

**THE INFLUENCE OF USING BALL GAME TOWARD STUDENTS'
VOCABULARY MASTERY AT THE FIRST SEMESTER OF
THE SEVENTH GRADE OF MTS MIFTAHUL ULUM KOTABARU
PADANG RATU CENTRAL LAMPUNG
IN THE ACADEMIC YEAR OF 2016/2017**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for SI-Degree

By

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ABSTRACT

THE INFLUENCE OF USING BALL GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF MTs MIFTAHUL ULUM KOTABARU PADANGRATU CENTRAL LAMPUNG IN ACADEMIC YEAR OF 2016/2017

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Students at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung have difficulties in learning vocabulary it is proven the KKM belong to ≤ 70 . It means that the students' vocabulary is still low and need to be increased. The objective of this research to know whether there is influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017

In conducting the research, the writer used experimental design with the treatment that was held in three meetings. The population of this research was students of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung at the first semester. The writer used random sampling technique in taking the sample. The samples taken two classes, VII A and VII B which consisted of 48 students. Then the writer used test to get the data about students' vocabulary mastery. The test was the objective test, which was multiple choice tests consisting of 30 items after validity.

After the writer analyzed the data by using independent sample test, it was found that the result of Sig. (2-tailed) of the equal variance was 0.00, and $\alpha = 0,05$. $H\alpha$ is accepted if Sig. (Pvalue) $\leq \alpha = 0,05$ and H_0 is accepted if (Pvalue) if Sig $\geq \alpha = 0.05$. it means that Sig. (Pvalue) is $0.00 \leq \alpha = 0.05$. So $H\alpha$ is accepted. Based on the computation, it can be concluded that there was influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017.

Key Words: *Vocabulary, Ball Game, Experimental Research Design*



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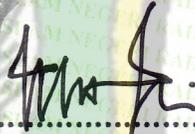
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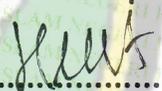
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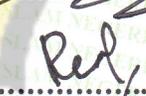
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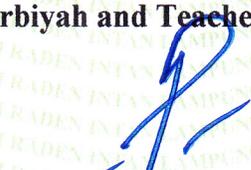

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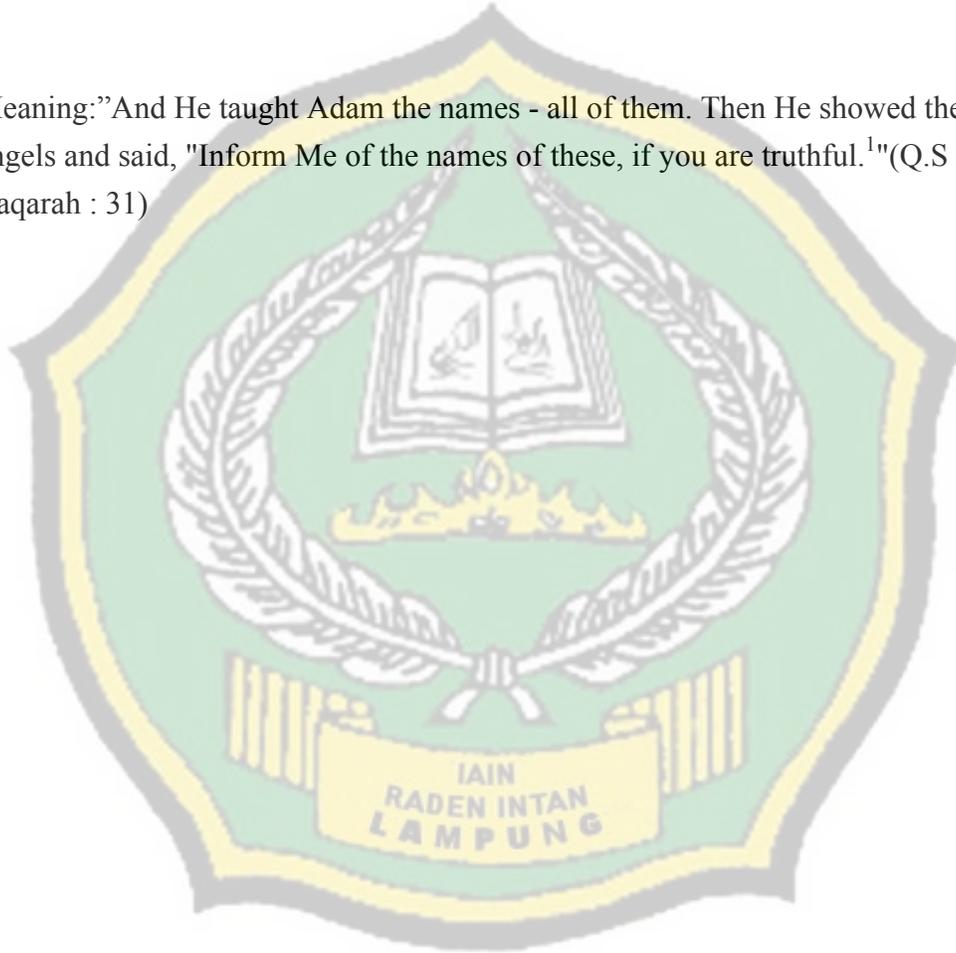

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MOTTO

مَدِينٍ كُنْتُمْ إِن هَتُولَاءِ بِأَسْمَاءِ أَنْبِئُونِي فَقَالَ الْمَلَكُ عَلَى عَرْضِهِمْ ثُمَّ كُلَّهَا الْأَسْمَاءِ أَدَمَ وَعَلَّمَ



Meaning: "And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."¹(Q.S Al Baqarah : 31)



¹Abdullah Yusuf Ali, *The Meaning of Holy Quran*, New Edition Revised Translation, (Arab, Amana Publication,2004), p.31

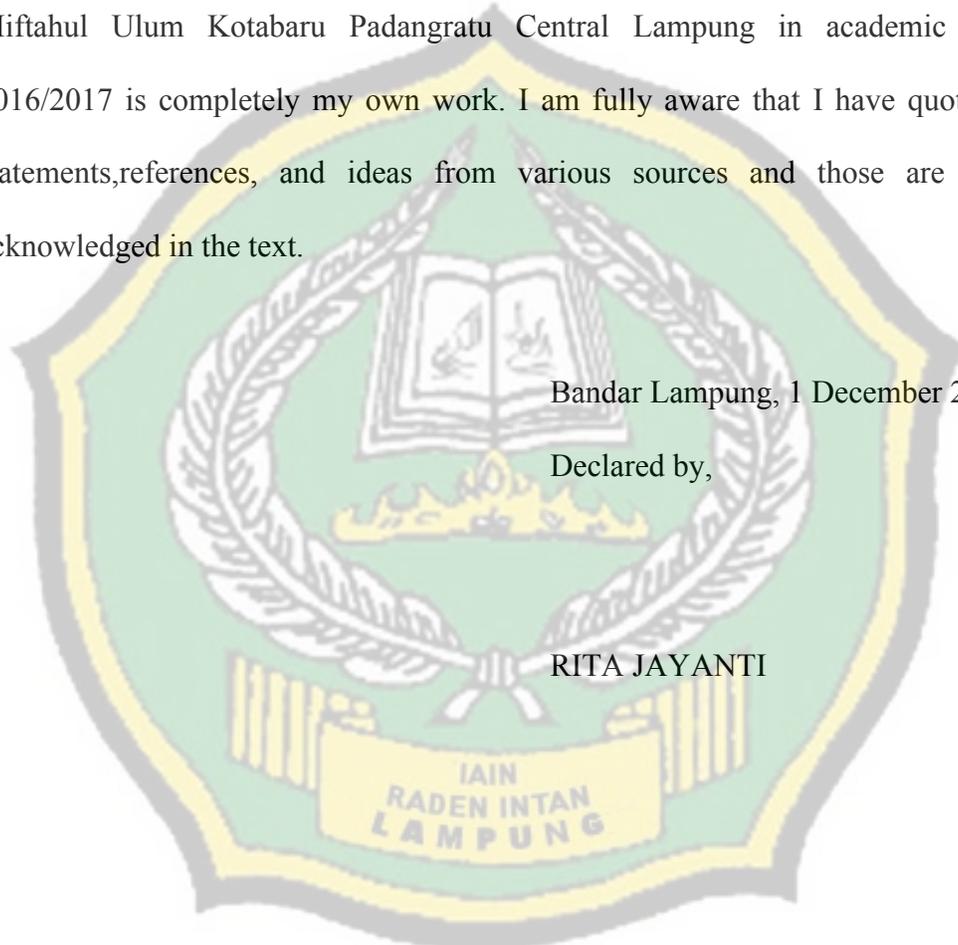
DECLARATION

I hereby state that this thesis entitled : The influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017 is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 1 December 2016

Declared by,

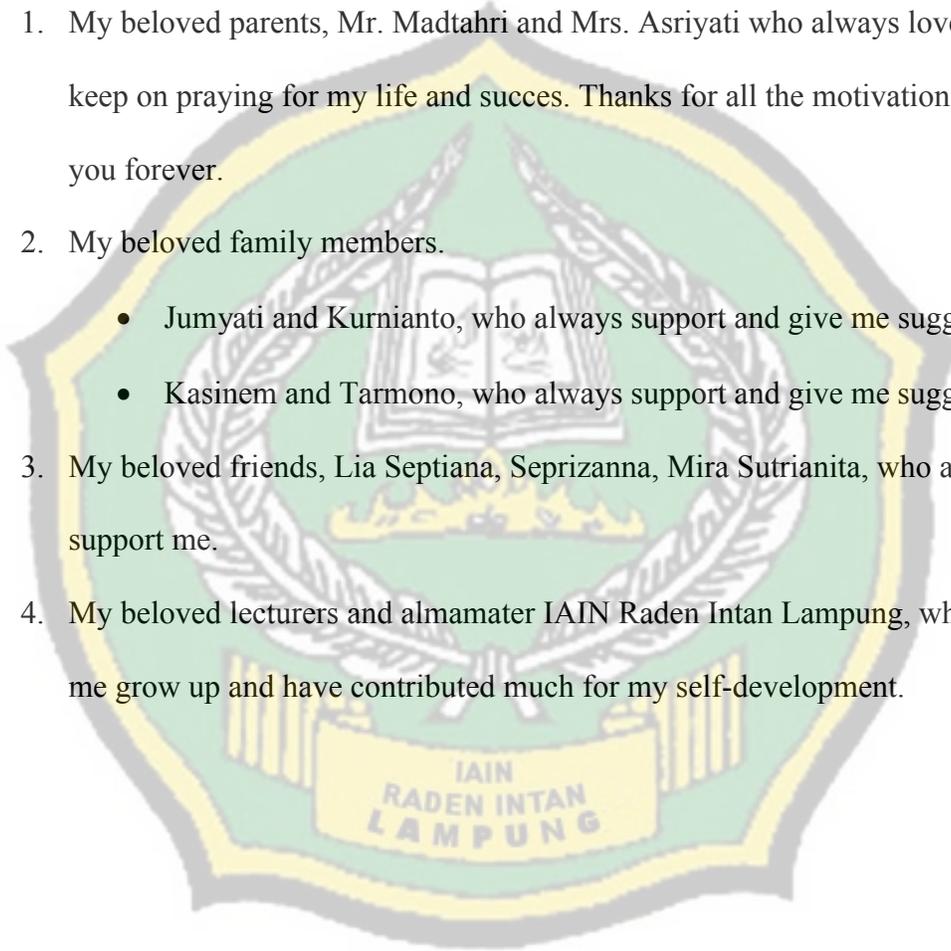
RITA JAYANTI



DEDICATION

From the deepest part of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

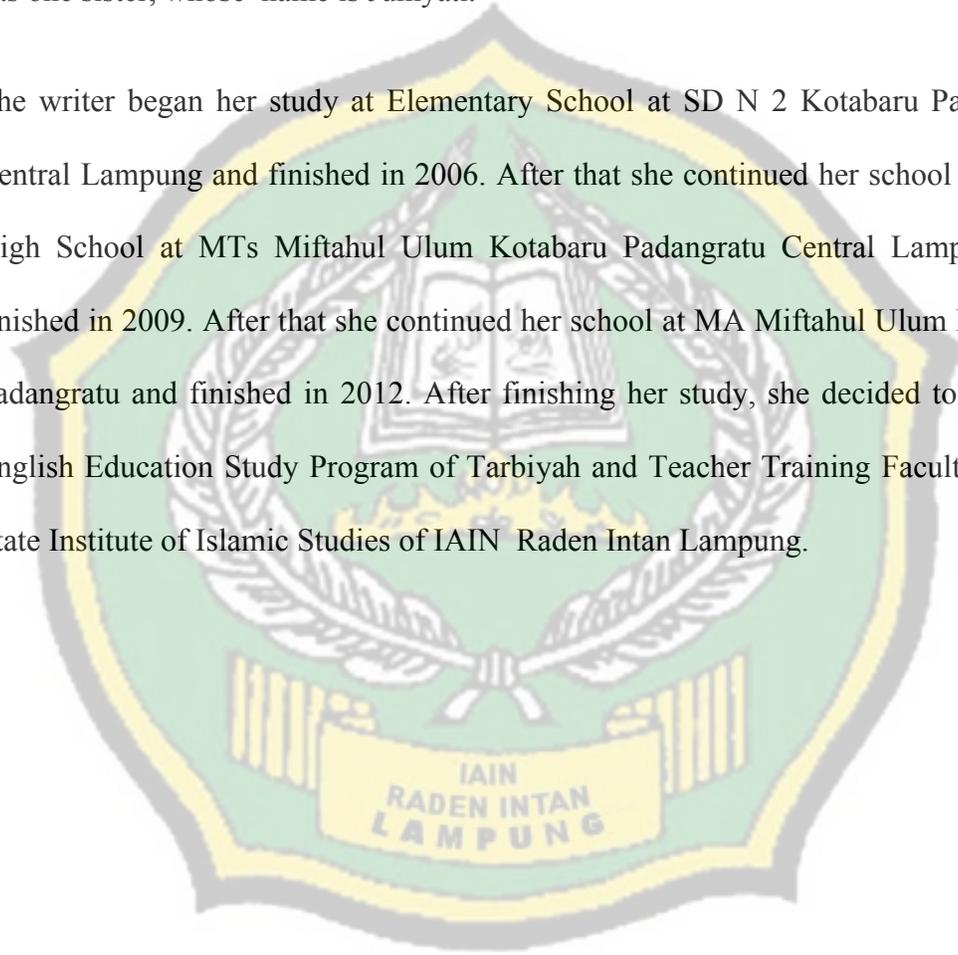
1. My beloved parents, Mr. Madtahri and Mrs. Asriyati who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
2. My beloved family members.
 - Jumyati and Kurnianto, who always support and give me suggestion.
 - Kasinem and Tarmono, who always support and give me suggestion.
3. My beloved friends, Lia Septiana, Seprizanna, Mira Sutrianita, who always support me.
4. My beloved lecturers and almamater IAIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The name of the writer is Rita Jayanti. She was born on April 4th , 1994 in Padangratu, Central Lampung. She is the second child of Madtahari and Asriyati. She has one sister, whose name is Jumyati.

The writer began her study at Elementary School at SD N 2 Kotabaru Padangratu Central Lampung and finished in 2006. After that she continued her school at Junior High School at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung and finished in 2009. After that she continued her school at MA Miftahul Ulum Kotabaru Padangratu and finished in 2012. After finishing her study, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Institute of Islamic Studies of IAIN Raden Intan Lampung.



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First of all, praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the writer during her study and completing this thesis. Then, peace be upon the great messenger prophet Muhammad.

This thesis entitled “The Influence of Using Ball Game Towards Students’ Vocabulary Mastery at the First Semester at the Seventh Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the Academic Year of 2016/2017 ” is presented to the English Education Study Program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a partial fulfillment of the requirements to obtain S1- degree.

Then, the writer would like to thank the following people for their ideas, time and guidance for this thesis:

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, IAIN Raden Intan Lampung with all staff, who give the writer opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung,
The Writer,

Rita Jayanti

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the components that important in teaching English as a foreign language, besides the others components like grammar and pronunciation. Thornburry states that others components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed.¹ It means that vocabulary is very important part in learning English. According to Cameron, vocabulary is fundamental to using the foreign language as discourse.² If the students are lack of vocabulary, they cannot express their ideas to say, write and read something. Based on the statements above, the writer assumes that vocabulary is a part of language and it is a basic element in the language.

Mastering vocabulary be come a complex problem because it is difficult task to do. According to Becker, identified poor vocabulary knowledge is the primary cause of academic failure of disadvantaged students.³ It means that, vocabulary is part of four skills, so if student's vocabulary is low, the students are difficult to express their ideas in form of spoken and written.

¹Scott Thornburry, *How to Teach Vocabulary*, London: Longman , 2002, p.13

²Lynne Cameron, *Teaching Language to Young Learners*, London: Cambridge University Press. 2002. p.45

³Becker, W. C. *Teaching Reading and Language to the Disadvantaged: What We Have Learned From Field Research*. London: Harvard University, 1977, p.518

In learning vocabulary, the students know that some words seem difficult to learn than others. There are factors that make some words are more difficult than others, they are pronunciation, spelling, length, grammar, meaning, range.⁴ It means that to use vocabulary into in certain sentences we should be able to understand six factors of vocabulary.

Generally, the teachers teach vocabulary by emphasizing only on memorizing list of vocabulary or translating new words without any technique or strategy. The teachers' technique or strategy is intense conventional. There is no innovation in learning activity that used by the teachers. The teachers used translation and lecturing which are not effective with the skills or components.

Based on the preliminary research at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung, the writer found that the students vocabulary mastery was still low. When the writer interviewed the English teacher Asyalisul Uswatun Hasanah S.Pd, she said that most of the students especially in the seventh grade did not master vocabulary. The writer found out some students' problems in vocabulary. The students feel difficulties in memorizing word, to find the meaning and pronunciation. The students were not interested in vocabulary materials because the teacher explained the material and after that asked the student to do task. The teacher used

⁴*Op.cit*, Scott Thornburry, p. 27-28

translation technique in learning activity.⁵ The students did not feel interested and enjoyable when learning the material so they felt difficult in mastering vocabulary.⁶ The students' vocabulary score can be seen in the table below:

Table 1
English Score at the Seventh Grade
of MTs Miftahul Ulum Kotabaru in the Academic Year of 2016/2017

No	Students' Score	Class			Total	Percentage
		A	B	C		
1	≥ 70	10	5	5	20	27.8 %
2	< 70	14	19	19	52	72.2 %
	Total	24	24	24	72	100 %

Source : Document of English Score at the Seventh Grade of MTs Miftahul Ulum Kotabaru Central Lampung in the Academic Year of 2016/ 2017

Based on the table above, it can be concluded that 72. 2 % or 52 students got <70 score. The students who got scores above of the criteria of minimum only 20 students. It means that the students' vocabulary is still low and need to be increased. Thus, the students felt difficult in learning vocabulary, because the teacher' technique is not interested for the students especially in teaching vocabulary.

The lack of vocabulary probably can be solved by using methods and techniques that are used by the teachers in presenting the material. In order to make the students easy to memorize the vocabulary that they have learnt. Besides, by using various methods

⁵Asyaalisul Uswatun Hasanah, teacher of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung, on 11 May 2015. An interview

⁶ The Interview to the Students at the First Semester of Seventh Grade of Mts Miftahul Ulum Kotabaru Padangratu Central Lampung in Academic Year of 2016/2017, Conducted on 11May 2015, Unpublished

and techniques, the students' motivation can be increased. They also enjoy in teaching vocabulary. So, the student's vocabulary will be increased.

One of the techniques is by using a game. A game is an activity with rules, a goal and an element of fun. It means that game is fun activity. Playing game is a vital and natural part of growing up and learning. It means that indirectly we can learn something naturally by playing game. One of the games is ball games. According to Case, ball games are particularly good for revising a load of old language before moving onto presenting the new language point of the day.⁷ This game gives an alternative manner to refresh and to add vocabulary in more enjoyable way.

Ball game is a suitable technique to be used in teaching. First, the students feel happy, enjoy and interest. As the result, teacher is easy to conduct the students in the learning process. Second, the students become more active in doing activities such as; answering teacher's questions, listening, speaking and working together with their friends. So, they do not feel bored in their study. Finally they could improve their confidence in teaching English in order to the students can enjoy study in the class.

This is supported by some previous studies. The first previous study has been conducted by Amalia, entitled "The Influence of Using Ball Game towards Students' Speaking Ability in Introducing Oneself and Others at the First Semester of the Tenth

⁷ Alex Case, " Using Ball Game to Teach English (on line), available at <http://www.usingenglish.com/articles/using-ball-games-to-teach-english.html> (accessed on March 2016)

Grade of SMAN 12 Bandar Lampung in the Academic Year of 2015/2016 ”.⁸ She used ball game to teach speaking and the result was very significant, the significant level is 1.67. She said that teaching speaking by using ball game can help students to increase their speaking ability.

The second previous study that had been done by Dewi entitled “ The Influence of Tic Tac Toe Game towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade at SMPN 5 Bandar Lampung Academic Year of 2014/2015”. Marleni used the Tic Tac Toe game to teach vocabulary of compound word. She said that by using the Tic Tac Toe game to teach vocabulary. It has a significant influence towards students’ vocabulary mastery. The significant level is 1.66.⁹

The third previous study that had been done by Cahyani entitled “The Influence of Using the Alphabet Game towards Students’ Vocabulary Mastery at The First Semester of the Tenth Class of MA Mathla’ul Anwar Gisting Bawah Tanggamus in Academic Year of 2012/2013”. She used the alphabet game to teach vocabulary of countable noun and the result of her study showed that the alphabet game could improve the students’ vocabulary mastery. She said that there was significant

⁸NurAmalia, *The Influence of Using Ball Game Towards Students’ Speaking Ability in Introducing Oneself and Others at the Tenth Grade of the First Semester of SMA N 12 Bandar Lampung in The Academic Year of 2015/2016*, p. 7 and 49, Unpublished

⁹MarleniYuliantikaDewi, *The Influence of Using Tic Tac Toe Game Towards Students’ Vocabulary Mastery at The First Semester of the Seventh Grade at SMPN 5 Bandar Lampung Academic Year of 2014/2015*, p. 6 and 61, Unpublished

influence of using the alphabet game towards students' vocabulary mastery, and the level significant on her study is 1.67.¹⁰

Based on the explanations of previous studies, it can be concluded that are significant differences of previous studies to this research. The differences are in these previous studies that had been done by Amalia, she said that ball game to teach speaking but in this research the writer will use ball game to teach vocabulary of action verb. Another previous study that had been done by Dewi and Cahyani. They used Tic Tac Toe game and the Alphabet game to teach vocabulary of compound word and countable noun. While in this research the writer will teach vocabulary of action verb by using ball game. Thus, this research is significant with the previous studies.

From the explanation above, the writer was interested to do a research entitled: The Influence of Using Ball Game towards Students' Vocabulary Mastery of the Seventh Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the Academic Year of 2016/2017.

¹⁰Ina Cahyani, *The Influence of Using The Alphabet Game Towards Students' Vocabulary Mastery at the First Semester of the Tenth Class of MA Mathla'ul Anwar GistingBawahTanggamus in Academic Year of 2012/2013.*,p. 7 and 55, Unpublished

B. Identification of the Problem

Based on the background before, the writer identified the problem as follows:

1. Most of the students found difficult in learning vocabulary, because the technique is not interested for the students especially in teaching vocabulary.
2. The students feel difficulties in memorizing word, to find the meaning and pronunciation especially in teaching vocabulary.
3. The teacher used monotonous technique in teaching vocabulary.

C. Limitation of the Problem

Considering the problems above, the writer limited the research only on the use of ball game toward teaching vocabulary especially about “action verb that are : transitive, intransitive, verb form (V1,V2,V3) and regular, irregular” to the seventh grade students of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the academic year of 2016/2017.

D. Formulation of the Problem

Based on the explanation above, the writer formulated the problem as follows:

Is there a significant influence of using ball game towards students' vocabulary mastery at the first semester of seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017?

E. Objectives of the Research

The objective of the research is to know whether there is significant influence of using ball game toward students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the academic year of 2016/2017.

F. Uses of the Research

The research expects that there are some uses of the research as follows:

1. For the Students

- a. To motivate students in learning vocabulary.
- b. To give information of students about ball game in teaching learning vocabulary.

2. For the Teachers

- a. To give information of English teacher about the influence of ball game of students' vocabulary mastery.
- b. It is expected as an alternative teaching learning for English teachers to help the students learn English, especially in learning vocabulary through game activity.

3. For the Other Research

- a. As a contribution for education research development
- b. To give information for further research development in game techniques.

G. Scope of the Research

The scopes of the research are as follows.

1. Subject of the Research

The subject of the research was the students at the first semester at the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung.

