# THE EFFECTIVENESS OF USING RUBBER BALL THROWING GAME TO TEACH VOCABULARY

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**Abstract**

The research aimed to find out student vocabulary mastery before and after being taugh by using Rubber Ball Throwing Game. It used pre eksperiment design. This research was conducted in SMPN 5 Jombang The sample in this study were students of class VIII-F of SMPN 5 Jombang for the academic year 2021-2022. The researcher analyzed the data using t-test through SPSS V.25. After collecting the data, the researcher got the pre-test and post-test scores with the mean pre-test was 79.23. and the mean value of the post test is 89.42. Then, the researcher analyzed the data using the t test, the results of Sig. (2-tailed) which is lower than 0.05. It can be stated that Ha is accepted. Based totally at the results of data analysis, several conclusions were obtained, namely the vocabulary of students before being taught using a rubber ball throwing game which looked low to be better after being taught using a rubber ball throwing game and there was a significant difference between students' vocabulary mastery before and after being taught using a rubber ball throwing game. Thus, it can be concluded that the use of rubber ball throwing game is effective for teaching vocabulary to class VIII-F students of SMPN 5 Jombang.

**Keywords:** Vocabulary, Rubber Ball Throwing Game, Preeksperiment Research Design, Effectiveness

## INTRODUCTION

English is the first foreign language that is often used by many people around the world to communicate. English is the language of the world because it is considered a relatively easy language to learn. Learning English is indispensable in this modern era. The first thing when going to learn English is to expand vocabulary because the wider knowledge of English vocabulary will make it easier for us in everyday communication. Rohmatillah (2014), explains that the difficult situations encountered by students in learning vocabulary were very various. In addition, students' difficulty in choosing the right meaning, students are nevertheless confused in using words grounded on the environment and also students are still confused when finding words or expressions. idiomatic one. There are several factors that make it difficult for students to learn vocabulary: in English the structure of written vocabulary is different from the structure of spoken vocabulary, the number of vocabularies that students have to learn is very large while the sources of vocabulary that students get are very limited.

Vocabulary is a combination of words that a person has. Knowing vocabulary is the first step in learning English. The wider our knowledge of vocabulary is, the clearer we are in communicating. Vocabulary mastery is closely related to sentence formation. Therefore, vocabulary mastery were easier if media used in a direct climatic context. Bai (2018) in his research explain that vocabulary teaching does not only focus on understanding certain words or phrases, but also involves the ability to use vocabulary correctly. Therefore, the vocabulary teaching strategy to be used must be significant with the conditions being experienced by students. not only that, there are several books or other problems regarding vocabulary learning, namely memorizing vocabulary.

Talk about the strategies students use to learn vocabulary. turns out it helps a little to learn vocabulary, and improves students' abilities. Bai (2018) explains that teaching vocabulary does not only focus on learning a number of words but also includes the capability to use vocabulary rightly. English vocabulary teaching strategies really help students to improve vocabulary learning, but not all strategies can be used correctly. Teachers must also be able to choose which teaching strategies are appropriate to the situation experienced by students, and increase student learning motivation. The preliminary study has carried out at SMPN 5 Jombang, January 25, 2022. Based on interview and observation with the English teacher, there are some problems about the vocabulary achievement faced by students. The teacher appoints a class having a problem that is class 8F. There are many 8F students who have difficulty enriching and enlarging their vocabulary because they are easy forget the vocabulary material taught by the teacher. In mastering vocabulary, the teacher gives a list of words and discusses their meaning. Besides, sometimes the teacher writes the difficult words and their meanings on the blackboard, and asks students to memorize it. Students are bored with this way of learning vocabulary class. Maybe the factor is that the teacher rarely uses media and games in teaching vocabulary. This condition is indicated by the results of vocabulary mastery carried out by the class VIII-F teacher of SMPN 5 Jombang. There is 60.7% (17 students out of 28 students) got a score below 75 which means they did not achieve the minimum standard score at that school, which was 75. One of the causes of this low vocabulary mastery is because the use of learning media by teachers has not been maximized. The use of media used by teachers often makes students bored.

