

# The Effect of Ball Game on the Students' English Vocabulary Mastery at Second Grade of SMPN 7 Kerinci

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> <i>Activity-Based Learning, Ball Game, Effect, English Vocabulary</i></p> <p><b>DOI:</b> <a href="https://doi.org/10.22437/langue.v2i1.24750">https://doi.org/10.22437/langue.v2i1.24750</a></p> <p><b>Received:</b> April 13, 2023</p> <p><b>Reviewed:</b> April 20, 2023</p> <p><b>Accepted:</b> June 25, 2023</p>	<p><i>This research aimed to see the effect of Ball Game on students' English vocabulary mastery. Therefore, the researcher used a quantitative method with an experimental research design to obtain the research objectives. There were 2 classes that participated in this research. It consisted of VIII D as control class VIII B as the experiment class. each class consisted of 26 students, so the sample total are 52 students. to collect the data, 25 multiple questions were used to test the students. the finding showed Ball game significantly affects students' English vocabulary at SMPN 7 Kerinci. It was proved by the vocabulary test value of the post-test between the classes. The post-test result showed the differences in the result achieved by the tough control class without using Ball game with the experimental class which was tough by using Ball game. The means score becomes one of proof of this statement. Based on the mean score, it was found that the control class have 60.77 and the standard deviation was 10.24. Meanwhile, the experimental class was 64.61 and the standard deviation was 12.96. Besides The result of t-test showed that <math>t_{obs} = 1,26 &gt; t_{table} = 1,93</math>. The researcher proposed several recommendations to gain better improvements.</i></p>

## 1. Introduction

In English language learning, four language skills must be mastered: listening, reading, writing, and speaking. One of the supporting components of the four skills is vocabulary. Richard and Renadya state that vocabulary is the core component of language proficiency and provides much basis for how well learners listen, read, write, and speak (Richard and Renandya, 2002). Therefore, vocabulary is the foundation of all of these skills. When students begin to build their vocabulary, it will be easier to understand what they hear, read, write, and speak.

Vocabulary is an important aspect in language learning to develop the four skills of students' ability in a process of teaching language. Thornburry (2002) states that; "other components such as grammar, only contribute a little thing rather than vocabulary since without vocabulary nothing can be conveyed". Meanwhile, Nunan (1992) explained that vocabulary is one of rundown language targets that should be mastered by language learners. Also, according to Schmitt (2000), the language learner must be able to consider the vocabulary of the language target they want to be mastered.

Furthermore, according to Alqahtani (2015) vocabulary knowledge is often viewed as a critical tool for second language learners. It is because a limited vocabulary in a foreign

language impedes successful communication. It can be concluded that vocabulary is one of the components in language, without sufficient vocabulary students cannot understand others or express their own ideas.

In acquiring the language, vocabulary becomes an important aspect that must be paid attention to. By mastering vocabulary of language target, the learner will be easier to understand and apply their skill, especially English language skill. Not only that, they will also be easier to communicate using their language target, in this case is English. Vocabulary also lets the students be easier to comprehend the speech and writing of the language target. Not only that they will also be able to express their point of view as verbally and written (Alqahtani, 2015).

Learning vocabulary is not easy, because vocabulary is considered one of the difficult things in English. There are factors that make some words more difficult than others, they are pronunciation, spelling length, grammar, meaning and range (Thornburry, 2002). The research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners. The researcher concludes that the most important point of the statement above is that mastering vocabulary for students is the main component in order to learn a language successfully.

Generally, there are several problems faced by students in learning English especially vocabulary. Based on a research at MTs SKB 3 Menteri by Gultom (2018), the students have a problem in mastering vocabulary. They cannot pronounce the vocabulary correctly. They make mistakes in writing the vocabulary. While in another research at MTs Miftahul Ulum Kota Baru Padang Ratu Central Lampung by Jayanti (2017), the researcher found some students' problem in vocabulary. The students feel difficulties in memorizing words, finding the meaning and appropriately pronouncing the words. The students were not interested in vocabulary materials because the teacher only explained the material and after that asked the students to do their task (Jayanti, 2017).