2. Objects of the Research

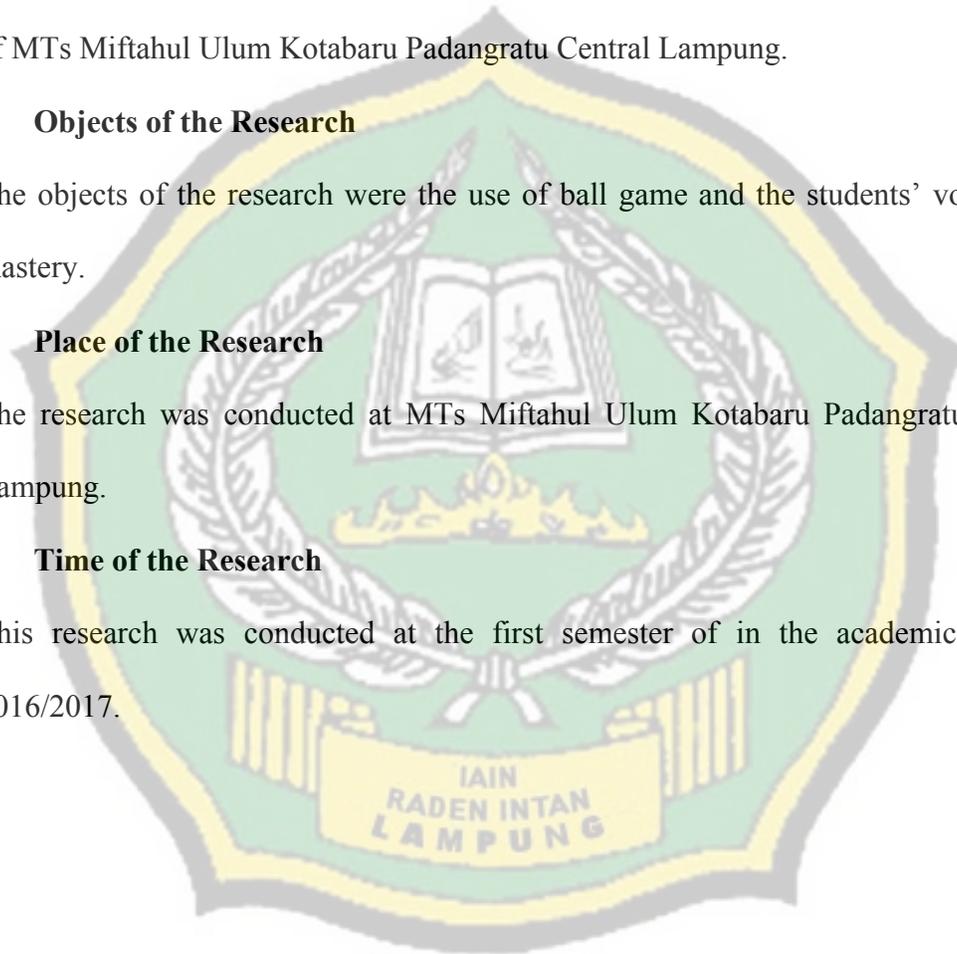
The objects of the research were the use of ball game and the students' vocabulary mastery.

3. Place of the Research

The research was conducted at MTs Miftahul Ulum Kotabaru Padangratu Central Lampung.

4. Time of the Research

This research was conducted at the first semester of in the academic year of 2016/2017.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

In Indonesia, English is used as a foreign language. It is not used by people in their daily communication. English is taught as a compulsory subject at Junior High School to university level and local subject at the some elementary schools. As a matter of fact, teaching English as a foreign language is not as simple as teaching English as the first language.

Setiyadi states that language teaching is influenced by ideas on the nature of language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods.¹ It means that a method that is used on the assumption that we learn his native language (L1) will differ from one based on the assumption that learning a foreign is not the same as learning mother tongue.

Talking about English as a foreign language in our country, the government has decided that English should be taught to the students from elementary school up to university level.² It means that the students are able to have the ability or knowledge of English, which can be used for communication from they are still children.

¹ Ag.BambangSetiyadi, *Teaching English as a Foreign Language*,Yogyakarta: Graha Ilmu,2006,p.20

²*Ibid*, p.9

However, the English language as an international language has an influence on the human life in whole world. We could communicate and interact with people from different countries, and can follow different technology development.

Based on the statement above the writer assumes that the teaching English as a foreign language should be based on students need. English as a foreign language, it is learned by people through teaching and learning process including transferring material and knowledge about the language practice it so that students get more skill. However, communicate language teaching as an English foreign language context in clearly greater challenge for students and teaching should be created the class by communication.

One of the languages of element that should be thought by English teacher is vocabulary. Vocabulary has important role in language learning.³ It means that vocabulary very important because we still can conveyed the information or message without using English grammar correctly but we cannot conveyed the information or message without vocabulary , this vocabulary is very important to be thought by the teacher and to be learn by the students.

2. Concept of Vocabulary

a. Definition of Vocabulary

Some definitions of vocabulary are proposed by some experts. According to Heibert and Kamil, vocabulary is “ set of words for which know the meanings when we

³ Scott Thornbury, *How To Teach Vocabulary*, London: Longman, 2002, p.13

speak or read orally and the set of words also that an individual can use in writing”.

⁴It means that vocabulary is very important factors of language component that always be used both oral and written form. We can do nothing in listening, speaking, reading, and writing without vocabulary. If we have vocabulary we need, it is easy for us to communicate with other people.

According to Webster,” Vocabulary is a bank of number of words in a language or list of words with their meanings.”⁵ It means that vocabulary is total number of word whose meaning of those words must be understood and organize the words of language is by use the use of rules. So it is clear that vocabulary must exist in a language.

Wallace also states that vocabulary is the vital aspect of the language.⁶ It means that vocabulary is a vital component of the language, so, vocabulary is the base of language communication. Then, Hornby states that vocabulary is the total numbers of words which (with rules of combining them) make up a language.⁷ It means that vocabulary is basic elements of language in form of words in which it will make a language meaningful.

⁴ElfreidaH.Heibert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*. New Jersey London :Publisher Mahwah, 2005.p 3

⁵ Webster, *The New Webster Dictionary of Current English*, New York: Oxford University Press.1988. p. 23

⁶Michael Wallace, *Teaching Vocabulary*, New York: Henemen Education Book. 1998. p. 123

⁷A.S Hornby. *Oxford Advanced Learners Dictionary of Current English*. London: Oxford University Press.1995.p.1331

Cameron states that vocabulary is to know a word if they can recognize its meaning when they see it.⁸ It means that in learning vocabulary we have to know the meaning of the word and also understand moreover can use it in sentence context.

Based on the ideas above the writer concludes that vocabulary is the most important component of language that focus on the meaning of words and become the basic of English skill that should be mastered by the learner, both in spoken and written.

b. Definition of Vocabulary Mastery

Hornby states that vocabulary is the total number of words which make up a language.⁹ It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.¹⁰ It means that the first thing people should learn is vocabulary because

⁸Lyne Cameron, *Teaching Language to Young Learners*, New York: Cambridge University Press, 2001, p.75

⁹ A.S. Hornby, *Op. Cit.*, p. 461

¹⁰ Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, New York: Cambridge University Press, 2002, p. 255

with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

Based on the definition above, vocabulary in this study is the words we teach in English. It is a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and also to speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey “Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition”.¹¹ It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the explanation above vocabulary mastery means an ability of student to use all the words of language, especially verb that they have learned in conducting both oral and written communication.

¹¹ Thomas R Guskey, *Educational Leadership*. Cambridge: Cambridge University Press. 1994. p1

c. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows:¹²

1) Word meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

a) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountains.

b) Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

c) Synonyms

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d) Hyponyms

It means Items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

¹² Jeremy Harmer, *The Practice of English Language Teaching*, London.: Cambridge 1988. p. 18

e) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched through the set of metaphorical and idiom use. For example: “as sick as parrot” this idiom expression become so widely used that it began to irritate everybody, except, perhaps.

3) Word combinations

Although words can appear as single item which are combined in a sentence. (*The mongoose bit the snake*), they can also occur in two or more items groups (*The normally lightning-quick reactions of the reptile let it down*). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4) **Word grammar**

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.¹³

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research the writer will focus on the word meaning and word grammar.

d. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.¹⁴ There are noun, verb, adverbs, adjective adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

1) Noun

There are some definitions about noun that proposed by the expert. Frank states that noun is one of the most important parts of speech.¹⁵ It's arrangement with the verb helps to form the sentence core which is essential to every complete sentence. While Sjah and Enong state that noun is a word used to name people,

¹³*Ibid*, p 18-21

¹⁴*Op.cit*, Scott Thornburry. p.4

¹⁵ Marcella Frank. *Op.Cit* p. 6

place, plant, object, animal, quality and abstract concepts.¹⁶ It means that noun is relates with name of something like place, plant, people, and others. For examples: John, student, house, chair, nose, cat, honesty and others.

From the statements before, can be concluded that noun is one of the most important parts of speech that can use to name people, place, plant, object, animal, quality and abstract concepts

2) Verb

A verb is the part of (or word class) that describes an action or occurrence or indicates a state of being. It means that verb is kind of language component that has important role. According to Frank states that verb is the most complex part of speech.¹⁷ Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.¹⁸ It means that verb can use to show the measure and condition of thing. For example: write, read, listen, and others. From the statements before it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

¹⁶DjalinusSjah and AzimarEnong, *Op.Cit.* p.15

¹⁷Marcella Frank, *Op.Cit.* p. 47

¹⁸DjalinusSjah and AzimarEnong. *Op.Cit.* p. 30

3) Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.¹⁹ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that adverb is a word that explains about how, where and when a thing happen.²⁰ It mean that adverb related with the how the process, time, and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

From the statements before it can concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explained how, when, and where a thing happen, for example : now tomorrow certainly, maybe, and other.

4) Adjective

There are some definitions of adjective that proposed by the experts. Frank states that adjective is modifier that has the grammatical property of comparison.²¹ It is often identified by special derivational endings or by special adverbial modifiers that precede it. It is usual positions as well. While Sjah and Enong states that adjective is a word that use to expand and narrow the meaning of noun.²² It means that adjectives are word that describe noun. For example: beautiful, good, small, and others.

¹⁹ Marcella Frank. *Modern English a Practical Reference Guide*, New York: New York University. 1972, p.141

²⁰ Djalinus Sjah and Azimar Enong, *Modern English Grammar*, Jakarta: Cv Simplex, 1977, p.72

²¹ Marcella Frank, *Op.Cit.*p.109

²² Djalinus Sjah and Azimar Enong, *Op .Cit.* p. 27

From the statements before, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

5) Pronouns

Pronouns make up a small class of words of very high frequency. The traditional definition of a pronoun as “ a word that takes the place of a noun is applicable to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun- its antecedent- but to a larger part of a discourse that precedes. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.”²³

6) Preposition

The preposition is classified as part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) Each is composed of a small class of words that have no formal characteristic endings (2) Each signals syntactic structures that function as one of the other parts of speech. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.²⁴

²³ Marcella Frank, *op.cit* , p 18

²⁴ *Ibid* , p 162

7) Conjunctions

The coordinate conjunction joins structural units that are equal grammatically. It means that the term compound means consisting of two independent elements that have been joined together to form a larger unit. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal conjunctions or verb phrases.²⁵

8) Determiner (Articles)

The two articles are *the* and *a*. *The* may be used with a singular or a plural noun; *a* is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. The chief structural function of articles is as determiners that precede nouns. *The* signals a particular person or thing that has been singled out from others: the student sitting next to you. *A* signal an unspecified one of others: a student sitting in the front row.²⁶

From the explanation above can be concluded they are many kind of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns,

²⁵*Ibid*, p 206

²⁶*Ibid*. p. 125

preposition, conjunction and determiner (articles). In this case the writer will do the research to know the students' vocabulary mastery especially verb mastery.

3. Concept of Verb

a. Definition of Verb

There are some definitions about verb that proposed by the expert. According to Frank verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences, statements, questions, commands, exclamations, like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.²⁷ It means that verb is a basic component in English grammar. While Sjah and Enong states that verb is a word that is showed measured and condition of a thing.²⁸ It means that verb used to show the measure and condition of thing. For example: write, read, listen, and others. Steinberg says that a verb is a word that expresses an action, event or state of being.²⁹ In other words verb is one kinds of English word that show an action or event.

From those theories it can be concluded that verb is the basic component in English grammar that used to show the measure and condition of action or event.

b. Types of Verb

²⁷ Marcella Frank, *Op. Cit.* p. 44

²⁸ Djalinus Sjah and Azimar Enong. *Op. Cit.* p. 30

²⁹ Evelyn Steinberg, *Canadian Writers in Action Handbook*, Toronto : Gage Learning, 2003, p.103

There are many kinds of English verbs that should be mastered by the students. In this research the writer only focuses on the action verb and auxiliary verb.

1) Action Verbs

Action verbs are words that express action (give, eat, walk, etc.) or possession (have, own, etc.). Action verbs can be either transitive or intransitive. These verbs talk about what the subject is doing in the sentence. Action Verbs are one of the most easily identifiable types of verbs. Example; give, eat, walk, go, drink, etc. There are two types of Action Verbs which describe the Verb and the Subject doing the action and the Object on which the action is done, they are:

a) Transitive Verbs

These Action Verbs have a definite object on which, or for which the action is being performed. That means that the action has a definite recipient or object. To identify them we can ask the question **what is the/did the subject -verb-?**

Example:

Rose is **painting** the kitchen walls.

Here the verb is **painting** and the subject is Rose.

If we form the question - **what is Rose painting?**

The answer is- **The kitchen walls.**

Thus, we see that there was a specific object on which the action of **painting** was being done.

1. Hannah **gave** him a big hug.

Here we see that the action ‘**gave**’ is being performed by the subject Hannah.

So the question is **what did Hannah give?** And the answer is - **A big hug.**

Here, we also have a indirect object as ‘him’. This indirect object would be the answer to the question. **Who did the subject (Hannah) - verb - (give) the object (hug) to?**

b) Intransitive Verbs

These verbs also show an action but here there is no specific object on which the action is being done. To recognize these verbs, we ask the question **what is the/did the subject -verb- ?** If there is no answer present, then the verb in the sentence is an Intransitive Verb.

Example:

1. Rose is **painting** right now.

Here, if we ask the question **what is Rose painting?** There is no answer which means that in this sentence **painting** is an Intransitive Verb. It is telling us about the action of the subject but there is no specific object for the action.

2. Hannah **sneezed** repeatedly.

Here, the verb is **sneezed**. If we ask the question **what did Hannah sneeze?**

There is no answer present for it making **sneezed** an intransitive verb.

c) Ditransitive

The types of verb in English are the ditransitive verb. Ditransitive verbs are English verbs that take both [direct objects](#) and [indirect objects](#). Some common ditransitive verbs in English include: bring, buy, catch, give, pass, trade

For example:

- Maureen *gave* Dan the pencil.
- My husband *bought* me some flowers.
- The police *caught* themselves a criminal.
- Please *pass* me the rice.
- She *showed* the doctor her rash.
- I *lent* him some money.

Another type of ditransitive verb is the attributive ditransitive verb. Attributive ditransitive verbs also take two objects: a direct object and an [object complement](#). For example:

- The committee *named* me the new president.
- The clown *got* the children too excited.
- We all *consider* her unworthy.
- The guards *painted* the roses red.
- The judge *ruled* her out of order.
- My coworkers *call* Rachelle the boss.

d) Copular

Copular verbs are English verbs that link the [subject complement](#) in the predicate to the [grammatical subject](#). Some common copular verbs in English include: be, become, feel, seem, smell, taste

For example:

- His father *is* a locksmith.
- Your brother *appears* ill today.
- The result of the test *remains* unknown.
- That pumpkin pie *smells* delicious.
- I *felt* sad yesterday.
- Her soup *tastes* like burnt socks.

Some grammars refer to the copular verbs as a copula verb, copula, or linking verb.

e. Ambitransitive Verb

The fifth type of verb in English is the ambitransitive verb. Ambitransitive verbs are English verbs that may be either transitive/ditransitive or intransitive depending on the context. Some common ambitransitive verbs in English include: break, drink, open, pay, sink, and read.

For example:

- The little boy *broke* the lamp. (transitive)
- My oven *broke* yesterday. (intransitive)
- Some man *opened* the window. (transitive)
- The store *opens* early today. (intransitive)

- My husband *paid* the mechanic. (transitive)
- We already *paid*. (intransitive)

The majority of verbs in English are ambitransitive rather than purely intransitive, transitive, or ditransitive.

f) Base Form of the Verb (V1)

In English grammar, the base form of the verb is the simplest form of a verb, without a special ending (or suffix). It is the form that appears in dictionary entries. Also known as the plain form, simple form or stem. The base form of a verb function as the present tense form for the first and second person singular (e.g I walk, you walk) and the first, second and third person plural (We walk, You walk, They walk). In the other words, the base form serves as the present tense form for all persons and numbers except the third –person singular, which has the – s ending (He walks, She walks, She walks, It walks). The base form also function as the infinitive (with or without to) and as the present subjunctive for all persons including the third –person singular. In addition, the base form is used for the imperative mood.

g) Past Simple of the Verb (V2)

Past tense verb is a verb used to express an action or state having already taken place or existed. Past tense verb is a verb tense expressing action or state in or as if in the past: a) a verb tense expressive of elapsed time (as wrote in on arriving I wrote a letter).b) a verb tense expressing action or state in progress or continuance or habitually done or customarily occurring at a past time (as was writing in “I was writing while he dictated” or loved in “ their sons loved fishing).

h) Past Participle of the Verb (V3)

The past participle is the form of verb that appears with *have* or *be*. It often in *-ed*, but there are also many irregular past participles in English. For many verbs, including *-ed* verbs, the simple past tense and the past participle are the same and can be easily confused. The *-ed* form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.³⁰

Examples:

1. She painted this picture
2. She has painted this picture
3. The picture painted by Karen is now in a museum.

i) Regular and Irregular Verb

1. Regular Verb

Most verbs are regular verbs. Regular verbs are those whose past tense and past participles are formed by adding a *-d* or an *-ed* to the end of the verb.

"To roll" is a good example of a regular verb:

- roll, rolled, rolled

Sometimes the last consonant must be doubled before adding the *-Ed* ending. For example: plan, planned, planned

³⁰ Deborah Phillips, *Longman Complete Course for the TOEFL Test*, London : Addison-Wesley Longman, Inc, 2001. p 102-104

2. Irregular Verb

There is no formula to predict how an irregular verb will form its past-tense and past-participle forms. There are over 250 irregular verbs in English. Although they do not follow a formula, there are some fairly common irregular forms.³¹ Some of these forms are:

- break, broke, broken
- cut, cut, cut
- run, ran, run
- meet, met, met
- come, came, come
- repay, repaid, repaid
- swim, swam, swum
- be was/were been

2) Non Action Verb or To Be

Auxiliary verbs are used before action or linking verbs to convey additional information regarding aspects of possibility (can, could, etc.) or time (was, did, has, etc.). The main verb with its accompanying helping verb is called a verb phrase. There are three auxiliary verbs in English: be, do, and have. Auxiliary verbs come before main verbs.

³¹ *Ibid*, p. 85

1. Auxiliary be

Auxiliary *be* is used to indicate the continuous, the passive voice and nominal : am, is, are, was, were

***I'm waiting** for Sally to come home. (Continuous)*

*Her car **was stolen** from outside her house. (Passive)*

2. Auxiliary do

Auxiliary *do* is used in interrogative, negative and emphatic structure:

Example:

***Does she live locally?** (Interrogative)*

*They **didn't** know which houses it was. (Negative)*

***I do** like your new laptop! (Emphatic, with spoken stress on *do*)*

3. Auxiliary have

Auxiliary *have* is used to indicate the perfect:

***I've lost** my memory stick. **Have you seen** it anywhere? (Present perfect)*

*She **had seen** my car outside the shop. (Past perfect)*

4. Modal Auxiliaries

Modal auxiliary verbs are words like: can, could, may, must, shall, should, will, would shared with the main verb (infinitive) and placed after the subject and before the main verb (subject + verb + infinitive modal auxiliary) , Main verb that follows the capital must be in the form of auxiliary verb infinitive.

Example: he can play the guitar

When you cannot say: I will can do homework, but I will be able to do my homework

If there is no main verb we must use the auxiliary verb be,

Example: he will be successful

a. Can have meanings:

Possibility, permission, request, possibility, surprise, typical, proposal, decision.

b. Could have meaning:

Permission, polite request, possibility, suggestion

c. May have meaning:

Permission, polite request, wish, purpose

d. Might have meaning:

Possibility, permission, suggestion, request, asking for information

e. Must have meaning:

Necessity, conclusion, insistence, opinion, irritating questions, advising or recommending

f. Shall have meaning

Future, determination, proposals, orders, threats, obligation

g. Should have meanings:

Obligation, suggestion, polite request, possibility, expectation

h. Will have meaning:

Future, Likely, requests, orders, willing, always, present characteristic habits, determination, threats, promises.

i. Would have meaning:

Possibility, wish, intention, purpose, request, offer, preference, opinion, past habits, often.³²

3) Linking Verb

Linking verb connects the subject of a sentence to a noun or adjective that renames or describes the subject. This Noun or adjective is called the subject complement. A linking verb is a verb of incomplete predication, it merely announces that the real predication; it merely announces that the real predicate follows. The important word in the complement is usually an adjective (the *girl is pretty*) or a noun (she *is a pretty girl*). The *-ly* adverb of manner (quickly, *angrily*) are not used with linking verbs. The more common linking verbs are to appear, to feel, to look, to remain, to stay, to taste, to continue, to grow, to prove, to sound, to smell, to turn. Also functioning as linking verbs are of perception (fell, *taste, smell, sound*). Included among the linking verbs are certain verbs- adjective combinations that express a state. Some of these combinations are actually little more than idioms. The linking verbs are often subdivided by modern grammarians into be and all others. In addition to differing from other linking verbs in the type of complement it takes, be also differs from all other verbs with respect to the position of adverbs used with it, and with respect to its manner of forming questions and negatives. For this reason some

³² Robby Lou's, *TOEFL Preparation Guide English Grammar*, Jakarta: EPlus, 2007.p197-198

grammarians separate be still further from other verbs and place it in special category all by itself.³³

4. Concept of Game

a. Definition of Game

A game is an activity with rules a goal and an element of fun.³⁴It means that game is a fun activity. Playing game is a vital and natural part of growing up and learning.³⁵ It means that indirectly we can learn something naturally by playing game. Thornbury states that it would be wrong suggest that vocabulary learning has to be all work and no play.³⁶ Game also provides a nonthreatening environment for coping with new learning. Paul says, when children are having fun, they are more like to take risks, make mistakes without having feeling of failure and try to overcome their initials feelings of confusion when they encounter new words and patterns.³⁷ Learners who are having fun are usually motivated, so they will find the subject more interesting, and more enjoyable and will begin to improve as a result.

Wright says that game can help and encourage many learners to sustain their interest and work.³⁸ He also claims that game also help the teacher to create context in which the language is useful and meaningful. The learners want to take part and in order to

³³ Marcella frank, *Op.Cit* p. 48

²⁷Jill Hadfield.*Intermediate Communication Games*, London: Longman, 1996. p. 8

²⁸ Gordon Levis and Guntherbedson, *Games for Children*, Oxford: Oxford University Press, 1999, p 5.

²⁹ Scott Thornbury, *Loc.Cit*,p.102

³⁰ David Paul, *Teaching English to Children In Asia*, Hongkong: Longman,2004, p 49

³¹ Andrew Wright, et al, *Games For Language Learning New Edition*, New York : Cambridge University Press, 1982, p. 2

do must understand what others saying or have written. And they must speak or write in order to express their own point of view or give information.

From the statement above game is variation to a lesson and increase students' motivation. Game is good devices for practicing English and it can be used to teach vocabulary. By using games, the teachers can distribute their knowledge and make the material that will be taught is interested.

b. Kinds of Game

There are kinds of game in English teaching:

1) Word Chain Game

Word chain game is a game where someone writes a word having to do with TBBT (the bing bang theory) and the next word posted has to begin with the last letter of previous word.³⁹ This means that to play this game, a person has to write a word and another person has to continue to write a new word which starts from the last letter of the previous word made by the first person. This game is challenging enough to perform with any group of children of age.

2) True or false chairs Game

True or false chairs game is kind of educational media which is used to present the teaching material. The way of its presentation is easier than the teaching learning way the teacher used to teach in every class meeting. True or false chairs game can be define of games which are certainly performed with pleasure. Lewis said true or

³⁹ Scott Thorburry, *Op. Cit.* p.103

false chairs game is the activity that can involves all students in class to add their vocabulary with the use flashcard and descriptions from the teachers.⁴⁰ It means that true or false chairs game is one kind of game that can make students more active and this game can improve the students' vocabulary.

3) Back to Board Game

According to Thornburry, back to board game is a guessing game that uses white board and participation to the other students. But the students who is 'it' has to guess a word by asking the rest of the class questions.⁴¹ It means that back to board game is a game which use board as a tool of the game and the other students should give their participation to the game. The student who sits facing the class has to guess the word by asking questions to the students.