Oktaviani (2021) explained that as a perfect religion, Islam is also very concerned about education. Therefore, there is a verse of the Koran about education that can be used as a reference.

كُوْنُوْا رَبَّانِيِّيْنَ حُلَمَاءَ فُقَهَاءَ عُلَمَاءَ وَيُقَالُ اَلرَّبَّانِيُّ الَّذِى يُــرَبِّـى النَّاسَ بِصِغَار اْلعِلْمِ قَبْلَ كِبَارهِ

*It means: "Be a forgiving educator, expert in jurisprudence, and a scholar. It is called an educator if someone educates people by giving knowledge a little bit which eventually becomes a lot." (Narrated by Bukhari).*

By becoming a good educator, it is hoped that more teachers will remain proud and istiqomah in carrying out their noble duties even though what they get is not commensurate with what a teacher does. Researchers conducted research at SMPN 5 Jombang because previously researchers had made observations and researchers analyzed related to the teaching and learning process at the school. Then the researchers obtained the results that students at SMPN 5 Jombang had difficulties, especially in terms of vocabulary mastery.

**Vocabulary**

Barani & Seyyedrezaie (2017) mention, people who master a foreign language was know that vocabulary is always one of the main problems in language teaching whether it is at the beginning or at the end of language teaching. Vocabulary is all about the words in a special language or collection of words that we are trying to learn. Vocabulary is very important, because vocabulary is the main basis in learning English. There are so many different types of words to learn because the more words you memorize, the better you were at using English. Not only that, we were also look confident when communicating with other people. For that we are required to master vocabulary before learning English. Barani & Seyyedrezaie (2017) state that vocabulary is often more important than grammar. It frustrates students when they find that they can't communicate effectively because they don't know many words they need.

**Rubber Ball Throwing Game**

Rubber ball etymologically means a rubber ball, while throwing means throwing. Rubber ball throwing as a whole can be interpreted as throwing a rubber ball. Nugroho (2017), explained that Rubber Ball Throwing is one of the active learning models which in its implementation involves all students in the class. And the role of the teacher here is only as a giver of initial direction on the topic of learning and then controlling the course of learning.

Throwing a rubber ball itself is a rubber ball media with a diameter of 20 cm. This size makes it easier for students to catch the ball. Because if the size of the rubber ball used is small, then students were having a little difficulty when catching the ball. Small balls will also roll easily if students can't catch them. The texture of the rubber ball itself is rubbery and can bounce like a basketball. It's just that the texture of this rubber ball was not make students injured if they catch a rubber ball thrown by another student.

**METHOD**

The research method were used in this study is a quantitative method. Akhsan (2018) states pre-experimental design is experimental research in which there are external variables that affect the related variables, because the experiments carried out only involved one group without a comparison or control group and the time needed by researcher in the study was not too long.

**Respondents**

The respondents of this research is the class VIII students of SMPN 5 Jombang in the of 2021/2022 academic year which consists of 32 students, 18 boys and 14 girls.

**Instruments**

The instrument used by researcher in this study is to give a test. The researcher gave two tests to the students. The first test is pre-test and the second is post-test

**Procedures**

1. Doing the Preliminary Studies

    Hayati (2021) explain that the design of the preliminary study must really include research whose contents explain what was found in the form of research hypotheses and the importance of the research subject. Preliminary study is a study conducted to sharpen the direction of the main study because the reason for making it cannot be separated

from the feasibility of the meaning of research related to research procedures and other things that are still unclear.

2. Identifying the Research Problem

Research problem identification refers to a sense of awareness of a common social problem, social phenomenon or concept that is worth studying - because it needs to be investigated in order to understand it. Researcher identify the research problem through their observations, knowledge, wisdom, and skills.

3. Creating the Research Instrument

Research instrument is a tool used by experimenter in collecting data. The instrument used by the researcher was a test. In this study, a vocabulary test was used to measure how much vocabulary mastery the students had. Researcher should use instruments to make it better data.

4. Validating Research Instruments

Validation involves the collection and analysis of data to assess the delicacy of the instrument. There are numerous tests and statistical measures to assess the validity of quantitative instruments, which generally involve trial and error.

