….   B.

   loyal

3. I like to share with others. I like giving my things

   to my friends. I am ….   C.

   serious

4. I will defend my friends when they are in trouble. I am ….   D.

   quiet

5. I don't talk much or make much noise. I am ….   E.

   reliable

Source : - Daily Routine Vocabulary Matching Exercise Worksheet

- Test Your Vocabulary by Petter Watcyn Jones.

- Buku Bahasa Inggris kelas VII penerbit Erlangga kurikulum 2013

AUTOBIOGRAPHY

1. Name   : Atikah Gyan Pradipta

2. Registration Number   : 231222633

3. Place/Date of Birth   : Jakarta/ April 2nd 1995

4. Sex   : Female

5. Religion   : Islam

6. Nationality   : Indonesia/Aceh

7. Marital Status   : Single

8. Occupation   : Student

9. Address   : Desa Ilie, Ule Kareng

10. Phone. Number   : 085275527542

11. The Parents

    a. Father's Name   : Zulkifli. H. SE
       Occupation   : Civil servant
    b. Mother's Name   : Jayani Madyarina
       Occupation   : House Wife

12. Education Background

    a. Elementary School : MIN Model Banda Aceh (2006)
    b. Junior High School : MTSN Model Banda Aceh (2009)
    c. Senior High School : SMAN 8 Banda Aceh (2012)
    d. University   : UIN Ar-Raniry (2018)