4) Ball game

Ball game is a game that passes the ball around in a circle as fast as possible and shows off students English grammar skills.

Many kinds of game can be used by the teachers in teaching English to deliver their materials or to remember again what they have taught to the students. Games are helpful because they can make students feel fun, active, relaxed and enjoyable. One of the kinds of game is ball game. So with ball game the students can train to think and increase new vocabulary with effective technique pass through ball game.

⁴⁰ Lewis Gardon, *Game Children*, London: Oxford University Press, 1999. p. 100

⁴¹ Scott Thornburry, *Op. Cit*, p.103

5. Concept of Ball Game

According to Case, ball games are great way of practicing all kinds of language with young learners. Ball games are particularly good for revising a load of old language before moving onto presenting the new language point of the day.⁴² Ball game is a game that passes the ball around in a circle as fast as possible and shows off students' English vocabulary mastery. It means that ball game is a game to practicing language by passing the ball.

According to Holmes, ball game is a game that played in small groups where the students pass the ball when asked a question to the other.⁴³ Also, according to Copland, throwing a ball game, students passed the ball game have similarity with ball game.⁴⁴ From Case and Copland statement above, can be concluded that ball game is the game that has role to pass the ball from one student to other while give a question and the students should be answering the question when they received the ball.

⁴² Alex Case, *Using Ball Game to Teach English* (online), available at <http://www.usingenglish.com/acticles/using-ball-games-to-teach-english.html> accessed on March 2016

⁴³Nur Amalia, *The Influence of Using Ball Game towards Students' Speaking Ability in Introducing Oneself and Others at The Tenth Grade of the First Semester Of SMAN 12 Bandar Lampung in 2015/2016 Academic Year.* (Bandar Lampung: State Institute of Islamic Studies Raden Intan Lampung), p. 20

³⁷ Fiona Copland, *Teaching English Young Learners Activity Book* , London: British Council,2012, p. 84

Ball game can be used to teach English for every level. Ghazal states that ball game is a game which is appropriate for any English students level.⁴⁵ In this research, the writer focuses on the students of junior high school at seventh grade. Through this game, the students will be asked to give question and answer the questions when they get the ball.

From the statement above ball game is a game that passes the ball around in a circle as fast as possible and shows off students English vocabulary mastery by asking and answering the question while passing the ball.

6. Procedure of Using Ball Game

Copland states in his variation of game, there are some procedures of using ball game as follows:

- a. Divided the class into groups.
- b. Tell the students t of the area of vocabulary to be used in the game.
- c. Throw the ball to a child
- d. The child who catches the ball says another word in the series and throws the ball to another child.
- e. If a child gets a word wrong or cannot remember another item, the child is 'out' and the game continues until only child is left and the winner.⁴⁶

³⁸ Ashraf Abu Ghazal, "Using Ball Game in the classroom" (online), available at <http://iteslj.org/c/games6.html> accessed on 05 March

⁴⁶ Fiona Copland, *Op.Cit*, p. 84

7. Strength and the Weakness of Ball Game

a. Strength of Ball Game

The following are the strength of ball game:

1. This game stimulates students participation and gives them confidence.
2. It speeds up the response of the students and encouraging the fluency.
3. It will make the students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.
4. It maintains students' attention and interest in the language without getting bored.
5. It gives enjoyment to learning and provides fun in such a way as to make all students have active and enthusiastic participation.
6. It makes the students enjoy their learning so much that they might not realize they are doing so.⁴⁷

b. Weakness of Ball Game

The followings are weaknesses of ball game:

1. The ball hitting things in the classroom.
2. Students getting ever excited.
3. Students who cannot catch (well) getting frustrated or holding the game up.
4. Students fighting over should have the ball next, who won a point, etc.
5. Time wasting, when students throwing the ball far away from the next

⁴⁷*Ibid*, p.23

person.

6. Students doing nothing while waiting (maybe a long time) for the ball.
7. There are not having spaces enough in the learning environment to play the game in the classroom.⁴⁸

8. Teaching Vocabulary by Using Ball Game

The procedures of using ball game in teaching and learning vocabulary in the classroom are:

- a. The teacher divides the class into 2 groups, each group consist of 12 students.
- b. The teacher tells the students the types of vocabulary that will be learn. In this case the teacher will discuss about action verb (intransitive, transitive, verb form (V1,V2,V3), regular and irregular.
- c. After explaining the material, the teacher asks one group to come in front of the class and make a circle.
- d. The teacher throws the ball to a student.
- e. The student who catches the ball says another word in the series and throws the ball to another student.
- f. If a student gets a word wrong or cannot remember another item, the student is 'out' and the game continues until only one student is left and the winner.

⁴⁸ Alex Case, *Op. Cit*

9. Concept of Translation Technique

a. Definition of Translation Technique

Hurtado defines that translation technique as procedures to analyze and classify how translation equivalence works.⁴⁹ The translation techniques have five basic characteristics:

- 1) They affect the result of the translation
- 2) They are classified by comparison with the original
- 3) They affect micro-units of texts
- 4) They are by nature discursive and contextual
- 5) They are functional obviously, translation technique are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression and contextual dimensions also intervene in the analysis.

b. The classify translation technique

The classification of translation techniques is based on the following criteria:

- 1) To isolate the concept of technique from other related notions (translation strategy, method and error).
- 2) To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.
- 3) To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always

⁴⁹ Lucia Molina and Amparo Hurtado Albir, "Translation Techniques Revisited : A Dynamic and Functionalist Approach" (online), available at [http:// www. Trans-Teach-Molina-Hurtado](http://www.Trans-Teach-Molina-Hurtado), accessed on June 2016.

depends on its situation in text and context and the translation method that has been chosen.

- 4) In relation to the terminology, to maintain the most commonly used terms.
- 5) To formulate new techniques to explain mechanisms that have not yet been described.

They are some techniques of translation:

- (1) Adaptation. To replace a ST cultural element with one from the target culture.
- (2) Amplification. To introduce details that are not formulated in the ST: information, explicative paraphrasing. Amplification is in opposition to reduction.
- (3) Borrowing. To take a word or expression straight from another language. It can be pure (without any change).
- (4) Calque. Literal translation of a foreign word or phrase; it can be lexical or structural.
- (5) Compensation. To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST.
- (6) Description. To replace a term or expression with a description of its form or/and function,
- (7) Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context.

- (8) Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.
- (9) Generalization. To use a more general or neutral term.
- (10) Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing.
- (11) Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling.
- (12) Literal translation. To translate a word or an expression word for word.
- (13) Modulation. To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural.
- (14) Particularization. To use a more precise or concrete term.
- (15) Reduction. To suppress a ST information item in the TT.
- (16) Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.
- (17) Transposition. To change a grammatical category.
- (18) Variation. To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.⁵⁰

⁵⁰ *Ibid* p.509

10. Strength and the Weaknesses of Translation Technique

a. Strength of Translation Technique

The following are the strength of translation technique:

1. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
2. Widen vocabulary, hence increasing our vocabulary indirectly.
3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

b. Weaknesses of Translation Technique

The following are weaknesses of translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different with our language.
2. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
3. Take time to interpret. It does take time we to interpret, learn, research and finally translate the whole text.⁵¹

⁵¹ Albany, advantages and disadvantages of translation.
[http://tccl.rit.albany.edu/knit/index.php/unit 3: what is the advantage of using translation as a teaching resource/](http://tccl.rit.albany.edu/knit/index.php/unit%203%3A%20what%20is%20the%20advantage%20of%20using%20translation%20as%20a%20teaching%20resource/). Accessed on 05 March

11. Procedure of Teaching Vocabulary Mastery through Translation Technique

Below is the procedure of teaching vocabulary through translation technique:

1. In class translation activities were introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.
2. Translation was integrated reading activities to find the new vocabulary.
3. Translation was conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.
4. Several short Indonesia text translation (around 400 characters) were integrated progress-safety into class activities.
5. Feedback was provided in the following week by 1) correcting individual translation work and 2) presenting common mistakes/errors in class.⁵²

B. Frame of Thinking

Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication. Without mastering vocabulary well, learners cannot communicate well to the other people. In teaching and learning English, teaching vocabulary is important. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to pronounce the word well, and how to use the word into the sentences.

⁵² Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, Melbourne: University of Melbourne. 2008. p. 143

There are many kinds of techniques in teaching and learning. Teachers should have ability to choose the appropriate and implement the technique in the teaching learning process to obtain the teaching and learning goal. The use of interesting technique is necessary to motivate the students to learn. Game is one of those techniques. In teaching vocabulary, the teacher should have a game which not only made the students fun, but also educated. In this case, the teacher can teach the students by using ball game as the technique. By using this game, the writer hopes that students can learn more and be more active in the class.

Ball game can create a fun learning environment. This game provides a sense of anticipation as the students' works. This game is not only can make the students happy but also can make the students think more to guess the words.

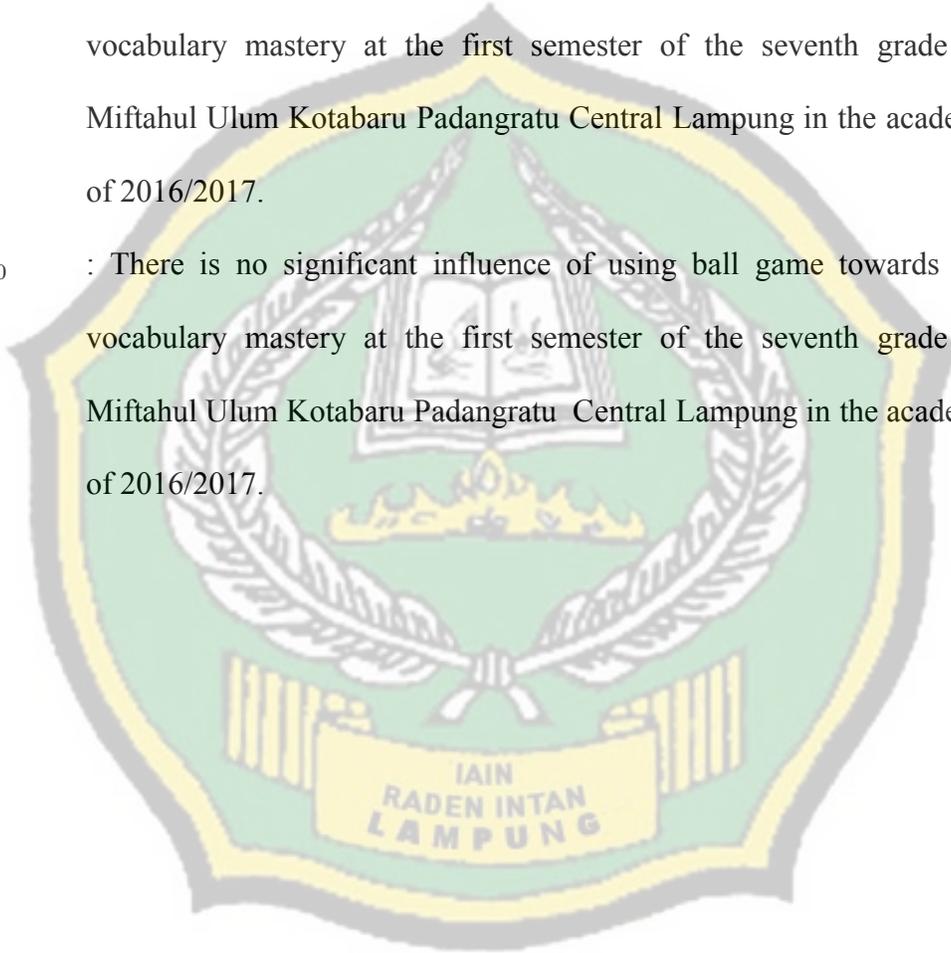
Based on the previous explanation, the writer believes that using ball game can increase the student's vocabulary mastery because there are many elements, are fun, enjoyment, competitive and cooperative situation. It makes the class lively and enthusiasm. The game trains the students' cooperative. In this research, the writer concludes that ball game is a good technique in teaching vocabulary, because there are so many words appear and it can improve students' vocabulary mastery.

C. Hypothesis

Based on the frame of thinking above, the writer formulated the hypotheses of the research as follows:

Ha : There is a significant influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the academic year of 2016/2017.

H₀ : There is no significant influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in the academic year of 2016/2017.



CHAPTER III RESEARCH METHDODOLOGY

A. Research Design

In this research, the research used experimental design. According to Setiyadi, experimental design intended to find the relation of variables in valid which can be used to search the conclusion in general.¹ Then, experimental has three types they are; 1) pre experimental design, this section presents two designs that have been as pre experimental because they provide little or no control of extraneous variable. Unfortunately one finds that design are still used in educational research. 2) True experimental. Setiyadi states that true experimental method has three basic characteristic: a) a control group (or group) is present b) both of the subjects are chosen by random, c) initial test is given to see the capabilities of the groups.²3) Quasi experimental design includes assignment, but not assignment of participant to group. This is because the experimenter cannot artificially create groups for the experiment.³

From the statements above, the writer used quasi experimental research design to know the influence of ball game towards student's vocabulary mastery. This design is because if the writer randomly assigns the students to classes, it will disturb

¹ Ag Bambang Setiyadi, 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu, p. 125

² *Ibid.* p. 141

³ John W Creswell, *Educational Research 4th*, London : University of Nebaska, 2008, p.

classroom learning. Therefore, when randomized designs are not feasible, the writer must use of quasi experimental design.

In this research the writer used two classes, one as an experimental class that was given treatment by using ball game and the other one as a control class that was taught by using the technique that has been applied by English teacher there. The research design can be presented as follows:

Table 2.1
Pretest-Posttest Design

Select control group	Pre test	No treatment	Post test
Select experimental group	Pre test	Experimental treatment	Post test

The writer used two classes as the sample of this research of this research consisting of experimental class and control class. The experimental class was taught by using ball game as the treatment, whereas in the control class was taught by using translation technique. In this research the students were given pre test to both classes before treatment to know the students' early achievement in vocabulary mastery. The post test was given to know their vocabulary mastery after the treatment was done. The pre test and post test were conducted for experimental class and control class.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individual or organization study.⁴ There are two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which investigated. It is the variable that is selected, manipulated, and measured in the research. While the dependent the effect of the independent variable.⁵ In this research, the writer used ball game as independent variable and vocabulary mastery as dependent variable.

C. Operational Definition of Variable

The operational variable in this research was follows:

1. Ball Game (X)

Ball game is a game that passes the ball around in a circle as fast as possible and shows off students English vocabulary mastery by asking and answering the question while passing the ball.

2. Vocabulary Mastery (Y)

The students' vocabulary mastery is students' knowledge of vocabulary, so it is understanding the meanings of word and able to use it for communication. It was indicated by the score achieved from test given.

⁴ John W. Creswell. *Op. Cit*, p. 112

⁵*Ibid*, p. 115-116

D. The Population, Sample, and Sample Technique

1. Population of Research

Arikunto states that population is the total number of student research.⁶ In this research the population was all students of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung. The writer took the students of seventh grade, which consists of 3 classes and there are 72 students.

Table 2.2
The Total Numbers of the Students at the Seventh Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in Academic Year of 2015/2016

Class	Genders		Total
	Male	Female	
VII A	10	14	24
VII B	6	18	24
VII C	9	15	24
Total of the students	25	47	72

Source :The data of documentation at the Seventh Grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in Academic Year of 2014/2015

2. Sample of Research

According to Arikunto, sample is several or representation of population of research.⁷ The samples of this research are two classes. One class as the experimental class which the students were taught by using ball game, another class as control class, which the students were taught by translation technique. Meanwhile, Mc Milan

⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta,: Rineka Cipta, 1993, p. 173

⁷ Ibid, p.174

states that the sample can be selected from a large number group of subject from whom data are collected.⁸

3. Sampling Technique

In conducting this research, the writer will take the sample from population of the research by using *Cluster Random Sampling* technique because the population is in groups and homogenous. They took randomly by lottery, in which the name of each class was written on some pieces of paper and it was taken only two pieces of paper. One piece of paper as experimental class and the other as control class.

E. Data Collecting Technique

In collecting the data, the writer used test as the instruments in collecting the data. The test consists of pretest and posttest. The test used to know the student's ability in their vocabulary mastery. In this research the researcher used the data:

1. Pretest

Pre test was done to know the student's vocabulary mastery before the treatments. The test was given to the students. Students have to answer the question and the writer got score it. The scoring based on the correct answer. The result of the test was written in the scoring column on the paper.

⁸James H. Mc Milan and Shally Scumacher, *Research in Education*. London: Wesley Longman Inc, 2001, p. 169

2. Posttest

Posttest was done to know the student's vocabulary mastery after they were given treatments. The system and the difficulty of posttest is the same as the pretest, because both of them is used to measure the student's vocabulary mastery by using ball game in order to know whether there is influence of the use of ball game towards student's vocabulary mastery or not.

F. Instrument of the Research

The research instrument is a device used by researcher in collecting data by which the work is easier as the data are complete and systematic.⁹ In this research, the instrument was a test. This test consisted of 50 items for pretest and 50 items for the posttest. It is a multiple choice test with 4 options, A, B, C, and D. The purpose of the test was to measure the influence of ball game towards student's vocabulary mastery. The specification of vocabulary test can be seen on the table below!

⁹Margono, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 2007, p.155

Table 2.3
The Blue Print of Try Out for Pre Test and Post Test for Vocabulary Mastery
Before Validity Test

No	Aspects Of Vocabulary	Subjects	Items Number					
			Pre Test		Total	Post Test		Total
			Odd	Even		odd	even	
1.	Word grammar	a. Transitive	1,5	2	3	1,19	2	3
		b. Intransitive	3	4,6	3	3,11	4	3
		c. V1	7,9	8	3	7,15	10	3
		d. V2	11	10	2	9	6	2
		e. V3	45	14	2	5	12	2
		f. Reguler	13	16	2	21	28	2
		g. Irreguler	15	18	2	17	14	2
2.	Word meaning (synonym)	a. Transitive	17	20,48	3	13,29	50	3
		b. Intransitive	21	34,46	3	25	26	3
		c. V1	41	30	2	33	8	2
		d. V2	35	32	2	43	24	2
		e. V3	47	50	2	27	36,46	3
		f. Reguler	31	40	2	35	18	2
		g. Irreguler	23	22,38	3	23	22	2
3.	Word meaning (antonym)	a. Transitive	37,39	36	3	41	30	2
		b. Intransitive	25	12	2	31	16,34	3
		c. V1	49	42	2	39	32	2
		d. V2	27	28	2	49	42,48	3
		e. V3	43	44	2	47	44	2
		f. Reguler	29,33	26	3	37	20,38	3
		g. Irreguler	19	24	2	45	40	2
Total			25	25	50	25	25	50

Based on the table 4 above, the pretest items before validity with 2 aspects: Word meaning and word grammar. In aspect word grammar are 17 items consisting of 8 even numbers and 9 odd numbers. Besides that, in the aspect of word meaning (synonym) there are 17 items consisting 10 even numbers and 7 odd numbers. In aspect word meaning (antonym) are 16 items consisting of 7 even numbers and 6 items odd numbers. The total of the pretest item before validity are 50 items with 25 even numbers and 25 odd numbers.

Based on the table 4 above, the posttest items before validity with 2 aspects: Word meaning and word grammar. In aspect word grammar are 17 items consisting of 7 even numbers and 10 odd numbers. Besides that, in the aspect of word meaning (synonym) there are 16 items consisting 8 even numbers and 8 odd numbers. In aspect word meaning (antonym) are 17 items consisting of 10 even numbers and 7 items odd numbers. The total of the pretest item before validity are 50 items with 25 even numbers and 25 odd numbers.

Table 2.4
The Items of Test for Pre test After Validity Test

No	Aspects	Subjects	Odd	Even	Total	Distribution	
						Odd	Even
1	Word Grammar	Transitive		1	1		2
		Intransitive	1	2	3	3	4,6
		V1	1	1	2	7	8
		V2	1		1	11	
		V3		1	1		14
		Reguler	1	1	2	13	16
2	Word Meaning (Synonym)	Transitive	1		1	17	
		Intransitive	1	2	3	21	34,46
		V1	1	1	2	41	30
		V2	1		1	35	
		Reguler	1	1	2	31	40
		Irreguler	1		1	23	
3	Word Meaning (Antonym)	Transitive	2		2	37,39	
		Intransitive	1	1	2	25	12
		V1	1		1	49	
		V2	1	1	2	27	28
		Reguler	2		2	29,33	
		Irreguler		1	1		24
Total			17	13	30	17	13

Based on the table 5 above, the pretest items after validity with word grammar consisting are 10 items of 6 even numbers and 4 odd numbers; the item with word

meaning (synonym) consisting are 10 items of 4 even items numbers and odd 6 items numbers; the item with word meaning (antonym) consisting are 10 items 3 even items numbers and odd 7 items numbers. The total of the pretest item after validity are 30 items with 13 even numbers and 17 odd numbers.

Table 2.5
The Items of Test for Posttest After Validity Test

No	Aspects	Subjects	Odd	Even	Total	Distribution	
						Odd	Even
1	Word Grammar	Transitive	2		2	1,19	
		Intransitive	1	1	2	3	4
		V1	1	1	2	15	10
		V3	1	1	2	5	12
		Reguler	1	1	2	21	28
		Irreguler	1	1	2	17	16
2	Word Meaning (Synonym)	Transitive		1	1		50
		Intransitive	1		1	25	
		V1		1	1		8
		V2		1	1		24
		V3		1	1		46
		Reguler		2	2		18,22
3	Word Meaning (Antonym)	Transitive	1	1	2	41	30
		Intransitive		2	2		16,34
		V2		1	1		42
		V3	1	2	3	49	44,48
		Reguler	1		1	37	
		Irreguler	1	1	2	45	40
Total			12	18	30	12	18

Based on the table 6 above, the posttest items after validity with word grammar consisting are 12 items of 5 even numbers and 7 odd numbers; the item with word meaning (synonym) consisting are 7 items of 5 even items numbers and odd 2 items numbers; the item with word meaning (antonym) consisting are 11 items 7 even items

numbers and odd 4 items numbers. The total of the pretest item after validity are 30 items with 18 even numbers and 12 odd numbers.

G. Research Procedure

There were three procedures that was done by the researcher, they were:

1. Planning

Before applying the research procedure, the writer made some planning to run the application well. There were some steps that should be planned by the writer. The procedure of making planning of this research can be seen as follows:

a. Determining the subject

The writer determined the subject; in this phase the writer chose the seventh grade students of MTs Miftahul Ulum Kotabaru Padangratu as the subject of the research, one class was as the experimental class and the other one was as the control class. Experimental class was taught by ball game and control class was taught by translation technique.

b. Preparing the tryout

The writer prepared a kind of test (called tryout test) that was given to the students. The writer prepared try out test for pretest and posttest, the total number of test was 50 items. Then, the writer evaluated the test items to get good items that would be tested in pretest and posttest.

c. Preparing the pretest

The writer prepared a kind of test (called pretest) that was given to the students. The writer used the test instrument which has already been tried out and validated.

d. Determining the material to be teach

The writer determined the material that was taught to the students. It was a reading about text (verb form, regular, irregular, transitive and intransitive).

e. Preparing the posttest

The writer prepared a kind of test (called posttest) that was given to the students. By giving the posttest after treatment, the writer knows whether the students' vocabulary mastery improves or not.

2. Application

After making the planning, the writer tried to apply the research procedure that has been already planned. There were some steps in doing this research:

a. In the first meeting, the writer gave tryout

This test is multiple choice that consists of 50 items with 4 options a, b, c and d.

b. In the second meeting, the writer gave pretest

The test was multiple choices with 4 options a, b, c, and d. Total number of the test items which already got from the evaluation of try out test. After giving the pre test to the students, the writer conducted the treatments in experimental and control class. In experimental class the writer conducted the treatments through ball game. While in control class the writer conducted the treatments through translation technique.

c. In the last meeting, the writer gave post test

The test was multiple choice test with 4 options a, b, c, and d.

3. Reporting

The last point was done in the research procedure is reporting. There were three steps done in reporting. The steps were as follows:

- a. Analyzing the data of tryout test.
- b. Analyzing the data of pre-test and post-test.
- c. Making a report on the findings.

H. Scoring System

Before getting the score, the writer determined the procedure to be used in scoring the students' work. In order to do that, the writer used Arikunto's formula.¹⁰ The ideal highest score is 100. The scores of pre-test and post-test was calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Notes:

S : The score of the test

r : The total of the right answer.

n : The total items.

¹⁰Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bina Aksara, 1989. p. 271

I. Validity and Reliability

To know whether the test is good or not, some criterion should be considered. The criteria of a good test are validity (content validity and construct validity) and reliability.