5. Collecting the Data

Data collection can be interpreted as an activity carried out by researcher to collect information or field data needed by researcher as the purpose of doing research. The result of the data acquisition was used by researcher as a hypothesis test.

6. Analysis Data

Data analysis is the process of collecting, modeling, and assaying data to prize perceptivity that support decision timber. After the researcher finds the results of the research that has been done, the next step is to test the hypothesis

7. Reporting Research Results

A research report is a written research result document that is made systematically. The purpose of making a research report is to solve the problem of the hypothesis made by the researcher

**Data analysis**

Before the test questions were used in the study, the researcher tested the test questions for class VIII-D which was not an object that the researcher took. After the researchers got the results of the test questions, then the researchers analyzed the results so that the researchers knew whether the questions were valid or not. After the test questions are declared valid, the next thing is to analyze the data with test reliability. After the test questions are declared valid and reliable, the researchers can use the test questions in their research. After the pretest and posttest data were collected, they were then calculated using descriptive statistics which included the mean, median, and mode. The aim of the researcher to calculate the mean, median and mode of the pretest and posttest data is so that the researcher can easily find out the average value, median value and the value that often appears from each test. Then the researcher calculated the normality of the data from the results of the pretest and posttest. The goal is for researchers to know whether the results of the two tests are normal or not. after the data is normal, then the researcher analyzes the pretest and posttest data by using a paired sample test. The above data were analyzed using SPSS V.25, especially the Paired Sample t-test. From the

results of the hypothesis will be seen whether it is significant or not. The following is the formula for the t-test.

## FINDINGS AND DISCUSSION

**1. Students Vocabulary Mastery Before Being Taught Using the Rubber Ball Throwing Game**

After all the students' pretest and post test scores were collected. The scores were then analyzed using descriptive statistics. The results of the statistical description of the pretest canbe seen in table 4.5.

Table 4.5. Descriptive Statistic of Pre Test

| Statistics | | |
|---|---|---|
| Pre tes | | |
| N | Valid | 26 |
| | Missing | 0 |
| Mean | | 79,2308 |
| Median | | 80,0000 |
| Mode | | 75,00[a] |

Based on the table above, it can be seen that the results of the statistical description of the pretest class VIII-F students totaling 26 students. The table shows that the mean score is 79.23. The median score is 80. The mode is simply the value with the highest frequency. This means that the most frequent score is 75. It means that the vocabulary mastery of class VIII-F students is still low. This can be seen from the average pretest score.

**2. Students Vocabulary Scores After Being Taught Using the Rubber Ball Throwing Game**

After the statistical description of the pretest was obtained, the post test scores were then analyzed using descriptive statistics. The results can be seen in following table 4.6.

4.6. Descriptive Statistic of Post-Test

| Statistics | | |
|---|---|---|
| Post tes | | |
| N | Valid | 26 |
| | Missing | 0 |
| Mean | | 89,4231 |
| Median | | 90,0000 |
| Mode | | 85,00 |

Based on the table above, it can be seen that the results of the statistical description of the post-test class VIII-F students totaling 26 students. The table shows that the mean score is 89.42. The median score is 90. The mode is simply the value with the highest frequency. This means that the most frequent score is 85 so that many students get sufficient marks. From this it can be seen that there is an increase in the average score of students. This indicates that the vocabulary mastery of grade VIII-F students is increasing

**3. The Significant Difference Between the Students' Vocabulary Mastery Before And After Being Taught By Using the Rubber Ball Throwing Game**

The researcher used a statistical test using a paired sample t-test stated by SPSS 25 to ensure the effectiveness of using the rubber ball throwing game. Before the researcher tested the effectiveness of the pretest and posttest results, the data to be tested had to have normal results first. Therefore, the researcher tested the results of the pretest and posttest with a normality test. The goal is to see whether the resulting data is normal or not. The results are as follows:

Table 4.7. Normality Test of Pre-Test and Post-Test Questions

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 26 |
| Normal Parameters[a,b] | Mean | ,0000000 |
| | Std. Deviation | 3,72176487 |
| Most Extreme Differences | Absolute | ,198 |
| | Positive | ,198 |
| | Negative | -,120 |
| Test Statistic | | ,198 |
| Asymp. Sig. (2-tailed) | | ,010[c] |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

Based on the table above, it is known that the significant value of the normality test is 0.010 > 0.05, it can be concluded that the residual value is normally distributed.