1. Validity of the Test

Validity is a matter of relevance. It means that the test measures what is claimed to be measured.¹¹ A test is a valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspect that need to be measured.

a. Content validity

Content validity is a test actually sample the subject matter about which conclusions are to be drawn, and if it requires the test taker to perform the behavior that is being measured. To get the content validity, the test adapted with the students' book. The test determined according to the material that teach to the students. It means the test have content validity since the test is a good representation of material studied in classroom.

b. Construct validity

Construct validity is a second category of validity that teacher must be aware of in considering language test. It means that the items should really show whether they have mastered the vocabulary or not. The test items should really measure the

¹¹Suharsimi Arikunto. *Op. Cit* p.102

student's vocabulary mastery. An instrument can be called valid when it can measure what is wanted. To measure the validity of the instrument, the researcher used construct validity. In this case the writer consulted with the senior teacher of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung to check and measure the validity of the instrument and she said that instrument has construct validity.

c. Internal Validity

After scoring the tryout test, item analysis was carried out to find out the effectiveness of the items. In internal validity, the writer did the items analysis. Item analysis discussed two main things. They were item difficulties and discriminating power.

1) Item difficulties

The item difficulties estimate how students are able answer the test item correctly or not. If most students are able to answer are too easy or difficult, the item should be revised. In this research, the writer used *Anates* to calculate the data obtained from the tryout the item difficulty of each items.

2) discriminating power

The item discrimination analysis indicates that the items discriminate able students from less able students. In this research, the writer used *Anates* to calculate the data obtained from the try out to find out the item discrimination of each item.

2. Reliability of the test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test score are. Creswell states that reliability means

that scores from an instrument are stable and consistent.¹² A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample.

Reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of the test. Consider the following possibilities fluctuations in the students in scoring, in test administration and in the test itself. In this research, the researcher used *Anates* to calculate the reliability of the test.

J. Data analysis

To analyze the data, the writer used parametric statistic. In the parametric statistics, there were assumptions which must be fulfilled; they were normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significances test, such as analysis of variance and least squares regression are widely used by researchers in many disciplines, including, statistics parametric test to produce accurate result, the assumption underlying them such as normality and homogeneity test must be satisfied.

¹² John W. Creswell. *Educational Research*. University of Nebaska Lincoln 4thed.2008. p. 159

a. Normality of the test

The writer used normality test to know whether the data have a normal distribution or not.¹³ In this study the writer used statistical computation by using SPSS (Statistical Package for social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

H_a : the data have normal distribution.

H_0 : the data do not have normal distribution.

While the criteria for acceptance of the normality test is as follows:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

b. Homogeneity of the test

After the normality test, the writer will determine the homogeneity of the test. Homogeneity test will use to know whether the data in experimental class and control class are homogeneous or not. In this study the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of test. The test of homogeneity employing Levene's Test

The hypothesis are:

H_a : the variance of the data is homogenous

H_0 :the variance of the data is not homogenous

¹³Ag.BambangSetiadi, *Op.Cit*, p.169

While the criteria for acceptance of the normality test is as follows:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

2. Hypothetical test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer used t-test. In this case, the writer used statistical computation by using SPSS (Statistical Package for the Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypothesis is:

H_a : there is a significant influence of the use ball game towards students' vocabulary mastery.

H_0 : there is no significant influence of the use ball game towards students' vocabulary mastery.

While the criteria of acceptance for the hypothesis is as follow:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

The writer conducted pre-test in order to see students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and Figure 2

a. Result of Pre Test in Experimental Class

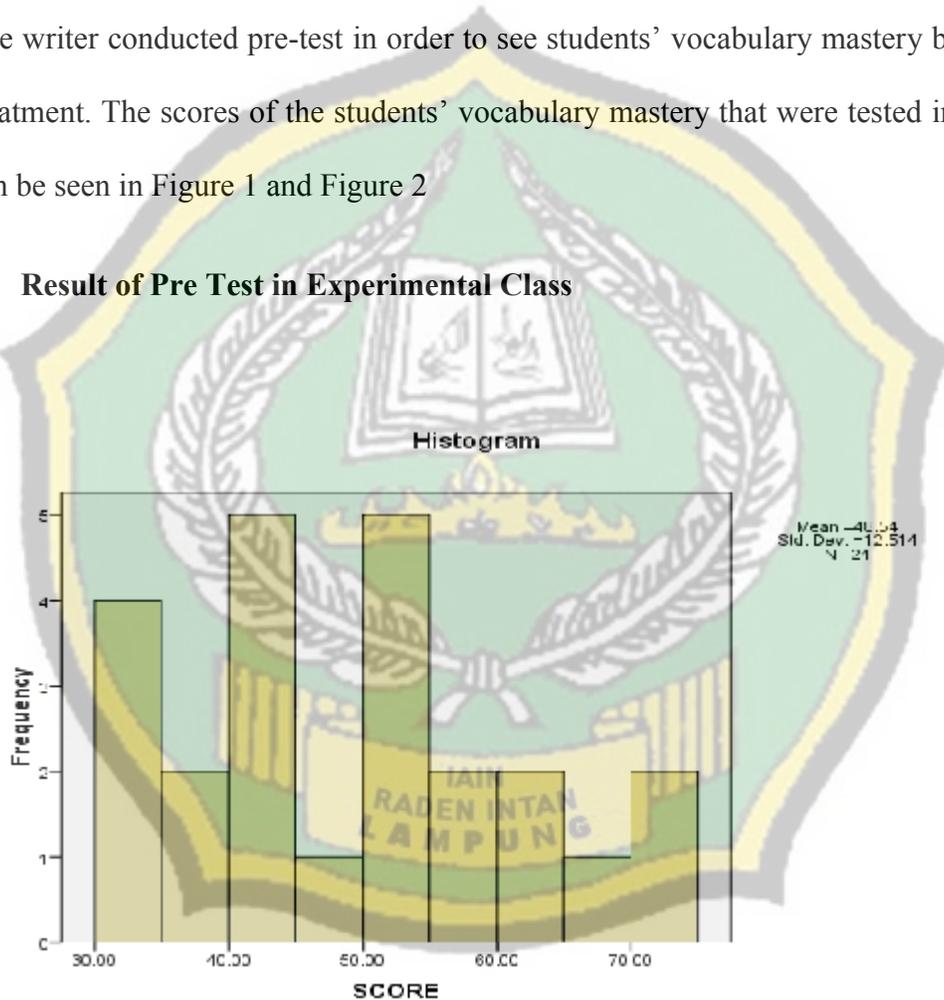


Figure 1
The Result of Pre-test of VII A

Based on the figure 1, it could be seen that there was 2 students who got 30 score, 3 students who got 33 score, 2 students who got 36 score, 4 students who got 43 score,

1 student who got 46 score, 2 students who got 50 score, 3 students who got 53 score, 1 student who got 56 score, 1 student who got 60 score, 1 student who got 63 score, 1 student who got 66 score, 2 students who got 73 score. It can be seen that the highest score of pre test of VII A was 73 and the lowest score 30.

The writer also showed mean of pre-test in experimental class was 48.54, deviation standard = 12.514, N = 24, median = 48, variance = 156.607, minimum score = 30. and maximum score = 73.

b. Result of Pre Test in Control Class

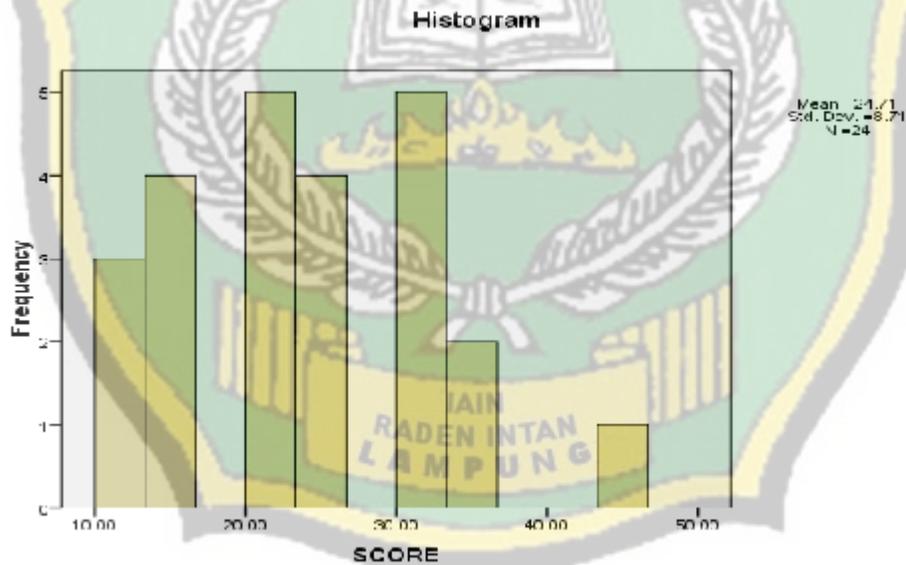


Figure 2
The Result of Pre-test of VII B

Based on figure 2, it could be seen that was 3 students who got 13 score, 4 students who got 16 score, 2 students who got 20 score, 3 students who got 23 score, 4 students who got 26 score, 2 students who got 30 score, 3 students who got 33 score,

2 students who got 36 score, 1 student who got 46 score. It can be seen that the highest score of pre test of VII B was 46 score and lowest score was 13. The writer also showed mean of pre-test in control class was 24.71, deviation standard = 8.71, N = 24, median = 24.5, minimum score = 13 and maximum score = 46.

2. Result of Post-test

The writer also conducted post-test in order to know students' vocabulary mastery after the treatment. The scores of the students' vocabulary mastery that were tested in post-test can be seen in Figure 3 and Figure 4.

a. Result Of The Post Test In Experimental Class

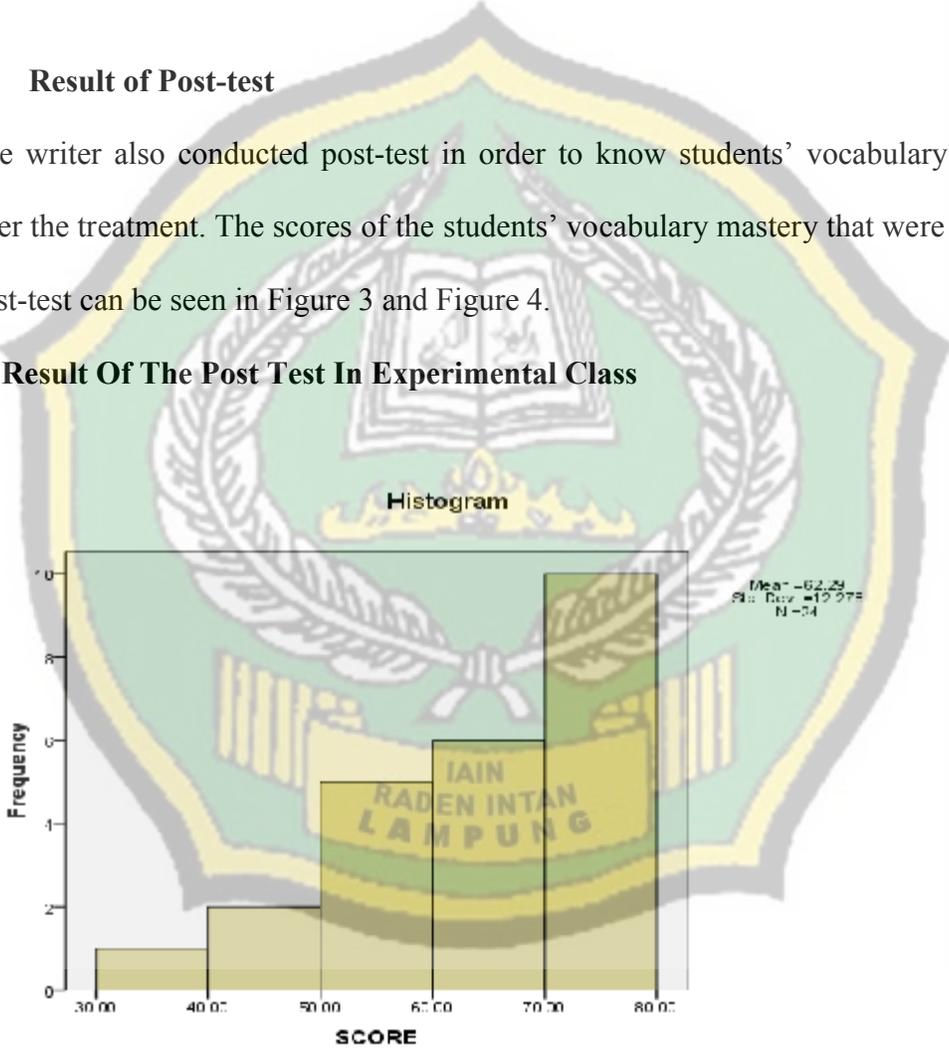


Figure 3
The Result of Post-test of VII A

Based on the figure 3, it could be seen that there was 2 students who got 40 score, 1 student who got 43 score, 2 students who got 53 score, 3 students who got 56 score, 1 student who got 60 score, 5 students who got 63 score, 2 students who got 70 score, 5 students who got 73 score, 3 students who got 76 score. It can be seen that the highest score of post test of VII A was 76 and the lowest score was 40.

The writer also showed mean of post-test in experimental class was 62.29, deviation standard = 12.278, N = 24, median = 63, variance = 150.737, minimum score = 30 and maximum score = 76.

b. Result of The Post Test in The Control Class

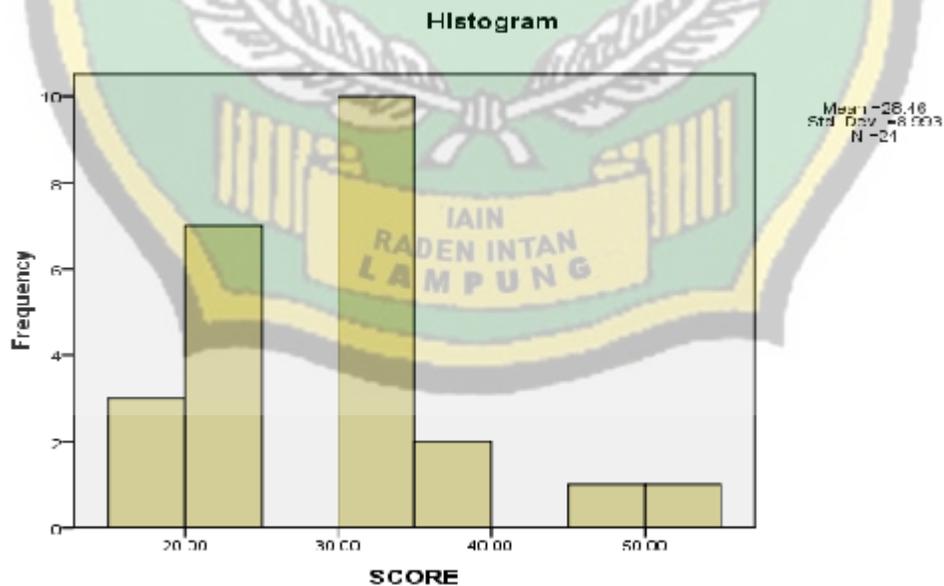


Figure 4
The Result of Post-test of VII B

Based on the figure 4, it could be seen that there were 3 students who got 16 score, 4 students who got 20 score, 3 students who got 23 score, 3 students who got 30 score, 6 students who got 33 score, 3 students who got 36 score, 1 student who got 46 score, 1 student who got 50 score. It can be seen that the highest score of post test of VII B was 50 and the lowest score was 16.

The writer also showed mean of post-test in control class was 28.46, deviation standard = 8.993, N = 24, median = 30.00, variance = 80.868, minimum score = 16 and maximum score = 50.

3. Gain Score

The writer got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score, a negative gain score indicates that the posttest score was less than the pretest. This is detail score pretest, posttest and gain in experimental class and control class.

B. Result of Data Analysis

1. Fulfillments of the Assumption

a. Result of Normality Test

The writer did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follow :

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 3.1
The Normality Test of Experimental and Control Class

Tests of Normality						
TEKNIK	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
GAIN 1	.195	24	.019	.943	24	.190
2	.164	24	.094	.959	24	.409

a. Lilliefors Significance Correction

Based on the Table 9, it can be seen that $\text{Sig} (p_{\text{value}})$ for control class was 0.409 and (p_{value}) for experimental class was 0.190 and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. The Result of Homogeneity Test

The writer did this homogeneity test to know whether the data is homogeneity or not.

The writer used Levene Test using SPSS 16.00. The hypotheses for the homogeneity test are formulated as follows:

H_0 = The variance of the data is homogenous

H_a = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows :

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 3.2
The Homogeneity Test of Experimental and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
GAIN	Based on Mean	.014	1	46	.906
	Based on Median	.018	1	46	.893
	Based on Median and with adjusted df	.018	1	43.227	.893
	Based on trimmed mean	.013	1	46	.911

Based on the Table 10, it can be seen that $\text{Sig} (p_{\text{value}})$ based on mean was 0.906, and $\alpha = 0.05$. It means that $\text{Sig} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

3. The Result of Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

H_0 = There is no significant influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017.

H_a = There is a significant influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017.

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if Sig. (p_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (p_{value}) $< \alpha = 0.05$

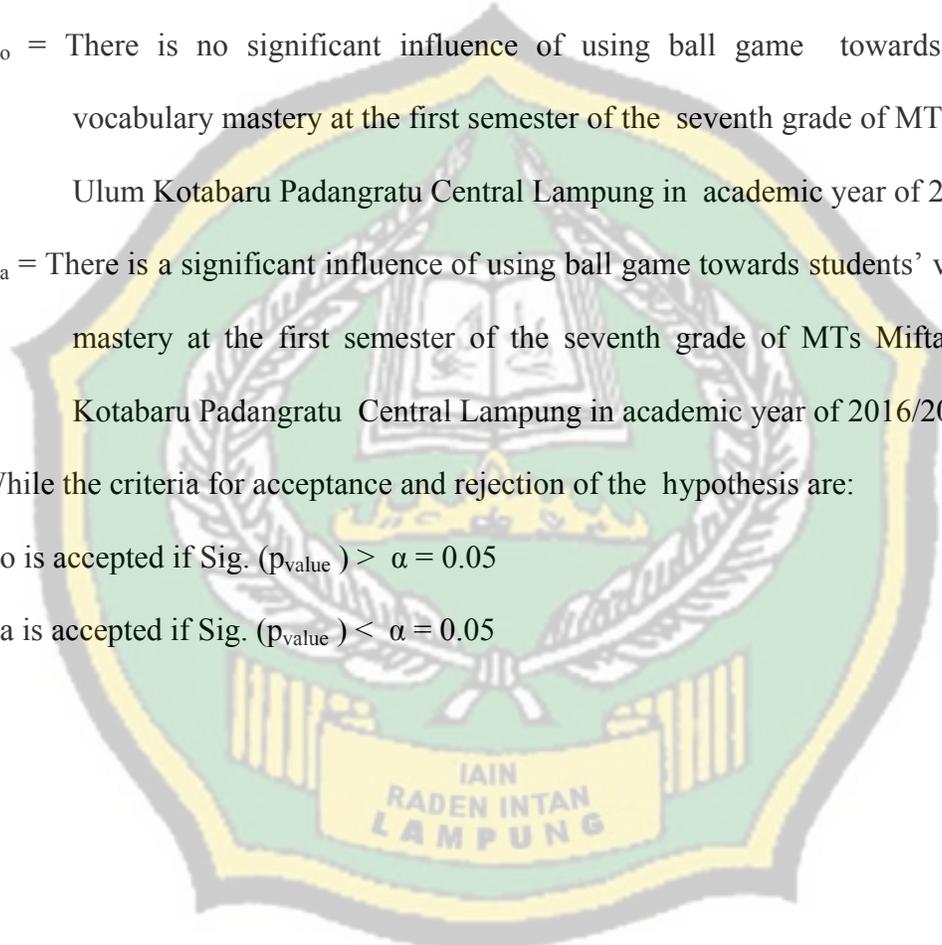


Table 3.3
The Result of Independent T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.014	.906	3.873	46	.000	11.08333	2.86149	5.32346	16.84321
	Equal variances not assumed			3.873	44.616	.000	11.08333	2.86149	5.31863	16.84803

Based on the results obtained in the table 11, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.00, and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using ball game toward students' vocabulary mastery at the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu.

C. Discussion

At the beginning of the research, the pretest of experimental class and control class was administered. The research has been conducted on November 2016. This research has been carried through six steps. They involved try out test, pre-test, three times treatments and post-test. To find out the influence of using ball game, the writer identified several results, they were; the score of students before the treatment, the score of students after the treatment, the differences between students' score in pre-test and post-test and the differences of students' atmosphere between the students who are taught by using ball game and those taught by translation technique in vocabularies teaching and learning process, especially in MTs Miftahul Ulum Kotabaru Padangratu.

Before the test was used as an instrument to collect the data, it has been tried out to the students in tryout class. In the tryout the writer prepared 50 items as the instrument of the test for pretest and posttest. From 50 items of the pre test, they were 30 items were valid and 20 items were invalid, likewise the test items of pos test, they were 30 items valid and 20 items invalid. The writer only chose the valid items of pretest and posttest to use as instrument to collect the data. The choosing of the instrument had been done by considering two categories, validity and reliability. After being try out the writer used 30 questions for the pre test and posttest. The test given before and after the students followed the learning process was provided by the writer. This test was given for control class and experimental class. Before the

activities were conducted, the writer determined the materials and lesson plans. The experimental class learnt by using ball game, while the control class used translation technique.

a. Description of the first treatment

The first treatment was conducted on October 31th, 2016 at 07.30 A.M. In the first treatment the students felt surprised for the new teacher. Before applying the game, the writer explained about ball game and material. The writer gave the material about transitive, intransitive verb form, regular and irregular. Every student must prepare themselves to answer teacher's question about action verb. Then, the writer asked the students to make groups, one group consisted 10-12 students. After the students finished make groups, the writer gave explanation about the rule of ball game. After ensuring that the students have been understood about ball game, the writer passed the ball to one student while asking about the material action verb. The game was end when one of students remained after eliminated the others. The first treatment, the students still felt shy and confused. Sometimes they just keep silent.

b. Description of the second treatment

The second treatment was conducted on November 04th, 2016 at 09.00 A.M. The second treatment was better than the first. In this meeting writer gave the same game to the students. Before start the lesson the writer tried to review about vocabulary that they have learned in previous meeting. The material in the second meeting was

about kinds of job. Before applying this game the writer explained the material before. Then, the writer asked the students to make groups, one group consisted 10-12 students. After the students finished make groups, the writer gave explanation about the rule of ball game. The writer asked the students to make the questions about material have learned. The student passed the ball to one student while asking about the material action verb. The game was end when one of students did not able to answer the question and after eliminated the others. In the end of the class the writer reviewed what vocabularies that have learned.

c. Description of the third treatment

In third treatment was better than before because the students were familiar in teaching learning process through ball game. On November 07th, 2016 at 07.30 A.M the writer discussed about the material. The writer gave material to the student and asked to the student if they have got questions for that explanation and the difficulty. Students really looked enthusiastic with the technique. After that, the writer asked the students to make some groups and started ball game. In the process, the writer found that the students were familiar with the game and they have many vocabularies. It makes the game was easier and more interested, thus the students were enjoyable the learning activity. In the end of the class the writer reviewed the vocabularies that have learned.

Based on the finding of the research, it was found that the students who were taught by using ball game have increased their vocabulary mastery. It might be due to in ball game the students were highly involved in memorize the vocabulary and students more concentration in learning process.

Based on the result of the pre-test before ball game was implemented, the students vocabulary mastery was lower. After ball game was implemented, students vocabulary mastery was higher than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 48.54 and in the post-test was 62.29 while the mean of pre-test score of 24.71 control class was and in the post-test was 28.46.

After the writer analyzed pretest and posttest score, the writer used the data to find out gain score. Gain score obtained from posttest score minus pretest score. Gain score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the writer analyzed the data of homogeneity test based on gain score and it showed that the data were homogeneous. According to the result of the students' pre-test score and post-test score, it shows that the students' post-test is higher than in pre-test.

Ball game was implemented in teaching vocabulary. The game made students interested in learning vocabulary. Then, students were easier to memorizing vocabulary besides ball game can make students felt more fun and they were not bored in the classroom during the process of teaching learning.

In general, the teaching learning process ran well, the students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS Version 16 found that the hypothesis null () was rejected and the hypothesis alternative () was accepted. From the analysis above, we knew that the students using ball game in teaching vocabulary could improve students' vocabulary mastery .

The result of the data analysis show that the use of ball game in teaching vocabulary seemed to be applicable for the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu. The game made student easier to memorize vocabulary . Then, student are enthusiastic through teaching and learning vocabulary by using ball game. It was supported by the previous research conducted by Amalia about the influence of using ball game towards students' speaking ability introducing oneself and others for senior high school, this game was effective to the students to increase their speaking ability.

From the explanation above, it can be concluded that there is influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade

of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MTs Miftahul Ulum Kotabaru Padangratu in academic year of 2016/2017, the writer might draw conclusions as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using ball game towards students' vocabulary mastery at the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

By using ball game, the students become more focus to follow the learning process. Furthermore, ball game could help the students to memorize vocabulary and they felt enjoyable and fun in the process of learning. In other words, the influence of using ball game towards students' vocabulary mastery at the first semester of the seventh grade of MTs Miftahul Ulum Kotabaru Padangratu Central Lampung in academic year of 2016/2017.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the teacher
 - a. The writer suggests the English teachers to apply ball game as one of the ways in teaching vocabulary because it can help the students in improving the students' vocabulary mastery.
 - b. The teacher should be able to use varied techniques in learning process and to improve students' vocabulary mastery.
 - c. The teacher should not be afraid to use new technique in teaching process as a reason that the students will be difficult to be controlled, whereas the students can be more relaxed, motivated and active, if the teacher uses a new technique in teaching process especially by using ball game.
2. For the students
 - a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery and to improve the motivation in learning English.
 - b. The students should be more active and practice their English regularly to improve their vocabulary mastery even with their friends or teachers.
3. For the other researchers
 - a. There researchers applied ball game to increase student' vocabulary mastery. Other researchers can find out the appropriate more technique to increase students' vocabulary mastery.

- b. In this research, the writer used ball game to help students for junior high school, especially in the teaching vocabulary. Further other researcher should conduct this technique on different level of students.



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Appendix 1 a

INTERVIEW QUESTION FOR THE TEACHER

1. Kapan ibu mulai mengajar di sekolah ini?

Jawaban : Sejak tahun 2008

2. Apakah murid-murid bisa memahami materi yang ibu berikan?

Jawaban: Ya, meskipun ada beberapa siswa yang kurang bisa memahami materi dengan baik, tetapi secara keseluruhan siswa bisa memahami dan mengikuti proses belajar dengan baik. Karena kemampuan antara siswa yang satu dengan yang lain berbeda.

3. Menurut ibu, apakah materi yang diberikan kepada murid-murid tergolong materi yang sulit ?

Jawaban: Menurut saya, materi yang diberikan kepada siswa termasuk materi yang mudah karena berhubungan dengan benda-benda yang ada di sekitar mereka setiap hari.

4. Apakah ibu mengalami kesulitan dalam mengontrol kelas?

Jawaban: Ya, terkadang saya mengalami kesulitan dalam mengontrol aktifitas siswa karena mereka sibuk dengan aktifitasnya masing-masing seperti mengobrol dan itu membuat suasana kelas menjadi ribut.

5. Kesulitan apa saja yang ibu hadapi ketika mengajar vocabulary?

Jawaban: Terkadang ketika saya mengalami kesulitan ketika hendak menyuruh siswa untuk maju ke depan kelas karena tidak semua siswa berani maju ke depan kelas dan terkadang saya juga merasa kesulitan ketika membantu siswa mengingat kembali kata-kata tertentu yang pernah mereka pelajari sebelumnya.

6. Menurut ibu, apakah kesulitan yang dihadapi murid-murid dalam belajar vocabulary ?

Jawaban : Menurut saya, dalam belajar vocabulary ini, hampir semua siswa mengalami kesulitan dalam pronunciation dan beberapa siswa ada juga yang kesulitan dalam memahami makna dari kata-kata.

7. Apakah siswa mengalami kesulitan dalam mengartikan makna, mengucapkan kosakata dsb?

Jawaban : Iya, khususnya dalam mengartikan makna dimana siswa kurang sekali. Untuk hal mengucapkan kosakata pun sama.

8. Apakah menurut ibu manfaat dari penggunaan media seperti gambar dalam mengajar ?

Jawaban : Media seperti gambar yang saya berikan kepada siswa dapat mempermudah dan membantu siswa dalam belajar. Siswa dapat langsung mengetahui kata yang dimaksud

9. Menurut ibu, apakah teknik pengajaran menggunakan games efektif dalam mengajarkan vocabulary?

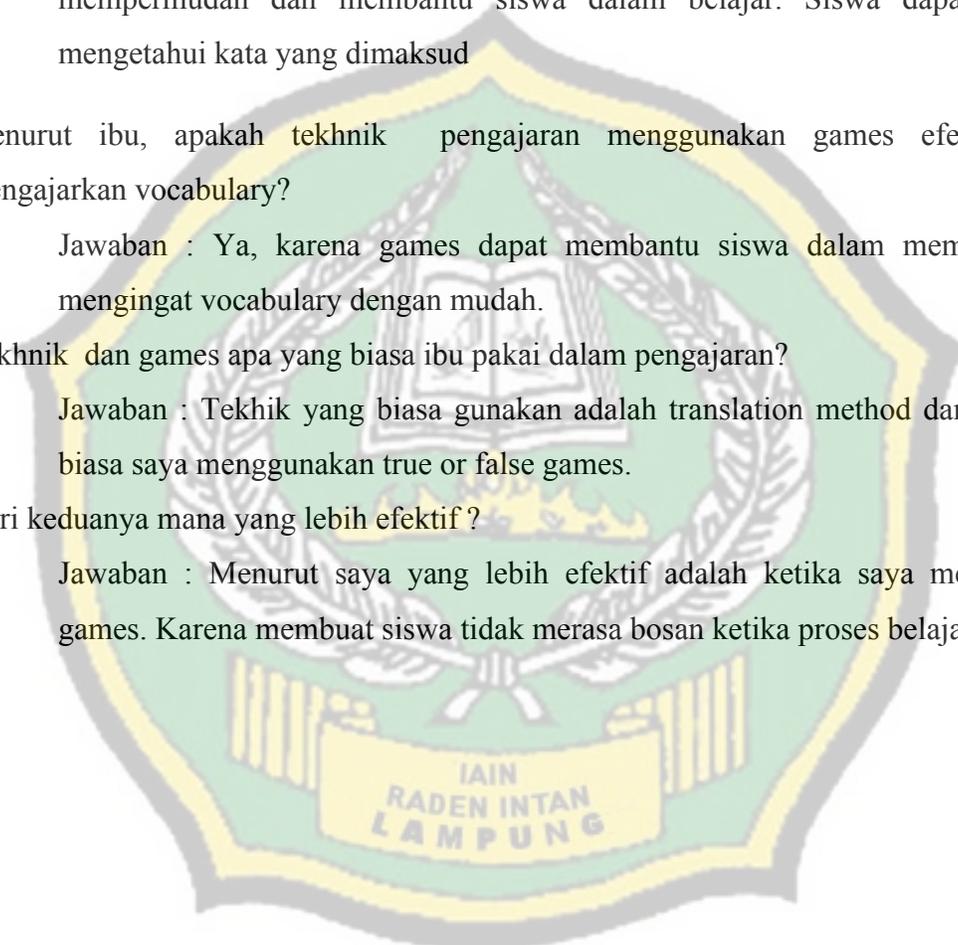
Jawaban : Ya, karena games dapat membantu siswa dalam memahami dan mengingat vocabulary dengan mudah.

10. Teknik dan games apa yang biasa ibu pakai dalam pengajaran?

Jawaban : Teknik yang biasa digunakan adalah translation method dan gamesnya biasa saya menggunakan true or false games.

11. Dari keduanya mana yang lebih efektif ?

Jawaban : Menurut saya yang lebih efektif adalah ketika saya menggunakan games. Karena membuat siswa tidak merasa bosan ketika proses belajar mengajar.

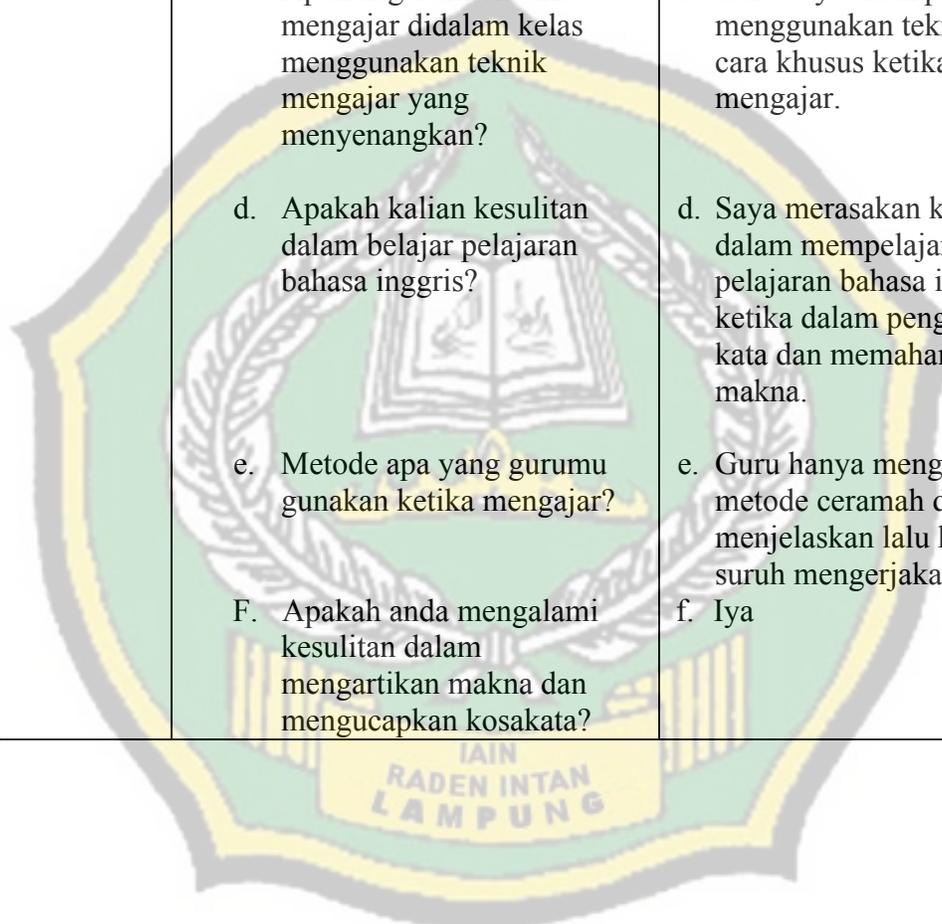


Appendix 1 b

Hasil Interview dengan Peserta Didik Kelas VII di MTs Miftahul Ulum Kotabaru

no	Nama	Pertanyaan	Jawaban
1.	Ongki Aziz	<p>a. Apakah kamu menyukai pelajaran bahasa inggris?</p> <p>b. Bagaimana perasaan kamu ketika gurumu sedang mengajar?</p> <p>c. Apakah gurumu ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?</p> <p>d. Apakah kalian kesulitan dalam belajar pelajaran bahasa inggris?</p> <p>e. Metode apa yang gurumu gunakan ketika mengajar?</p> <p>F. Apakah anda mengalami kesulitan dalam mengartikan makna dan mengucapkan kosakata?</p>	<p>a. Saya tidak menyukai pelajaran bahasa inggris.</p> <p>b. Saya merasakan Bosan.</p> <p>c. Ibu guru tidak pernah menggunakan teknik mengajar dia hanya menjelaskan lalu memberikan tugas.</p> <p>d. Sedikit mengalami kesulitan, karena saya kurang mengetahui kosakata dalam bahasa inggris.</p> <p>e. Guru hanya mengajarkan sesuai yang ada di buku. Jadi tidak menggunakan metode apapun..</p> <p>f. iya</p>

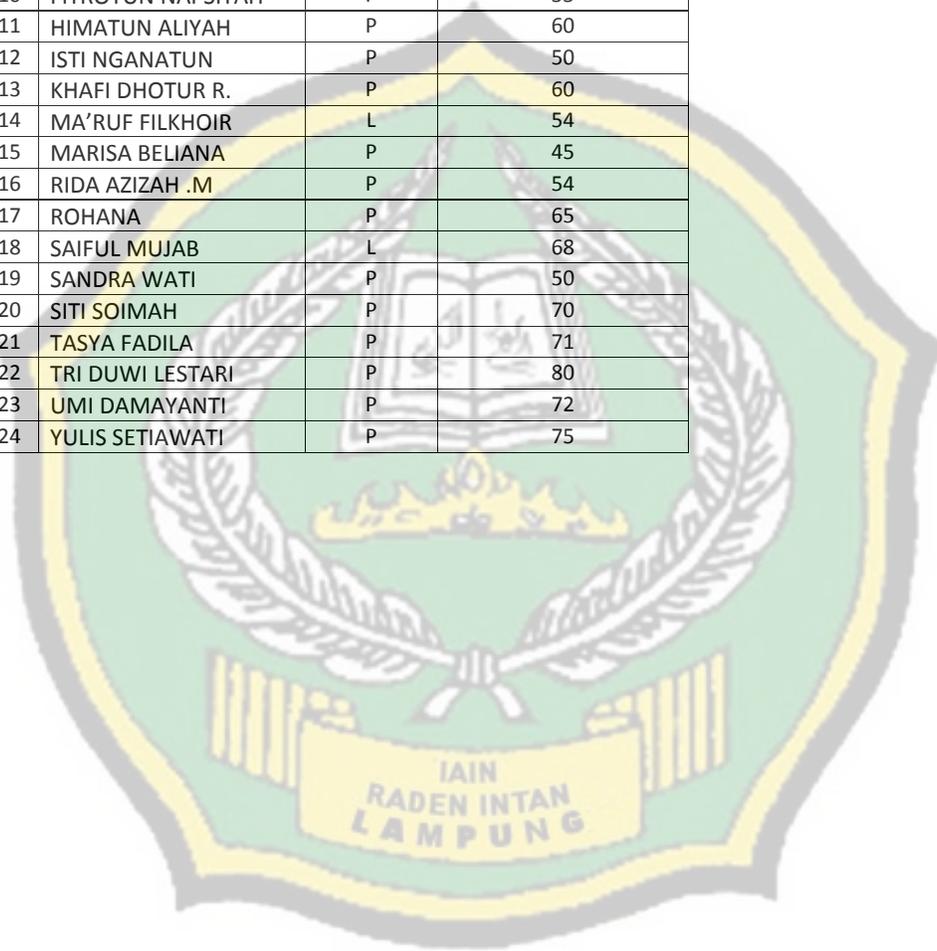
2.	Ma'ruf Firkhoir	<p>a. Apakah kamu menyukai pelajaran bahasa inggris?</p> <p>b. Bagaimana perasaan kamu ketika gurumu sedang mengajar?</p> <p>c. Apakah gurumu ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?</p> <p>d. Apakah kalian kesulitan dalam belajar pelajaran bahasa inggris?</p> <p>e. Metode apa yang gurumu gunakan ketika mengajar?</p> <p>F. Apakah anda mengalami kesulitan dalam mengartikan makna dan mengucapkan kosakata?</p>	<p>a. Saya menyukai pelajaran bahasa inggris</p> <p>b. Saya merasakan senang akan tetapi sedikit malas karena guru hanya menjelaskan dan memberikan tugas</p> <p>c. Guru saya tidak pernah menggunakan teknik atau cara khusus ketika mengajar.</p> <p>d. Saya merasakan kesulitan dalam mempelajari pelajaran bahasa inggris ketika dalam pengucapan kata dan memahami makna.</p> <p>e. Guru hanya menggunakan metode ceramah dia hanya menjelaskan lalu kami di suruh mengerjakan tugas.</p> <p>f. Iya</p>
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3.	Dita Khoirunnisa	<p>a. Apakah kamu menyukai pelajaran bahasa inggris?</p> <p>b. Bagaimana perasaan kamu ketika gurumu sedang mengajar?</p> <p>c. Apakah gurumu ketika mengajar didalam kelas menggunakan teknik mengajar yang menyenangkan?</p> <p>d. Apakah kalian kesulitan dalam belajar pelajaran bahasa inggris?</p> <p>e. Metode apa yang gurumu gunakan ketika mengajar</p> <p>f. Apakah anda mengalami kesulitan dalam mengartikan makna dan mengucapkan kosakata ?</p>	<p>a. Saya tidak menyukai pelajaran bahasa inggris</p> <p>b. Saya merasakan sedikit bosan karena guru hanya menjelaskan dan memberikan tugas</p> <p>c. Guru saya tidak pernah menggunakan teknik atau cara khusus ketika mengajar. Hanya menjelaskan selanjutnya memberikan tugas.</p> <p>d. Saya merasakan sedikit kesulitan dalam mempelajari pelajaran bahasa inggris ketika dalam pengucapan kata dan memahami makna.</p> <p>e. Guru hanya menggunakan metode ceramah saja. Selanjutnya dia hanya menjelaskan lalu kami di suruh mengerjakan tugas.</p> <p>f. Tidak terlalu banyak mengalami kesulitan.</p>
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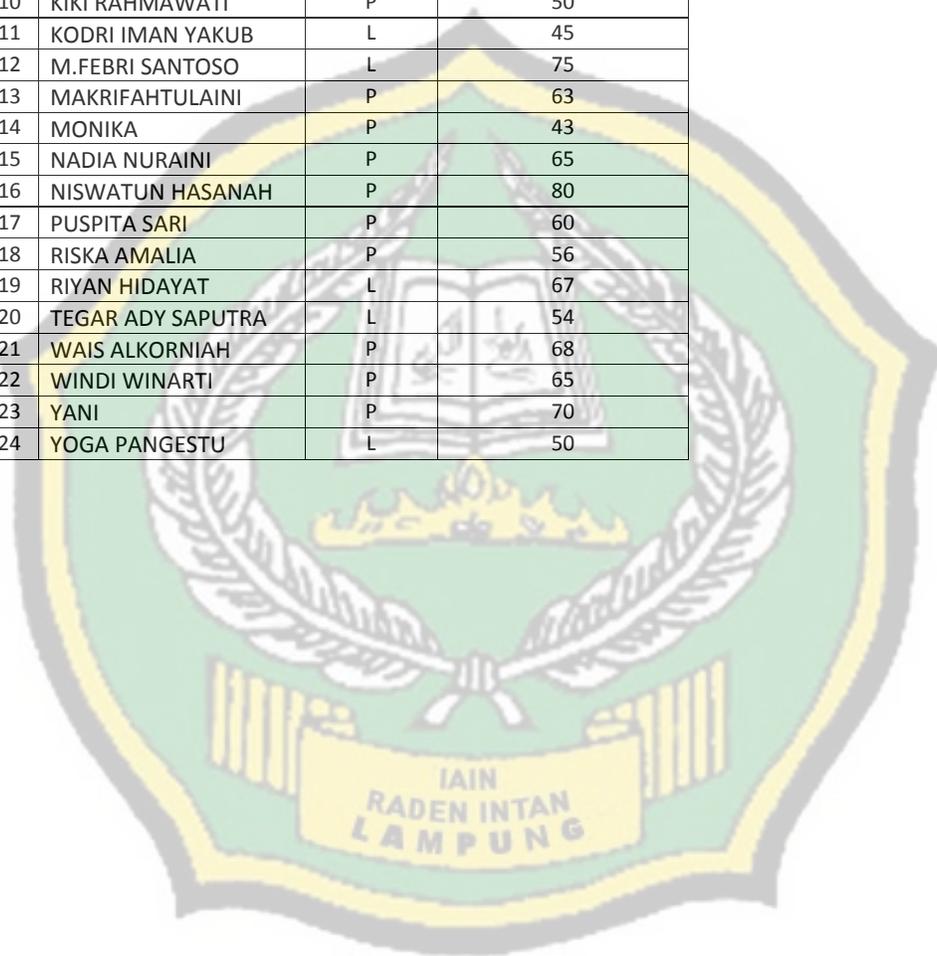
**DAFTAR TEST VOCABULARY SEMESTER GANJIL MATA PELAJARAN BAHASA INGGRIS KELAS VII A MTs
MIFTAHUL ULUM KOTABARU TP.2015/2016**

NO	NAMA SISWA	L/P	NILAI
1	AHMAD FIKRI .K	L	50
2	AMELIA FEBRIYANTI	P	64
3	ANA ROH ASIH	P	76
4	ARDIANSYAH	L	70
5	DEWI FATMASARI	P	43
6	DITA KHOIRUNNISA	P	56
7	ELMA TRIANA	P	70
8	ELSA NUR SHIFA	P	74
9	FIRMAN MAULANA	L	70
10	FITROTUN NAPSIYAH	P	55
11	HIMATUN ALIYAH	P	60
12	ISTI NGANATUN	P	50
13	KHAFI DHOTUR R.	P	60
14	MA'RUF FILKHOIR	L	54
15	MARISA BELIANA	P	45
16	RIDA AZIZAH .M	P	54
17	ROHANA	P	65
18	SAIFUL MUJAB	L	68
19	SANDRA WATI	P	50
20	SITI SOIMAH	P	70
21	TASYA FADILA	P	71
22	TRI DUWI LESTARI	P	80
23	UMI DAMAYANTI	P	72
24	YULIS SETIAWATI	P	75



**DAFTAR TEST VOCABULARY SEMESTER GANJIL MATA PELAJARAN BAHASA INGGRIS KELAS VII B MTs
MIFTAHUL ULUM KOTABARU TP.2015/2016**

NO	NAMA SISWA	L/P	NILAI
1	AKBAR	L	50
2	AMBAR RUMINI	P	53
3	ANISA ISNA FITRIANI	P	45
4	ASEP WIBOWO	L	60
5	DARWAN	L	60
6	DINI ISMARA	P	72
7	EVENDI YAHYA	L	54
8	FENNY SEPTIKA W.	P	70
9	FERI ARDIYANTO	L	64
10	KIKI RAHMAWATI	P	50
11	KODRI IMAN YAKUB	L	45
12	M.FEBRI SANTOSO	L	75
13	MAKRIFAHTULAINI	P	63
14	MONIKA	P	43
15	NADIA NURAINI	P	65
16	NISWATUN HASANAH	P	80
17	PUSPITA SARI	P	60
18	RISKA AMALIA	P	56
19	RIYAN HIDAYAT	L	67
20	TEGAR ADY SAPUTRA	L	54
21	WAIS ALKORNIAH	P	68
22	WINDI WINARTI	P	65
23	YANI	P	70
24	YOGA PANGESTU	L	50



**DAFTAR TEST VOCABULARY SEMESTER GANJIL MATA PELAJARAN BAHASA INGGRIS KELAS VII C MTs
MIFTAHUL ULUM KOTABARU TP.2015/2016**

NO	NAMA SISWA	L/P	NILAI
1	ADITYA RANGGA P.	L	64
2	ANA NUR DIANA	P	50
3	CANDRA KIKI R.	P	70
4	DELLA PUSPITA	P	45
5	DIMAS ADI KUSUMA	L	70
6	EVA ANJAR SARI	P	56
7	FADLY JAMALUL INSAN	L	60
8	LIZA SEFIANA SARI	P	64
9	MIFTAHUL IKHWAN	L	63
10	MIFTAHUL IMAN	L	45
11	MUKHLIS NASIRUL	L	50
12	PINGKAN MARSALENA	P	52
13	REHAN FEBIAN	L	60
14	RITA RAHMA WATI	P	65
15	SITI HUMAIRAH	P	64
16	SITI MAYSAROH	P	63
17	TOHAR	L	80
18	TRI ALFA ALFIANA	P	45
19	TRI APRILIA	P	50
20	TRIAS RAHAYU WILLIS	P	75
21	UMI QONI'AH	P	72
22	UMMY SHOLEHA	P	67
23	WINDRI AYU SAFITRI	P	45
24	YOGA ADITIA	L	67