After the pretest and post data proved normal. The score was then analyzed using the t test. The results can be seen in following table 4.8.

Table 4.8. Paired Sample Statistics Test

| Paired Sample Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Paired Differences | | | | | | T | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre test – Pos | -10,192 | 9,745 | 1,911 | -14,128 | -6256 | -5,333 | 25 | ,000 |

Based on table 4.8, the results of the paired sample test show the results of the analysis compare using the t test. The output shows the average pre-test and post-test were (-10.192), standard deviation (9.745), mean standard error (1.911). The bottom difference (-14,128), while the top difference (-6,256). The results of the t test = (-5.333) with a df of 25 and a significance of 0.000.

The low student learning outcomes are due to the dominance of the learning process conventional. In this learning system, the classroom atmosphere tends to be centered on the teacher so that students become passive. The teacher only instills the concept memorizing and not instilling the concept of understanding in the learning process teaching so that students encounter problems in real life that related to the concept. Even underprivileged students define the problem and formulate it. This fact is often found in teaching and learning process activities in the classroom. In such conditions, the teacher must able to create learning activities that are more interesting and liked by student's student. One alternative is the cooperative learning model. In cooperative learning, the emphasis is on the interaction between student. With this interaction, students are expected to better understand the material lessons presented by the teacher, because it is helped through the understanding of his friends. In cooperative learning there are various learning models that applied. Sabanna (2018) states that the rubber ball throwing game learning model is one of the models learning that is formed in a game that is throwing each other ball of paper containing questions so that the tutoring and literacy process in class be more active and fun. In this learning model it is emphasized on students' ability to formulate a question about the material learning presented. Learning formed in this game requires a simple ability, so that it can be done by all student.

Learning strategies are needed to support the realization of successful learning. One way is to use the right learning media. In some junior high schools, they have not used the media as a teacher's tool in teaching. So that the teacher's activities in teaching feel monotonous and

students become bored quickly in following the lesson. Therefore, this time the researcher tried to apply the Rubber Ball Throw Game media to help students learn vocabulary more easily. This study proves that the rubber ball throwing game media is effectively used to teach vocabulary. The rubber ball throwing game has several advantages when applied in the vocabulary learning process.

One of them, the game of throwing rubber balls can create a fun learning atmosphere and increase student learning motivation. With this learning media, students can more easily understand the material. This can be seen when researchers teach vocabulary using a rubber ball throwing game and see smart students can pronounce vocabulary correctly. This makes other students more enthusiastic to learn because of their desire to be able to pronounce vocabulary correctly. Utama (2020) explains that the use of media in the literacy process is veritably important. Because the teacher's inability to explain a material can be helped by the use of media. The researcher used this rubber ball throwing game media while explaining the material about vocabulary.

## CONCLUSION

English is the first foreign language that is often used by many people around the world to communicate. English is the language of the world because it is considered a relatively easy language to learn. Learning English is indispensable in this modern era. The first thing when going to learn English is to expand vocabulary because the wider knowledge of English vocabulary will make it easier for us in everyday communication.

With a significant number of 0.000, it means that it is getting smaller of 0.05, then it can be stated that Ha: accepted and H0: rejected. It means, there is a significant average difference between the results of the pre-test and post-test using a rubber ball throwing game. The mean score after being taught using a rubber ball throwing game was higher. This means that Ha is accepted and Ho is rejected. In conclusion, the rubber ball throwing game is as an effective technique to be used in teaching vocabulary for class VIII-F of SMPN 5 Jombang in the academic year 2021-2022.

In the results of this study, the rubber ball throwing game media had an effect on helping students to improve their vocabulary mastery. Furthermore, other researchers can carry out this technique at different student levels or it can be at the same level but with different research methods.

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