KOTABARU, 2015
GURU BAHASA INGGRIS

ASYALISUL USWATUN HASANAH,S.Pd

Appendix 4

The Items of Pre Test

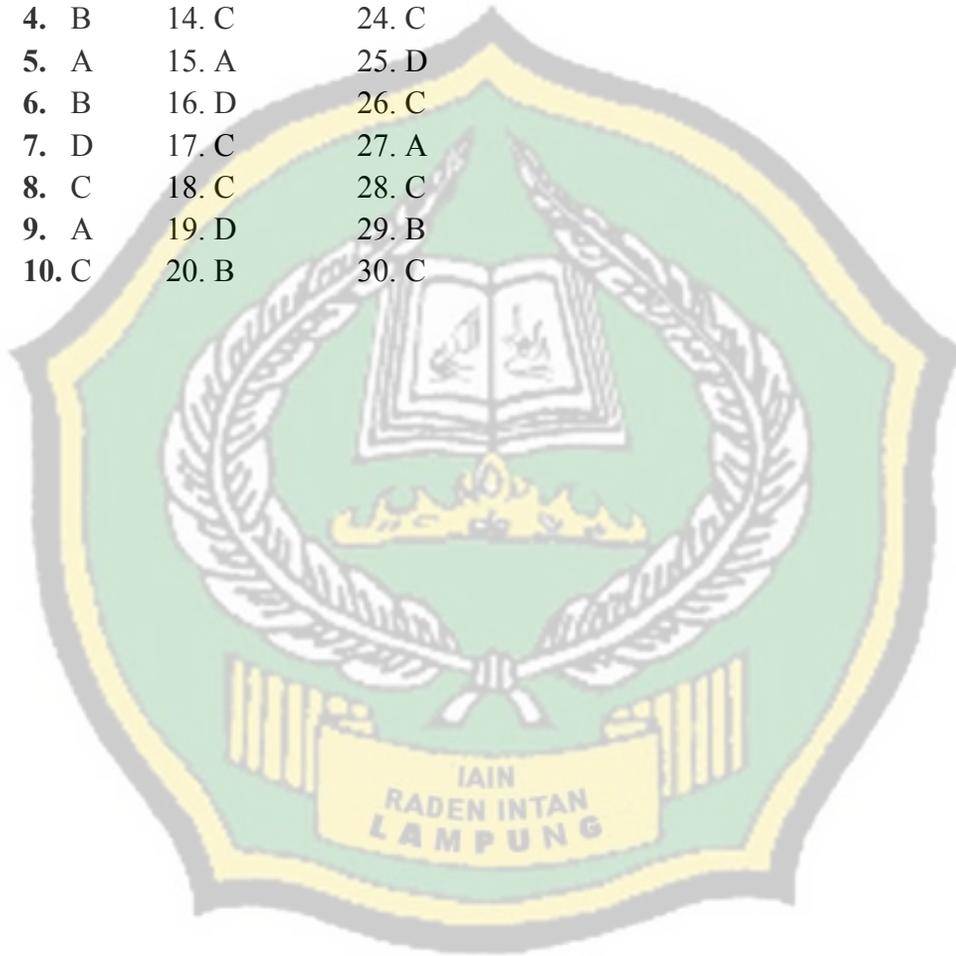
1. I ... the book last week
 - a. send
 - b. sent
 - c. sending
 - d. sends
2. You can ... down on the chair
 - a. sit
 - b. sitting
 - c. are sitting
 - d. sits
3. The manager ... in the office 3 hours ago
 - a. arrive
 - b. arrives
 - c. arrived
 - d. arriving
4. After drinking the milk, Vladimir ... green
 - a. turn
 - b. turned
 - c. turns
 - d. turner
5. Please do not ... here
 - a. cry
 - b. crying
 - c. cries
 - d. are cry
6. They ... him a place last year
 - a. denied
 - b. denies
 - c. deny
 - d. denier
7. I came to the bank when you came to my house. What is the synonym from the underline word?
 - a. go
 - b. going
 - c. went
 - d. arrive
8. I have ... every morning
 - a. cook
 - b. cooked
 - c. cooks
 - d. cooking
9. She has ... in the pool
 - a. swum
 - b. swim
 - c. swam
 - d. swimming
10. She ... him a note every week
 - a. posting
 - b. poster
 - c. posts
 - d. post
11. My sister always listen the music. The underlined word has same meaning to ...
 - a. talk
 - c. hear

- b. differ d. allow
12. My father always comes on time. The underlined word has the same meaning to ...
- a. sees c. does
b. arrives d. go
13. Duck has filed in the sky for 1 hour. The underlined word has same meaning as...
- a. wing c. fear
b. fast d. fair
14. I buy book. The antonym of “ buy “ is ...
- a. buying c. sell
b. cell d. bought
15. Allice has appeared happy since you have been at home. What is the antonym of the underlined word?
- a. disappeared c. appears
b. appearing d. gone
16. My grandmother bought this coffee pot 5 years ago. What is the antonym of the underlined word?
- a. buy c. sold
b. buys d. sell
17. I slept in your room last night. What is the antonym of the underlined word?
- a. sleep c. wake up
b. walk d. run
18. My mother always comes on time. What is the antonym of the underlined word?
- a. stay c. go
b. run d. arrive
19. Alex studies English every week. The underlined word has the same meaning with ...
- a. study c. studying
b. read d. learns
20. We looked an accident on our way to school yesterday. The underlined word has the same meaning to ...
- a. talk c. speak
b. see d. yell
21. The door is opened by Andi. What is the antonym of the underlined word?
- a. took c. closed

- b. takes d. fix
22. She requires a pen. The underlined word has the same meaning to ...
a. needs c. buys
b. takes d. give
23. My neighbor called me last night. The synonym from the underline word is...
a. hear c. speak
b. phoned d. calls
24. My mother accept the letter from his brother in the market. What is the antonym of the underlined word?
a. add c. reject
b. appear d. arrest
25. I drink water every day. The opposite meaning of the underlined word is ...
a. exciting c. drunk
b. drinking d. eat
26. She accepted the money from her parents. The word “accepted” has similar meaning with ...
a. give c. receive
b. waste d. reject
27. You see more relaxed now. The synonym from the underlined word is ...
a. look c. saw
b. seem d. looking
28. My friend and I have followed English course since last year. What is the antonym of the underlined word?
a. wake c. lead
b. study d. seek
29. Romeo and Juliet is my father’s favorite play, he has watch it six times. The synonym from the underline word is...
a. look c. saw
b. seen d. see
30. May I borrow your book. The antonym of the underlined word is ...
a. buy c. return
b. bring d. give

Answer Key of the Items of Pre Test

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. A |
| 2. A | 12. B | 22. A |
| 3. C | 13. A | 23. C |
| 4. B | 14. C | 24. C |
| 5. A | 15. A | 25. D |
| 6. B | 16. D | 26. C |
| 7. D | 17. C | 27. A |
| 8. C | 18. C | 28. C |
| 9. A | 19. D | 29. B |
| 10. C | 20. B | 30. C |



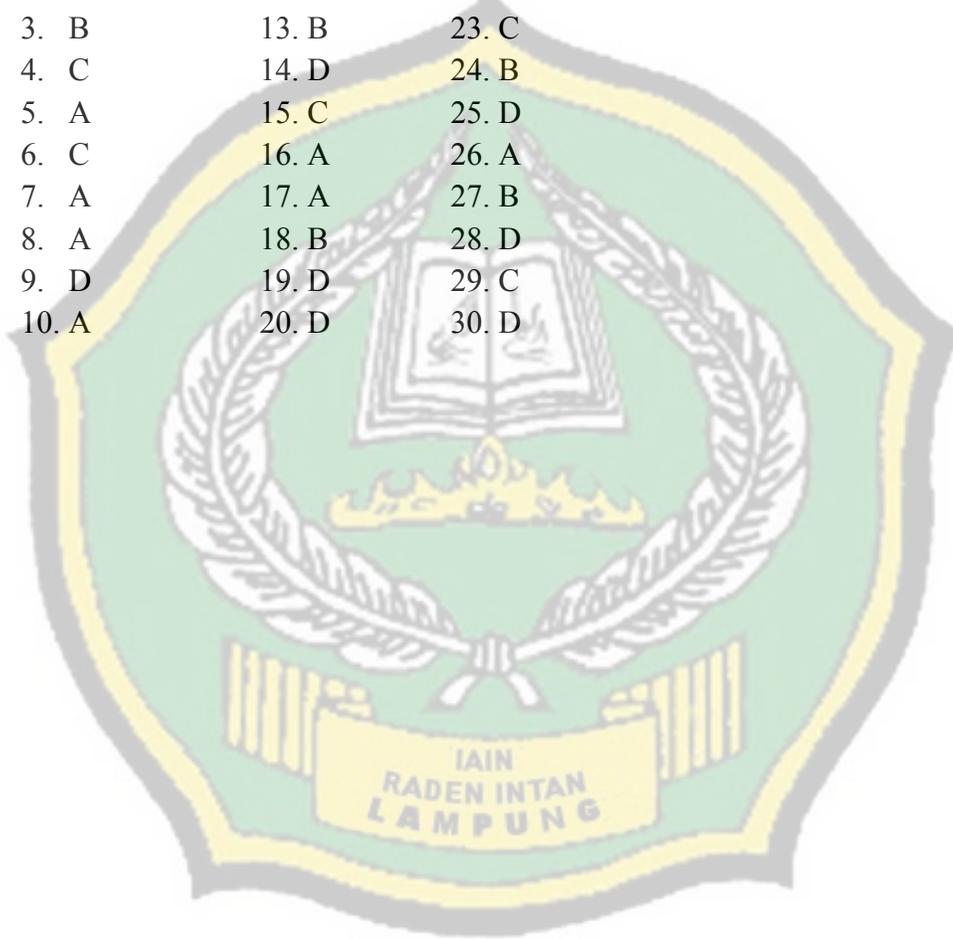
Appendix 5
The Items of Post Test

1. I ... him meal every morning
 - a. serves
 - b. serve
 - c. service
 - d. serving
2. I do not ... to school on Sunday
 - a. goes
 - b. going
 - c. go
 - d. went
3. He ... in Jakarta 3 hours ago
 - a. stay
 - b. stayed
 - c. stays
 - d. staying
4. I have ... this book last 2 hours
 - a. reads
 - b. reading
 - c. read
 - d. write
5. My mother delivers some foods to me in boarding house. The synonym of "deliver" is ...
 - a. sent
 - b. bring
 - c. take
 - d. give
6. They always ... a car every year
 - a. cell
 - b. seller
 - c. sell
 - d. teller
7. They have ... him a job since last year
 - a. promised
 - b. promising
 - c. promise
 - d. promis
8. She never ... him a picture
 - a. shows
 - b. shower
 - c. show
 - d. showing
9. I sent the letter to you last year. The antonym from underline word is...
 - a. gets
 - b. gave
 - c. delivered
 - d. received
10. A student must ... homework every day
 - a. do
 - b. done
 - c. did
 - d. doing
11. I ask to my tour guide the mount Merapi danger, a thousand of people were evacuated from their homes to safe place near Yogyakarta Palace. The synonym of 'ask' is...
 - a. question
 - c. send

23. My mother stays in the house. The antonym “stay” is...
- a. leave
 - b. see
 - c. go
 - d. pretentious
24. Don’t spit on the floor. The underline word has apposite meaning with ...
- a. take
 - b. swallow
 - c. throw
 - d. bring
25. I have drunk water last night. The underline word has opposite meaning with...
- a. ask
 - b. draw
 - c. drink
 - d. eat
26. My brother choose flower to her girl friend. The underlined word has antonym meaning with ...
- a. reject
 - b. studied
 - c. dare
 - d. allow
27. I have carried flower last week. The synonym of underline word is...
- a. grow
 - b. bring
 - c. take
 - d. gives
28. I have answered the questions after wearing the wedding dress last night. The antonym of “answer” is...
- a. look
 - b. replay
 - c. speak
 - d. question
29. I have travelled in Bali last year. The opposite “travelled” is ...
- a. vacation
 - b. trip
 - c. stayed
 - d. gone
30. Today is Nadine’s birthday. She is very happy because she gets many gifts from her friends. The synonym of underline word is...
- a. provides
 - b. gives
 - c. takes
 - d. receives

Answer Key the Items of Post Test

- | | | |
|-------|-------|-------|
| 1. A | 11. A | 21. C |
| 2. C | 12. D | 22. C |
| 3. B | 13. B | 23. C |
| 4. C | 14. D | 24. B |
| 5. A | 15. C | 25. D |
| 6. C | 16. A | 26. A |
| 7. A | 17. A | 27. B |
| 8. A | 18. B | 28. D |
| 9. D | 19. D | 29. C |
| 10. A | 20. D | 30. D |

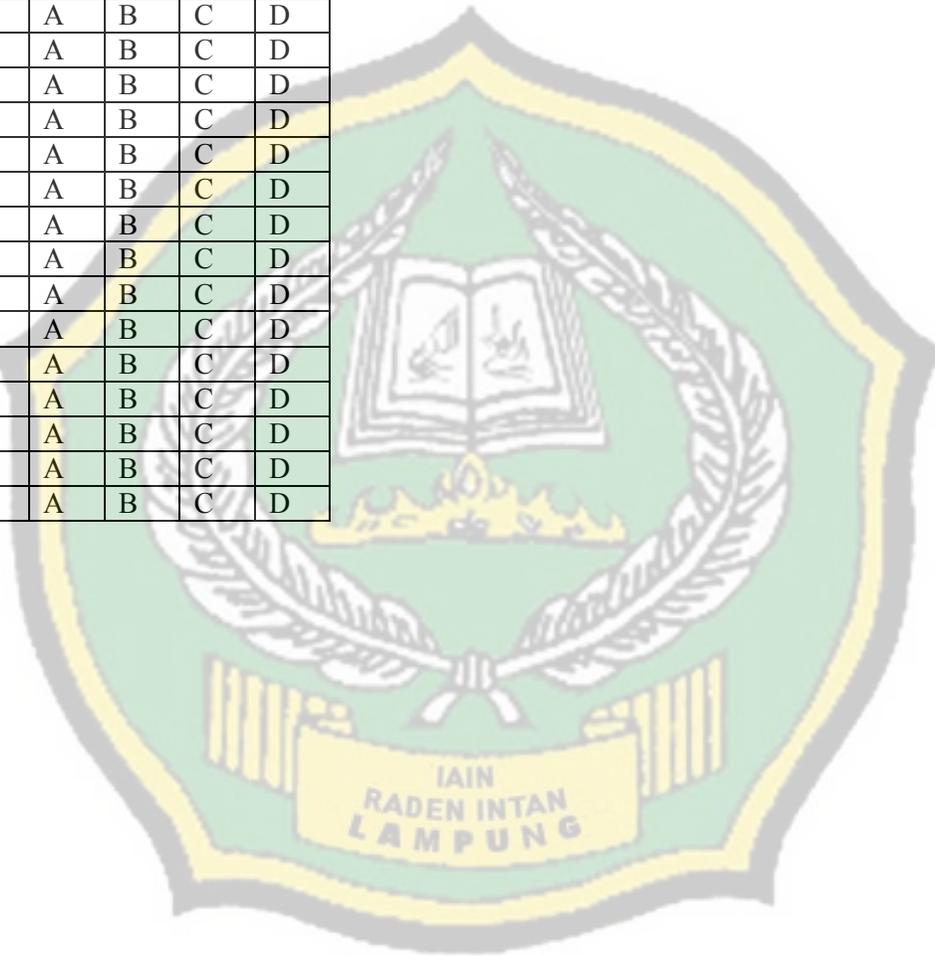


Answer Sheet Pre Test in Experimental Class Vocabulary Test

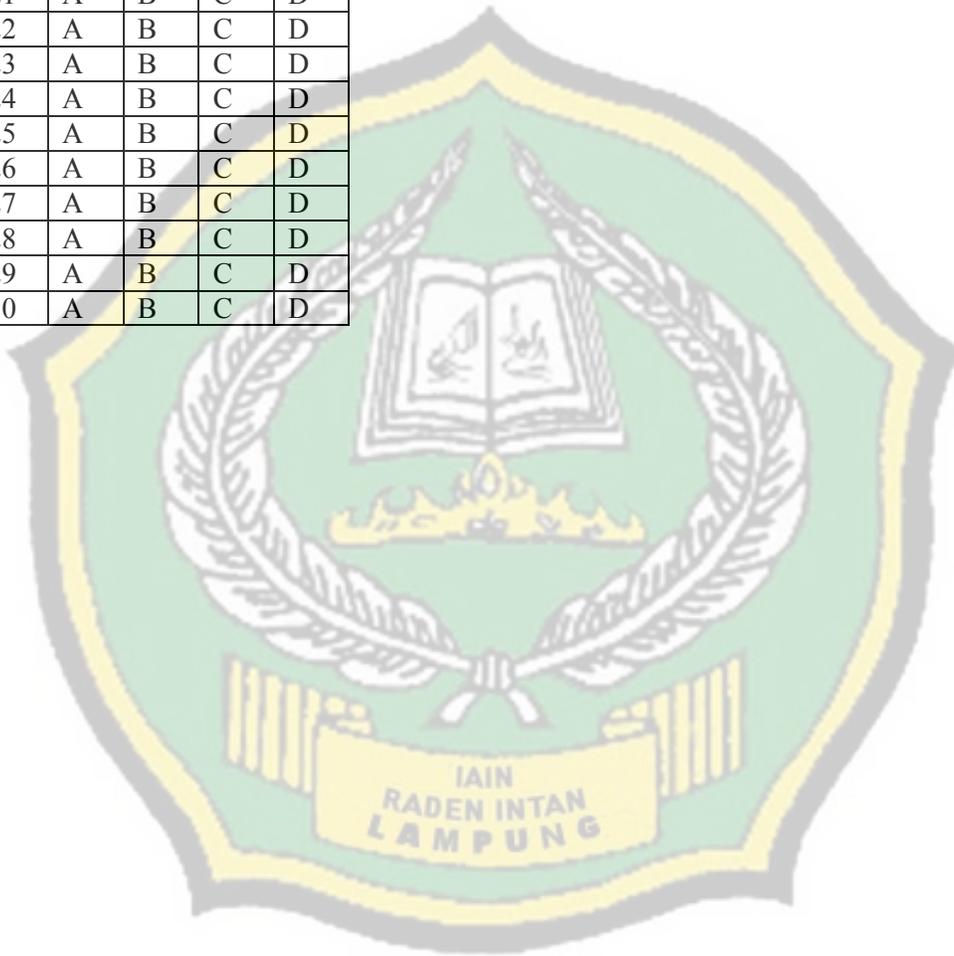
Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D



16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

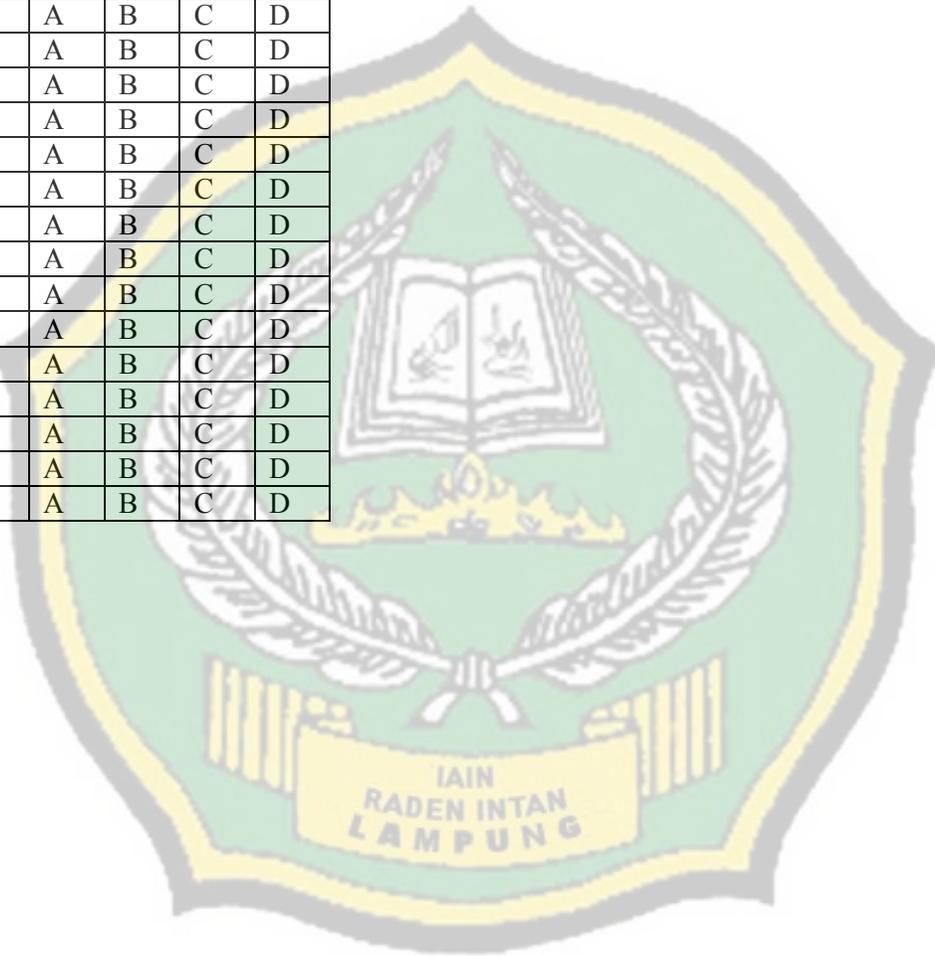


Answer Sheet Post Test in Experimental Class Vocabulary Test

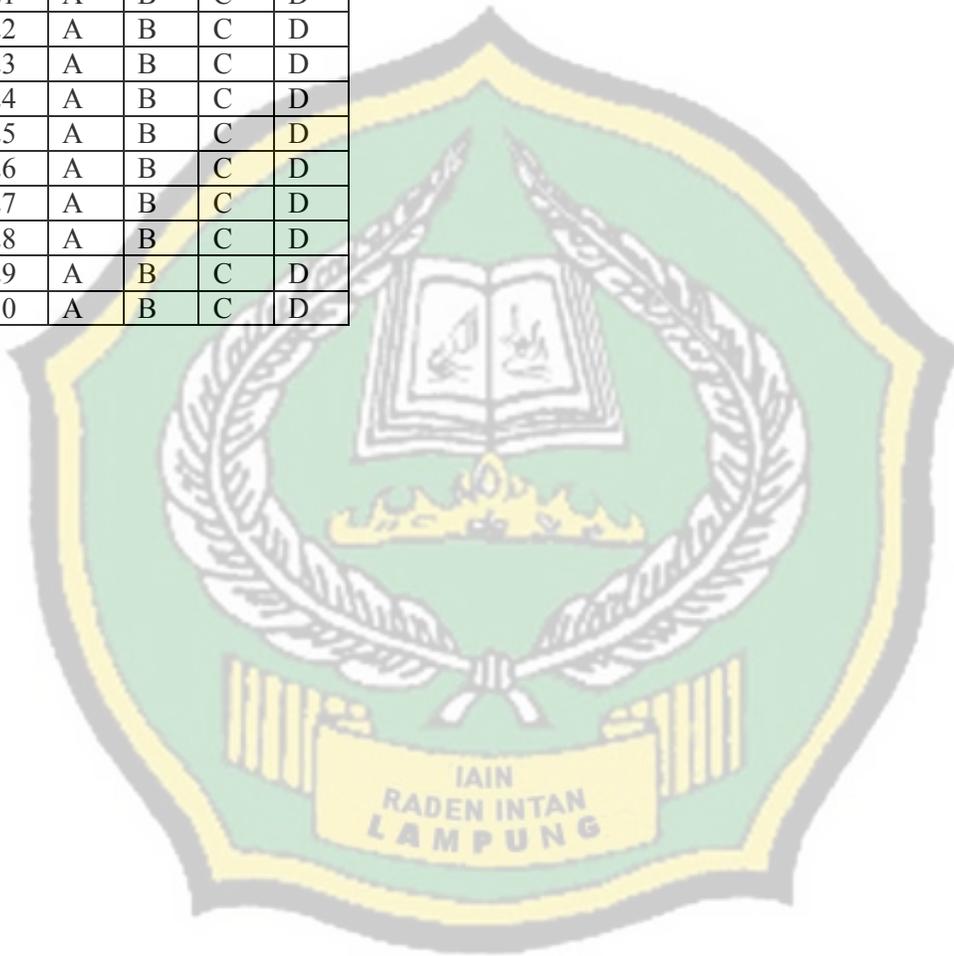
Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D



16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

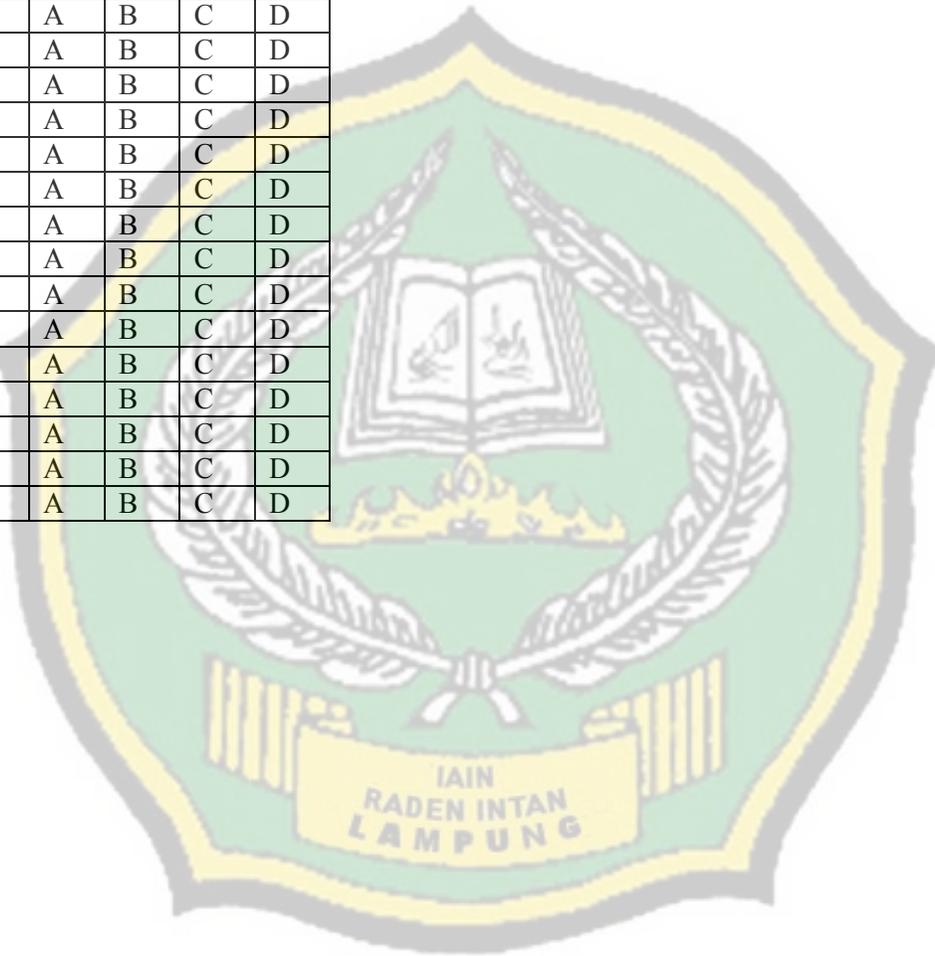


Answer Sheet Pre Test in Control Class Vocabulary Test

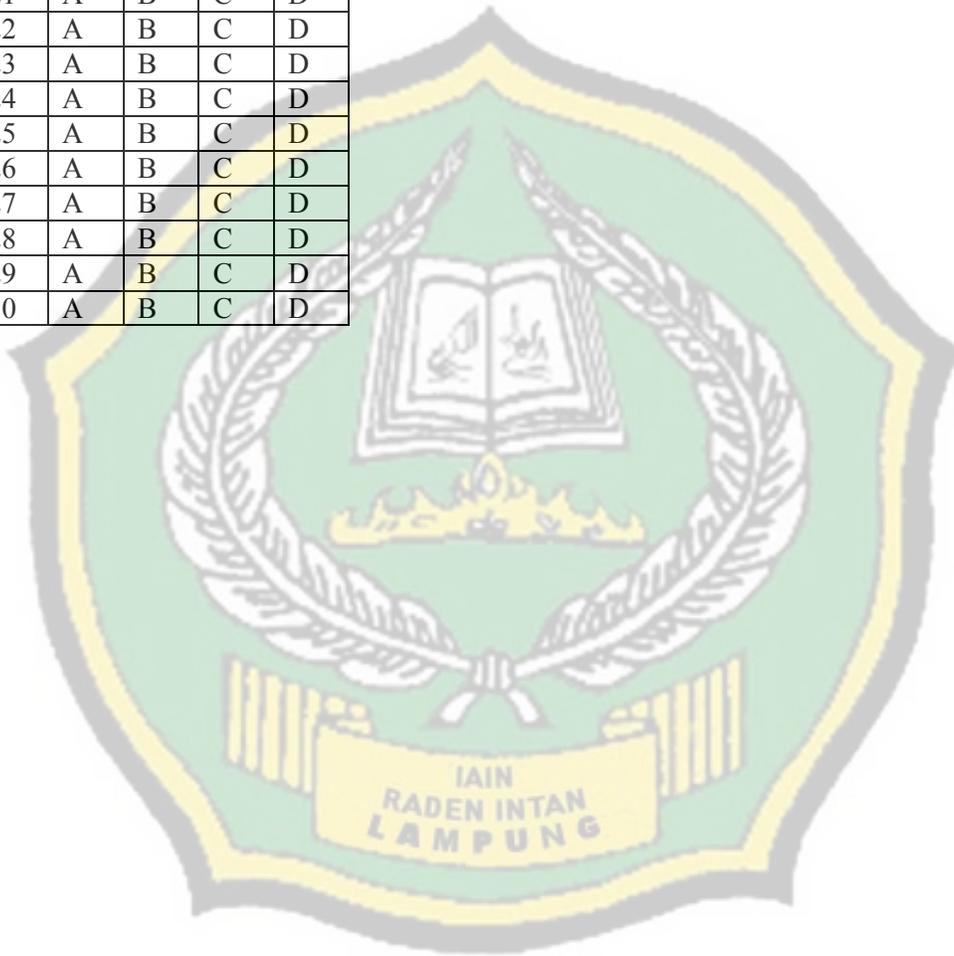
Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D



16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D



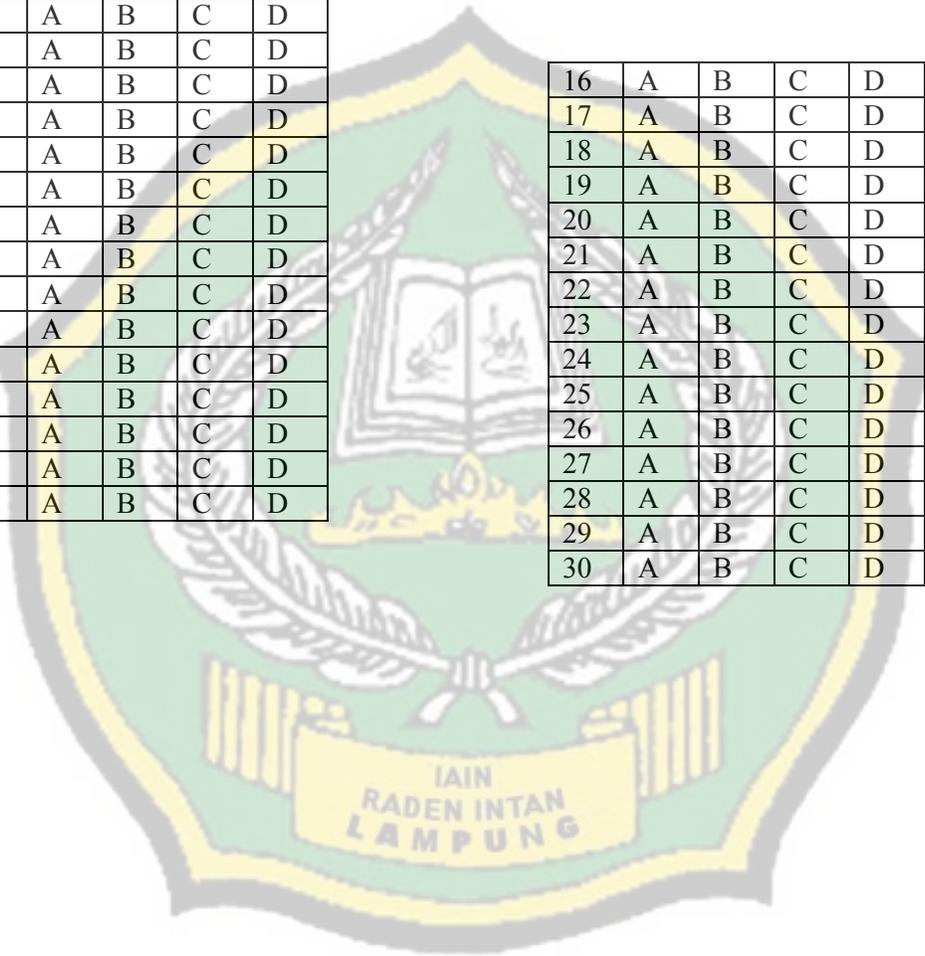
Answer Sheet Post Test in Control Class Vocabulary Test

Name :

Class :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D



Rekap Analisis Butir Soal Pre test Vocabulary Mastery after Tryout

Rata-Rata = 30.94

Simpang Baku = 6.86

Korelasi XY = 0.70

Reliabilitas Tes = 0.82

Butir Soal = 50

Jumlah Subyek = 18

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	20.00	Mudah	0.256	-
2	60.00	Mudah	0.404	Sangat Signifikan
3	60.00	Sedang	0.347	Signifikan
4	40.00	Sedang	0.365	Sangat Signifikan
5	0.00	Mudah	-0.061	-
6	40.00	Sedang	0.365	Sangat Signifikan
7	40.00	Sedang	0.489	Sangat Signifikan
8	60.00	Sedang	0.489	Sangat Signifikan
9	0.00	Sedang	-0.059	-
10	0.00	Mudah	0.069	-
11	60.00	Mudah	0.348	Signifikan
12	40.00	Sukar	0.396	Sangat Signifikan
13	60.00	Sedang	0.472	Sangat Signifikan
14	20.00	Mudah	0.292	signifikan
15	-20.00	Sedang	-0.147	-
16	40.00	Sedang	0.403	Sangat Signifikan
17	40.00	Sedang	0.540	Sangat Signifikan
18	0.00	Sedang	-0.075	-
19	20.00	Mudah	0.125	-
20	20.00	Sedang	0.224	-
21	40.00	Sedang	0.386	Sangat Signifikan
22	0.00	Sedang	0.010	-
23	60.00	Sedang	0.501	Sangat Signifikan
24	80.00	Sedang	0.665	Sangat Signifikan
25	60.00	Mudah	0.385	Sangat Signifikan
26	20.00	Sedang	0.118	-
27	40.00	Sedang	0.294	Signifikan
28	60.00	mudah	0.627	Sangat Signifikan
29	60.00	Sedang	0.465	Sangat Signifikan
30	20.00	Sedang	0.314	Signifikan
31	40.00	Mudah	0.348	Signifikan
32	40.00	Sedang	0.259	-
33	60.00	Sedang	0.383	Sangat Signifikan
34	60.00	Mudah	0.515	Sangat Signifikan
35	60.00	Sedang	0.386	Sangat Signifikan
36	0.00	Sedang	-0.024	-
37	60.00	Sedang	0.383	Sangat Signifikan
38	0.00	Sedang	-0.006	-

٣٩	60.00	sukar	0.507	Sangat Signifikan
٤٠	40.00	Sedang	0.445	Sangat Signifikan
٤١	60.00	Sedang	0.418	Sangat Signifikan
٤٢	20.00	Sedang	0.082	-
٤٣	20.00	Sukar	0.247	-
٤٤	40.00	Sedang	0.448	-
٤٥	-20.00	Mudah	-0.321	-
٤٦	20.00	Mudah	0.311	Signifikan
٤٧	20.00	Sedang	0.188	-
٤٨	0.00	Mudah	0.032	-
٤٩	20.00	Sedang	0.291	Signifikan
٥٠	40.00	sedang	0.335	-



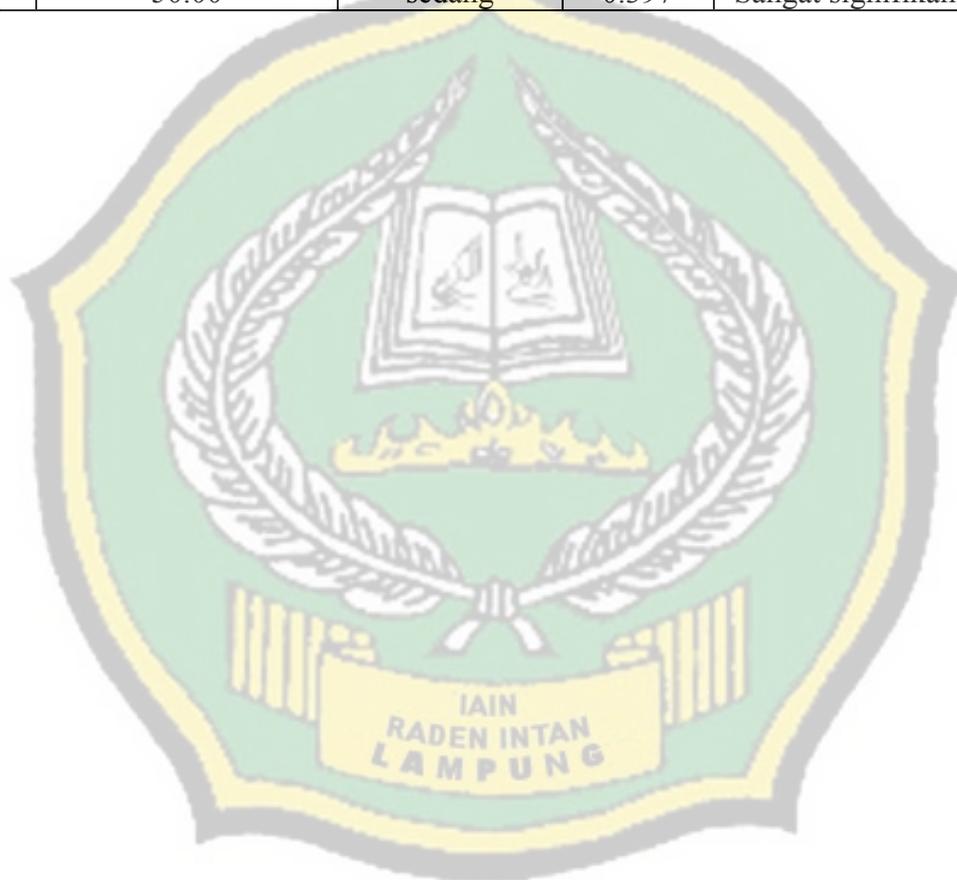
Rekap Analisis Butir Soal Post test Vocabulary Mastery after Tryout

Rata-Rata = 21.80 Simpang Baku = 6.75 Korelasi XY = 0.75

Reliabilitas Tes = 0.86 Butir Soal = 50 Jumlah Subyek = 15

Butir Asli	Daya Pembeda (%)	Tingkat Kesukaran	Korelasi	Sign. Korelasi
1	50.00	Mudah	0.444	Sangat signifikan
2	0.00	sukar	-0.143	-
3	75.00	Sedang	0.496	sangat Signifikan
4	25.00	Sedang	0.350	Signifikan
5	25.00	sedang	0.330	signifikan
6	-25.00	Sedang	0.108	-
7	50.00	Sedang	0.260	-
8	25.00	Sedang	0.359	Sangat Signifikan
9	-25.00	mudah	-0.018	-
10	50.00	sukar	0.504	Sangat signifikan
11	0.00	sukar	0.197	-
12	50.00	Sedang	0.279	Signifikan
13	0.00	Sukar	0.015	-
14	25.00	sukar	0.022	-
15	25.00	Sukar	0.450	Sangat signifikan
16	75.00	Sukar	0.654	Sangat Signifikan
17	25.00	Sedang	0.274	Signifikan
18	25.00	Sedang	0.279	Signifikan
19	50.00	sedang	0.381	Signifikan
20	50.00	Sedang	0.299	Signifikan
21	25.00	Sukar	0.342	Signifikan
22	25.00	Sedang	0.369	Sangat signifikan
23	-25.00	Sedang	0.111	-
24	50.00	Sukar	0.603	Sangat Signifikan
25	25.00	sedang	0.299	Signifikan
26	25.00	Sedang	0.260	-
27	0.00	mudah	0.120	-
28	50.00	sukar	0.628	Sangat Signifikan
29	-25.00	Sedang	0.195	-
30	75.00	Sedang	0.484	Sangat Signifikan
31	0.00	sedang	0.173	-
32	-25.00	Sedang	-0.336	-
33	0.00	sukar	-0.061	-
34	50.00	sedang	0.421	Sangat Signifikan
35	25.00	Sedang	0.217	-
36	-75.00	Sedang	-0.088	-
37	25.00	sukar	0.577	Sangat Signifikan
38	25.00	Sangat sukar	0.042	-

٣٩	0.00	sedang	-0.156	-
٤٠	25.00	sukar	0.450	Sangat Signifikan
٤١	50.00	Sedang	0.347	Signifikan
٤٢	75.00	Sedang	0.547	Sangat signifikan
٤٣	0.00	Sedang	0.172	-
٤٤	25.00	Sangat sukar	0.613	Sangat Signifikan
٤٥	50.00	sedang	0.463	Sangat signifikan
٤٦	25.00	sedang	0.401	Sangat Signifikan
٤٧	0.00	Sedang	0.142	-
٤٨	75.00	sedang	0.418	Sangat signifikan
٤٩	100.00	Sedang	0.607	Sangat Signifikan
٥٠	50.00	sedang	0.397	Sangat signifikan





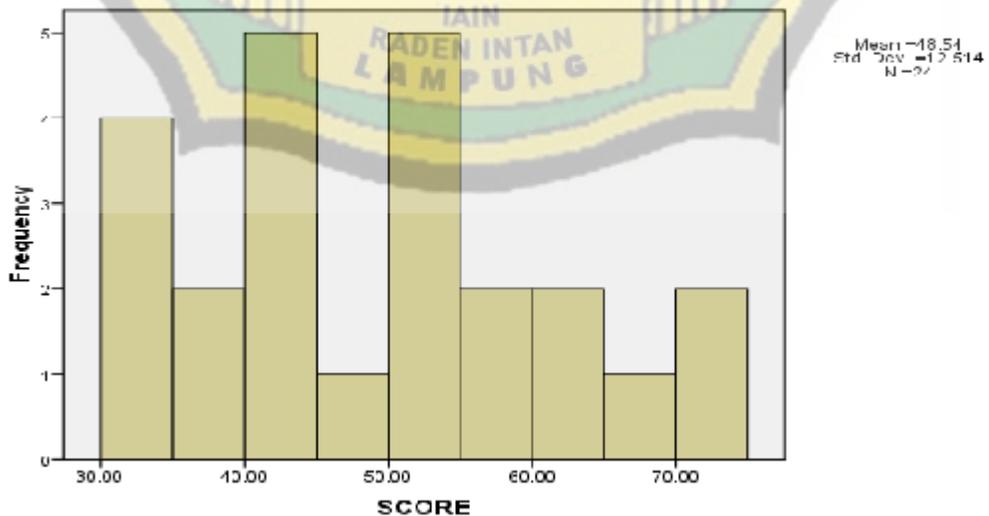


Result of Pretest in Experimental Class

Descriptives

TEKNIK			Statistic	Std. Error
SCORE	1	Mean	48.5417	2.55446
		95% Confidence Interval for Mean		
		Lower Bound	43.2574	
		Upper Bound	53.8260	
		5% Trimmed Mean	48.1852	
		Median	48.0000	
		Variance	156.607	
		Std. Deviation	12.51427	
		Minimum	30.00	
		Maximum	73.00	
		Range	43.00	
		Interquartile Range	19.00	
		Skewness	.419	.472
		Kurtosis	-.606	.918

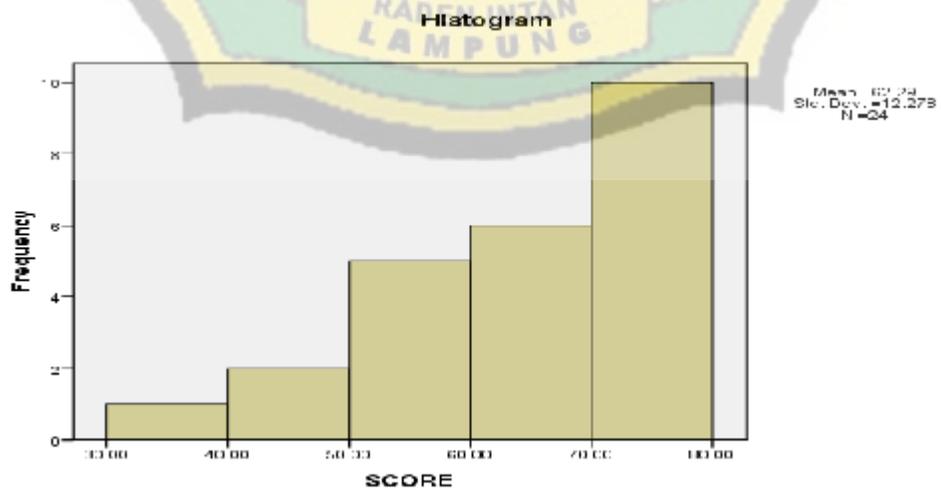
Histogram



Result of Posttest in Experimental Class

Descriptives

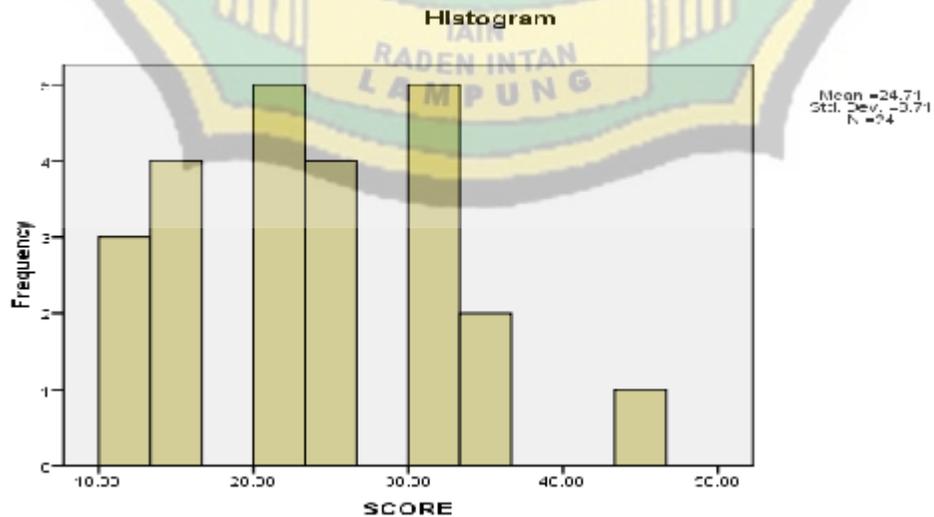
TEKNIK			Statistic	Std. Error
SCORE	1	Mean	62.2917	2.50614
		95% Confidence Interval for Mean		
		Lower Bound	57.1073	
		Upper Bound	67.4760	
		5% Trimmed Mean	63.2315	
		Median	63.0000	
		Variance	150.737	
		Std. Deviation	12.27751	
		Minimum	30.00	
		Maximum	76.00	
		Range	46.00	
		Interquartile Range	17.00	
		Skewness	-1.013	.472
		Kurtosis	.718	.918



Result of Pretest in Control Class

Descriptives

TEKNIK			Statistic	Std. Error
SCORE	1	Mean	24.7083	1.77796
		95% Confidence Interval for Mean		
		Lower Bound	21.0303	
		Upper Bound	28.3863	
		5% Trimmed Mean	24.2685	
		Median	24.5000	
		Variance	75.868	
		Std. Deviation	8.71021	
		Minimum	13.00	
		Maximum	46.00	
		Range	33.00	
		Interquartile Range	16.25	
		Skewness	.493	.472
		Kurtosis	-.157	.918



Result of Posttest in Control Class

Descriptives

TEKNIK			Statistic	Std. Error
SCORE	1	Mean	28.4583	1.83562
		95% Confidence Interval for Lower Bound	24.6611	
		Mean Upper Bound	32.2556	
		5% Trimmed Mean	27.9907	
		Median	30.0000	
		Variance	80.868	
		Std. Deviation	8.99265	
		Minimum	16.00	
		Maximum	50.00	
		Range	34.00	
		Interquartile Range	13.00	
		Skewness	.530	.472
		Kurtosis	.144	.918





For experiment class 1

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu
Mata pelajaran : Bahasa Inggris
Kelas : VII
Tema : Daily activity
Aspek/skill : Membaca
Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
2. Mengidentifikasi ciri kebahasaan teks yang dibaca.
3. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
2. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
3. Siswa mampu memahami teks fungsional pendek
4. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular

Library

A library is a place where we can borrow books. Do you think it is interesting to go to a library? A library has many kinds of books. There are school books, story books, dictionaries and others. In big libraries we can go round and choose books we want. In a small library we must ask the man in charge for what we want? Do you know how to borrow a book from a library?

I believe it is not difficult. Don't forget to write the number and the name of the author. After we sign the paper, then we hand it to the man in charge.

Metode pembelajaran

Ball game

Langkah-Langkah Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	<p>Pre activity</p> <ol style="list-style-type: none">1. Berdoa2. Mengucapkan ramah kepada siswa ketika masuk ruang kelas “Good morning student”3. Mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name”4. Guru menanyakan materi minggu lalu pada siswa “Do you remember our previous	10'	Religious Santun Disiplin Tanggung jawab

	lesson? What is it?"		
2	<p>Main activity</p> <p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan aspek dalam pelajaran bahasa inggris. 2. Guru menjelaskan tentang materi <i>action verb</i>. <p>Elaborasi</p> <ol style="list-style-type: none"> 1. Guru membagi kelas menjadi 2 kelompok, masing-masing kelompok terdiri dari 12 siswa. 2. Guru menjelaskan kepada siswa jenis kosakata yang akan dipelajari. Dalam hal ini guru akan membahas tentang action verb : transitif, transitif, verb form (V1, V2, V3), reguler dan irreguler. 3. Setelah menjelaskan materi, guru meminta satu kelompok untuk maju ke depan kelas dan membuat sebuah lingkaran. 4. Guru melempar bola ke siswa. 5. Siswa yang mendapatkan bola harus menjawab pertanyaan yang telah dipersiapkan oleh temannya dan melempar bola ke siswa lain. 6. Jika seorang siswa tidak bisa menjawab 	55'	<p>Kerja keras</p> <p>Komunikatif</p> <p>Rasa ingin tahu</p>

	<p>atau tidak ingat item lain, siswa harus 'keluar' dan permainan berlanjut sampai hanya satu siswa yang tersisa dan menjadi pemenang.</p> <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 2. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa, memberikan penguatan dan penyimpulan. 		<p>Komunikatif</p> <p>Kreatif</p>
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluas 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru menutup pelajaran dengan mengucapkan salam “Ok class, I think that’s all for today thank you for your attention and see you next meeting!” 	20’	Toleransi

Sumber belajar

1. Teks yang berkaitan tentang materi pelajaran.
2. Gambar-gambar yang relevan
3. Kamus bahasa inggris

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah,S.Pd

Rita Jayanti

1211040147

Mengetahui,

Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd I

NIP.



For experiment class 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu
Mata pelajaran : Bahasa Inggris
Kelas : VII
Tema : Daily activity
Aspek/skill : Membaca
Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
2. Mengidentifikasi ciri kebahasaan teks yang dibaca.
3. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
2. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
3. Siswa mampu memahami teks fungsional pendek
4. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular

Job

Raffi Ahmad his full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad. He was born on 17 February 1987 in Bandung, West Java. He is presenter and famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother Amy Qonita. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has special relationship. Let's say for example : Laudya Chintiya Bella, Velove Vexia and Yuni Shara. Raffi works as a presenter. He also works as an actor. Besides being a presenter and an actor, Raffi also works as a singer. Some of them are SCTV award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

Metode pembelajaran

Ball game

Langkah-Langkah Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas <i>"Good morning student"</i> 3. Mengecek kehadiran siswa <i>"I will check your attendance, please raise your hand and say present when you hear your name"</i> 4. Guru menanyakan materi minggu lalu pada siswa	10'	Religious Santun Disiplin Tanggung jawab

	<p>“Do you remember our previous lesson? What is it?”</p>		
2	<p>Main activity</p> <p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Guru menjelaskan aspek dalam pelajaran bahasa Inggris. 2. Guru menjelaskan tentang materi <i>action verb</i> <p>Elaborasi</p> <ol style="list-style-type: none"> 1. Guru membagi kelas menjadi 2 kelompok, masing-masing kelompok terdiri dari 12 siswa. 2. Guru menjelaskan kepada siswa jenis kosakata yang akan dipelajari. Dalam hal ini guru akan membahas tentang action verb : transitif, transitif, verb form (V1, V2, V3), reguler dan irregular. 3. Setelah menjelaskan materi, guru meminta satu kelompok untuk maju ke depan kelas dan membuat sebuah lingkaran. 4. Guru melempar bola ke siswa. 5. Siswa yang mendapatkan bola harus menjawab pertanyaan yang telah dipersiapkan oleh temannya dan melempar bola ke siswa lain. 6. Jika seorang siswa tidak bisa menjawab 	55'	<p>Kerja keras</p> <p>Komunikatif</p> <p>Rasa ingin tahu</p>

	<p>atau tidak ingat item lain, siswa harus 'keluar' dan permainan berlanjut sampai hanya satu siswa yang tersisa dan menjadi pemenang.</p> <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 2. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa, memberikan penguatan dan penyimpulan. 		<p>Komunikatif</p> <p>Kreatif</p>
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluasi 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru menutup pelajaran dengan mengucapkan salam “Ok class, I think that’s all for today thank you for your attention and see you next meeting!” 	20’	Toleransi

Sumber belajar

1. Teks yang berkaitan tentang action verb
2. Gambar-gambar yang relevan
3. Kamus bahasa inggris

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah, S.Pd

Rita Jayanti

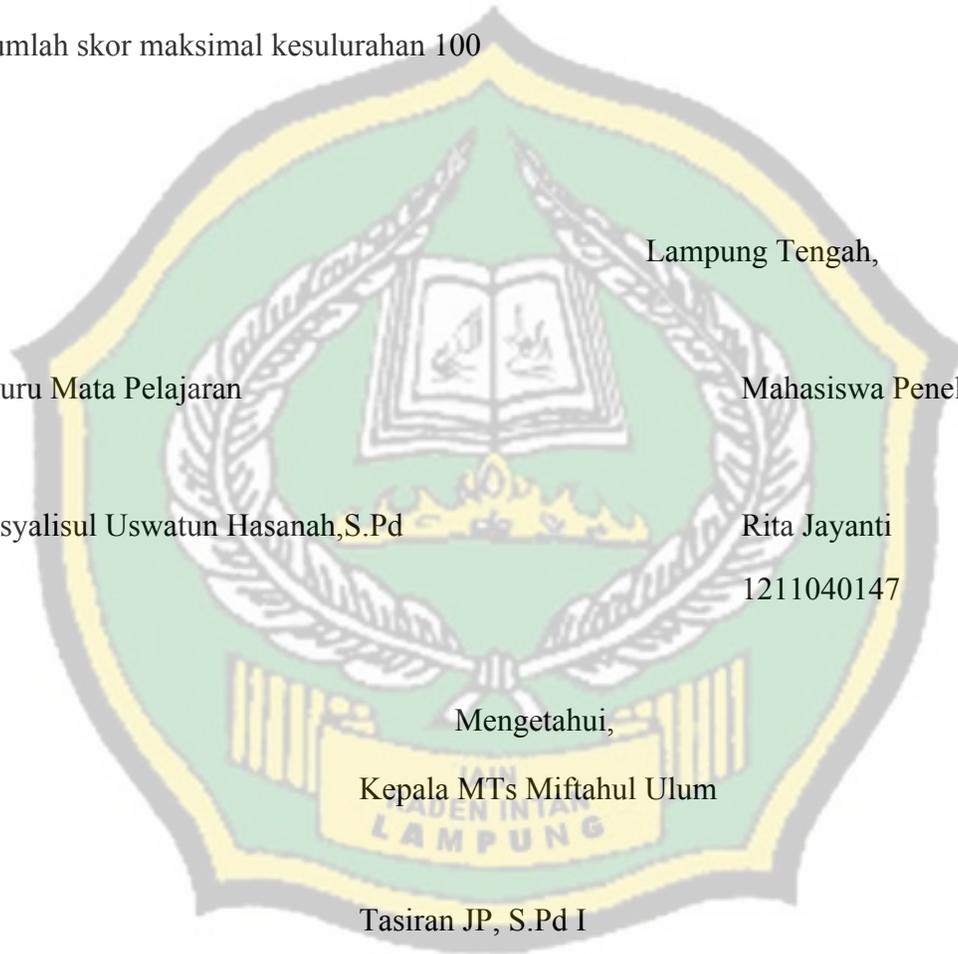
1211040147

Mengetahui,

Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd I

NIP.



For experiment class 3

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu
Mata pelajaran : Bahasa Inggris
Kelas : VII
Tema : Daily activity
Aspek/skill : Membaca
Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
2. Mengidentifikasi ciri kebahasaan teks yang dibaca.
3. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
2. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
3. Siswa mampu memahami teks fungsional pendek
4. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular

My Favorite Teacher

My favorite teacher is Mrs. Reni. She teach social lesson. She is about forty two years old. She lives in Jombang. She is tall and thin. She is also beautiful. She has long, straight, and black hair. Mrs. Reni has bright skin. Her eyes are black. Mrs. Reni is brilliant person. She is very patient and friendly. She always helps the students who have some problem. She also answer when her student ask to her. That is why a lot of student likes her very much. Mrs. Reni is really a good teacher.

Metode pembelajaran

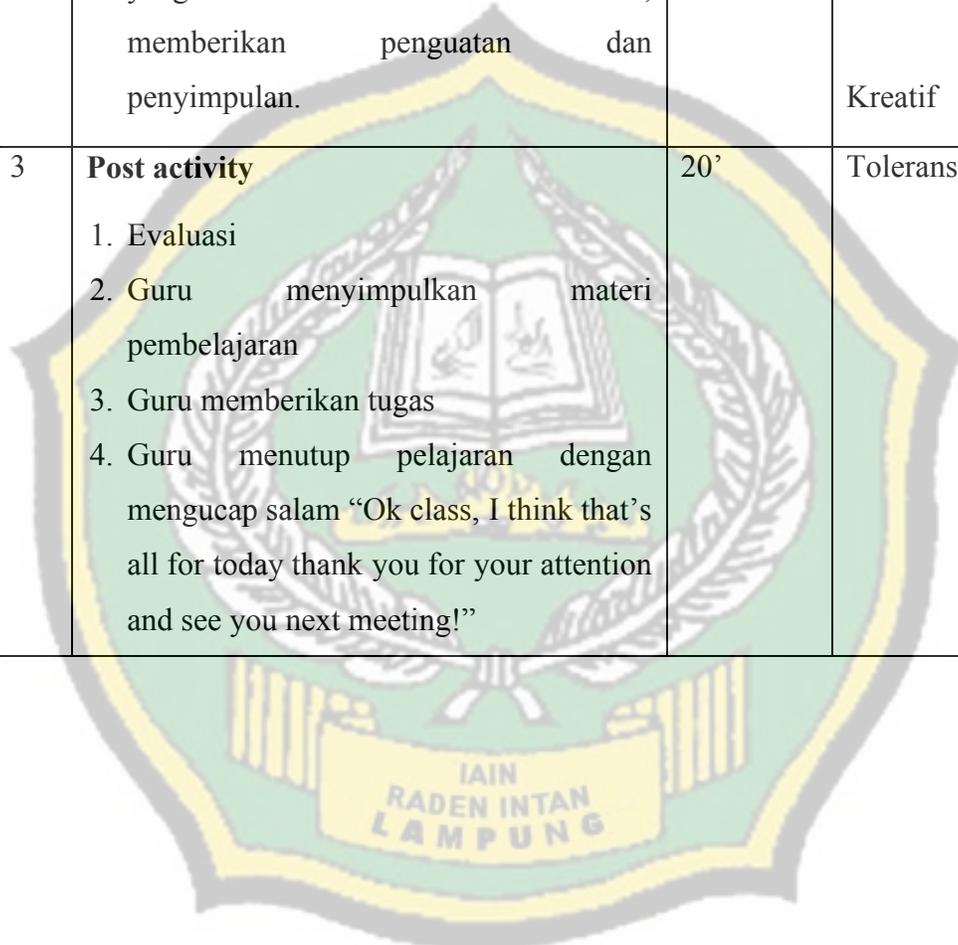
Ball game

Langkah-Langkah Pembelajaran

NO	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas “ <i>Good morning student</i> ” Mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” 3. Guru menanyakan materi minggu lalu pada siswa “Do you remmember our previous lesson? What is it?”	10’	Religious Santun Disiplin Tanggung jawab
2	Main activity Eksplorasi	55’	Kerja keras

	<p>1. Guru menjelaskan aspek dalam pelajaran bahasa Inggris.</p> <p>2. Guru menjelaskan tentang materi <i>action verb</i></p> <p>Elaborasi</p> <p>1. Guru membagi kelas menjadi 2 kelompok, masing-masing kelompok terdiri dari 12 siswa.</p> <p>2. Guru menjelaskan kepada siswa jenis kosakata yang akan dipelajari. Dalam hal ini guru akan membahas tentang action verb : transitif, transitif, verb form (V1, V2, V3), reguler dan irreguler.</p> <p>3. Setelah menjelaskan materi, guru meminta satu kelompok untuk maju ke depan kelas dan membuat sebuah lingkaran.</p> <p>4. Guru melempar bola ke siswa.</p> <p>5. Siswa yang mendapatkan bola harus menjawab pertanyaan yang telah dipersiapkan oleh temannya dan melempar bola ke siswa lain.</p> <p>6. Jika seorang siswa tidak bisa menjawab atau tidak ingat item lain, siswa harus 'keluar' dan permainan berlanjut sampai hanya satu siswa yang tersisa dan menjadi pemenang.</p>		<p>Komunikatif</p> <p>Rasa ingin tahu</p> <p>Komunikatif</p>
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	<p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 2. Guru bertanya jawab tentang hal-hal yang belum diketahui siswa, memberikan penguatan dan penyimpulan. 		Kreatif
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluasi 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru menutup pelajaran dengan mengucapkan salam “Ok class, I think that’s all for today thank you for your attention and see you next meeting!” 	20’	Toleransi



Sumber belajar

1. Teks yang berkaitan tentang daily activity
2. Gambar-gambar yang relevan
3. Kamus bahasa inggris

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah, S.Pd

Rita Jayanti

1211040147

Mengetahui,

Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd

NIP.





For control class 1

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu

Mata pelajaran : Bahasa Inggris

Kelas : VII

Tema : Daily activity

Aspek/skill : Membaca

Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
2. Mengidentifikasi ciri kebahasaan teks yang dibaca.
3. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

1. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
2. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
3. Siswa mampu memahami teks fungsional pendek
4. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular.

Library

A library is a place where we can borrow books. Do you think it is interesting to go to a library? A library has many kinds of books. There are school books, story books, dictionaries and others. In big libraries we can go round and choose books we want. In a small library we must ask the man in charge for what we want? Do you know how to borrow a book from a library?

I believe it is not difficult. Don't forget to write the number and the name of the author. After we sign the paper, then we hand it to the man in charge.

Metode pembelajaran

Translation technique

No	Kegiatan pembelajaran	Durasi	Karakter
1	<p>Pre activity</p> <ol style="list-style-type: none">1. Berdoa2. Mengucapkan ramah kepada siswa ketika masuk ruang kelas “<i>Good morning student</i>”3. Mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name”4. Guru menanyakan materi minggu lalu pada siswa “Do you remember our previous lesson? What is it?”	10'	Religious Santun Disiplin Tanggung jawab

2	<p>Main activity</p> <p>Eksplorasi</p> <ol style="list-style-type: none"> 1. Memberikan contoh descriptive teks. 2. Memberikan siswa untuk membaca teks tersebut dengan nyaring. 3. Memberikan beberapa pertanyaan di papan tulis yang berhubungan dengan teks dan meminta siswa menjawabnya. 4. Memberikan penjelasan tentang action verb (transive, intransitive, V1, V2, V3, regular dan irregular). <p>Elaborasi</p> <ol style="list-style-type: none"> 1. Dalam kegiatan penerjemahan kelas diperkenalkan secara eksplisit/umum dan diskusi tentang definisi terjemahan dan apa penerjemah perlu menerjemahkan dari satu bahasa ke bahasa lain. 2. Terjemahan diintegrasikan dalam kegiatan membaca untuk menemukan kosakata baru. 3. Penerjemahan dilakukan di kedua kalimat / kata (Inggris ke Indonesia) dan paragraph (Indonesia ke Bahasa Inggris) level. 4. Diberikan beberapa teks singkat untuk diterjemahan ke Indonesia atau 	55'	<p>Rasa ingin tahu</p> <p>Komunikatif</p> <p>Toleransi</p> <p>Mandiri</p> <p>Jujur</p> <p>Komunikatif</p>
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	<p>ke Inggris (sekitar 400 karakter) ke dalam kegiatan kelas.</p> <p>5. Untuk feedbacknya di minggu berikutnya dengan 1) mengoreksi tugas hasil terjemahan tugas individu dan 2) memberikan penjelasan tentang kesalahan di dalam kelas tentang hasil terjemahan.</p> <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi siswa. 2. Siswa diminta untuk mengartikan kosakata yang telah didapat. 3. Guru bertanya tentang hal-hal yang belum diketahui siswa, memberikan penguatan dan penyimpulan. 		
3	<p>Post activity</p> <ol style="list-style-type: none"> 1. Evaluasi 2. Guru menyimpulkan materi pembelajaran 3. Guru memberikan tugas 4. Guru memberikan motivasi pada siswa 5. Guru menutup pelajaran dengan mengucapkan salam <p>“Ok class, I think that’s all for today thank you for your attention and see</p>	20’	Toleransi Tanggung jawab

	you next meeting!”		
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Sumber belajar

- Teks yang berkaitan tentang daily activity
- Gambar-gambar yang relevan

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah, S.Pd

Rita Jayanti
1211040147

Mengetahui,

Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd I

NIP.



For control class 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu
Mata pelajaran : Bahasa Inggris
Kelas : VII
Tema : Daily activity
Aspek/skill : Membaca
Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

4. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
5. Mengidentifikasi ciri kebahasaan teks yang dibaca.
6. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

5. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
6. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
7. Siswa mampu memahami teks fungsional pendek
8. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular

Job

Raffi Ahmad his full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad. He was born on 17 February 1987 in Bandung, West Java. He is presenter and famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother Amy Qonita. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has special relationship. Let's say for example : Laudya Chintiya Bella, Velove Vexia and Yuni Shara. Raffi works as a presenter. He also works as an actor. Besides being a presenter and an actor, Raffi also works as a singer. Some of them are SCTV award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

Metode pembelajaran

Translation technique

No	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity 1. Berdoa 2. Mengucap ramah kepada siswa ketika masuk ruang kelas “ <i>Good morning student</i> ” 3. Mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name” 4. Guru menanyakan materi minggu lalu pada siswa “Do you remmember our previous lesson? What is it?”	10’	Religious Santun Disiplin Tanggung jawab

	<p>4. Guru memberikan motivasi pada siswa 5. Guru menutup pelajaran dengan mengucapkan salam</p> <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>		Tanggung jawab
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Sumber belajar

- Teks yang berkaitan tentang daily activity
- Gambar-gambar yang relevan
- Kamus bahasa Inggris

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah, S.Pd

Rita Jayanti
1211040147

Mengetahui,
Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd I

NIP.

For control class 3

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : MTs Miftahul Ulum Kotabaru Padangratu

Mata pelajaran : Bahasa Inggris

Kelas : VII

Tema : Daily activity

Aspek/skill : Membaca

Alokasi waktu : 2 x 40 menit

Standar kompetensi

5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

Kompetensi dasar

5.2 merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

Indikator

7. Mengidentifikasi berbagai informasi dalam teks fungsional pendek
8. Mengidentifikasi ciri kebahasaan teks yang dibaca.
9. Membahas tujuan masing-masing teks fungsional yang telah dibahas.

Tujuan pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

9. Siswa mampu mengidentifikasi informasi yang berhubungan dengan bacaan
10. Siswa mampu mengartikan kosakata yang ada dalam kalimat tersebut.
11. Siswa mampu memahami teks fungsional pendek
12. Siswa mampu menyebutkan kata kerja dalam kegiatan sehari-hari

Materi pembelajaran

Transitive, intransitive, verb form (V1,V2,V3) regular and irregular

My Favorite Teacher

My favorite teacher is Mrs. Reni. She teach social lesson. She is about forty two years old. She lives in Jombang. She is tall and thin. She is also beautiful. She has long, straight, and black hair. Mrs. Reni has bright skin. Her eyes are black. Mrs. Reni is brilliant person. She is very patient and friendly. She always helps the students who have some problem. She also answer when her student ask to her. That is why a lot of student likes her very much. Mrs. Reni is really a good teacher.

Metode pembelajaran

Translation technique

No	Kegiatan pembelajaran	Durasi	Karakter
1	Pre activity <ol style="list-style-type: none">1. Berdoa2. Mengucap ramah kepada siswa ketika masuk ruang kelas “<i>Good morning student</i>”3. Mengecek kehadiran siswa “I will check your attendance, please raise your hand and say present when you hear your name”4. Guru menanyakan materi minggu lalu pada siswa “Do you remmember our previous lesson? What is it?”	10’	Religious Santun Disiplin Tanggung jawab

	<p>4. Guru memberikan motivasi pada siswa 5. Guru menutup pelajaran dengan mengucapkan salam</p> <p>“Ok class, I think that’s all for today thank you for your attention and see you next meeting!”</p>		Tanggung jawab
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Sumber belajar

- Teks yang berkaitan tentang daily activity
- Gambar-gambar yang relevan
- Kamus bahasa inggris

Penilaian

Jumlah skor maksimal keseluruhan 100

Lampung Tengah, 2016

Guru Mata Pelajaran

Mahasiswa Peneliti

Asyalisul Uswatun Hasanah, S.Pd

Rita Jayanti
1211040147

Mengetahui,
Kepala MTs Miftahul Ulum

Tasiran JP, S.Pd I

NIP.



Silabus pembelajaran

Sekolah : Mts Miftahul Ulum Kotabaru

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (satu)

Standar Kompetensi : 1. Mendengarkan

memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
				Teknik				
Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan	1.Percakapan singkat memuat ungkapan-ungkapan : Contoh : A : <i>Good morning</i> <i>How are you</i> ? B : <i>Fine Thanks.</i> <i>Nice to meet you</i> A : <i>Hello, I'm Nina</i> B : <i>Hi, I'm Reny</i>	Tanya jawab yang terkait dengan materi Membahas kosa kata dan tata bahasa yang terkait dengan sapaan, perkenalan, memberi perintah atau	Merespon ungkapan ungkapan Sapaan orang yang sudah / belum dikenal 2. Perkenalan diri sendiri / orang lain	1. Tes lisan 2. Tes tertulis	1.Merespon ungkapan lisan 2.Pilihan Ganda	<i>Listen to the expressions and give your response.</i> 1 .A: <i>Good morning.</i> B: 2. <i>Listen to the</i>	2x40 menit	<i>Script</i> Bahan-bahan rekaman (kaset, CD, VCD)

<p>sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang</p>	<p><i>Nice to meet you</i> <i>A : Don't do that</i> <i>B : No. I won't</i> <i>A : Stop it</i> <i>B : Ok</i> 2. Tata Bahasa Verb be Imperatives 3. Kosakata • Kata Terkait Tema • Kata Terkait Jenis Teks</p>	<p>melarang Mendengarkan percakapan yang terkait dengan sapaan, perkenalan, memberi perintah atau melarang. Menjawab / merespon pertanyaan tentang percakapan yg didengar.</p>	<p>3. Perintah / larangan</p>	<p>3. Unjuk kerja</p>	<p>3. Melakukan perintah guru</p>	<p><i>expressions and choose the best option.</i> <i>A : "Hi, I'm Yeny, Nice to meet you</i> <i>you</i> <i>B : ...</i> <i>a. oh, really?</i> <i>b.</i> <i>Thank you so much</i> <i>c. It's a pleasure</i> <i>d. Nice to meet you, Too</i> 3. <i>Give it to me !</i></p>		
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Students Score in Experimental Class

NO	Nama	Gen der	Code	Pretest Score	Posttest Score	Gain
1	Dewi Fatmasari	F	E-1	56	73	17
2	Ana Roh Asih	F	E-2	53	73	20
3	Elma Triana	F	E-3	33	40	7
4	Elsa Nur Shifa	F	E-4	43	56	7
5	Amelia Febriyanti	F	E-5	43	76	33
6	Ahmad Fikri	M	E-6	33	63	30
7	Saiful Mujab	M	E-7	46	53	7
8	Sandra Dewi	F	E-8	63	70	7
9	Yulis Setiawati	F	E-9	73	76	3
10	Siti Soimah	F	E-10	60	63	3
11	Tri Duwi Lestari	F	E-11	36	63	27
12	Tasya Fadila	F	E-12	33	43	10
13	Umi Damayanti	F	E-13	56	76	20
14	Ma'ruf Filkhoir	M	E-14	30	40	10
15	Khafi Dhotur. R	M	E-15	36	56	20
16	Rida Azizah	F	E-16	73	73	0
17	Ardiansyah	F	E-17	66	73	7
18	Rohana	F	E-18	50	70	20
19	Marisa Beliana	F	E-19	53	63	10
20	Himatun Aliyah	F	E-20	43	63	20
21	Fitrotun Napsiyah	F	E-21	43	53	10
22	Firman Maulana	M	E-22	50	60	10
23	Dita Khoirunnisa	F	E-23	30	56	26
24	Isti Nganatun	F	E-24	53	73	20

Gain Score in Control Class

NO	Nama	Gender	Code	Pretest Score	Posttest Score	Gain
1	Windi Winarti	F	E-1	16	16	0
2	Yoga Pangestu	M	E-2	26	23	-3
3	Yani	F	E-3	36	16	-20
4	Niswatun Hasanah	F	E-4	33	33	0
5	Kodri Iman Yakub	M	E-5	16	30	14
6	Kiki Rahmawati	F	E-6	13	36	23
7	Riyan Hidayat	M	E-7	20	23	3
8	Wais Alqorniah	F	E-8	13	20	7
9	Tegar Ady Saputra	M	E-9	13	20	7
10	Fenny Septika	F	E-10	46	46	0
11	Makrifahtulaini	F	E-11	16	30	14
12	Nadia Nuraini	F	E-12	23	16	-7
13	Darwan	M	E-13	33	36	3
14	M. Febri Santoso	M	E-14	26	23	-3
15	Feri Ardiyanto	M	E-15	20	50	30
16	Puspita Sari	F	E-16	36	33	-3
17	Riska Amalia	F	E-17	30	33	3
18	Monika	F	E-18	26	33	7
19	Ambar Rumini	F	E-19	30	33	3
20	Annisa Isna Fitriani	F	E-20	33	20	-13
21	Akbar	M	E-21	23	20	-3
22	Evendi Yahya	M	E-22	23	30	7
23	Dini Ismara	F	E-23	26	33	7
24	Asep Wibowo	M	E-24	16	30	14