The similar things happened at SMP N 7 Kerinci. Based on the researcher's observations in February 2019, there are several issues faced by students and teachers regarding vocabulary, including struggling to memorize words, having low motivation in learning English and teachers' monotonous strategy in teaching vocabulary. These caused students' achievement out of expectation in English subject. In order to get the good result, a strategy is needed to improve students' motivation to learn English. When the researcher asked the students, they said that English is difficult to learn because they do not know the meanings of the words they read, write, or hear. They confessed that they are passive in the class because they are afraid of making mistakes. They also say that most of the teacher's activities are spent by doing exercises on a course book or a student's work sheet.

Based on the issues faced by students in SMP N 7 in learning English, especially vocabulary, the researcher intended to apply Activity-Based Learning (ABL) in this research. According to Horsburgh Activity-based learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information (Horsburgh, 2009).

According to Harfield (2007), ABL approach makes the student become active recipients in acquiring the knowledge. ABL is one of the practical experience methods that help learners to analyze and learn from the activity. In other words, learners are required to learn by doing. In response to this approach, there are several activities that can be used by the teachers to implement ABL approach such as game, song, draw, role play and so on. In this study, the researcher used game especially Ball game to increase students' vocabulary.

Ball game is a strategy that can be used to overcome the problems of students in learning English more fun. According to Holmes Ball Game is a game that played in small group where the students pass the ball when asked a question to the other (Amalia, 2016). Ball Game is a game which is appropriate for any English students level. In this case, Ball Game is expected to be an effective strategy that could be applied to SMP N 7. Through this game it hopes that the students can be motivate and become active in learning English especially in enriching their vocabulary.

Based on the previous explanation, the researcher has proposed the objective or aim of this research. In this regard, the present research aimed to find out whether there is any effects of ball game on the students' English vocabulary mastery in SMPN 7 Kerinci academic year 2019/2020. To check whether Ball Game affects students' vocabulary mastery or not, therefore the researcher formulated two hypotheses as follows:

*Alternative Hypothesis (Ha): there is significant effect of ball game on the students' English vocabulary mastery at second grade of SMPN 7 Kerinci in academic year 2019/2020.*

*Null hypotheses (Ho) : there is no significant effect of ball game on the students' English vocabulary mastery at second grade of SMPN 7 Kerinci in academic year 2019/2020*

## **2. Literature Review**

### **2.1 The Concept of Vocabulary**

In language learning, vocabulary takes place in building the language proficiency. The purpose of vocabulary mastery is to make students' skills in language and have good language skills. If the students' vocabulary mastery is good, students will be more proficient in mastering the language and they will get the better skill that can be reached in using language. On the other hand, if their range of vocabulary is not good, they may find it difficult in learning the language. This is because vocabulary is the main component and basic aspect to facilitate for understanding English (Abrar et al., 2016; Rosyidah & Giyoto, 2017)

In Oxford learner's pocket dictionary, vocabulary is explained as the words that a person knows or uses. Vocabulary is all the words in a language. Vocabulary also lists of words with their meaning. Moreover, in Cambridge dictionary, it is stated that vocabulary is all the words that exist in a particular language or subject. Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however is not a simple as simply being able to recognize or use it. There are several aspects of words knowledge which are used to measure words knowledge.

Another important theme in second language vocabulary research is the process of learning, with an interest in the effect of incidental and explicit forms of learning, and an interest in the effect of learner involvement. Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words.

There are some classifications of vocabulary. Firstly is productive vocabulary. According to Hatch and Brown (1995), Productive vocabulary is the words, which the students understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak and write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. Secondly is

receptive vocabulary. Receptive vocabulary is words that the learners recognize and understand when they occur in a context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought from others.

## **2.2 The Concept of Ball Game**

There are many games can be applied to teach students, because a game can make students have fun, active, relaxed, and enjoyable. One of the kinds of the game is ball game. Ball game is a game that passes the ball around in a circle as fast as possible ball around and shows of students' vocabulary mastery. ball games are a great way of practicing language with young learners. Ball games are particularly good for revising a load of old language before moving into presenting the new language point of the day (Case, 2016).

Ball games also have some advantages. According to Case (2016), some advantages of this game are consist of: 1) stimulates participations and gives confidence of students, 2) speeds up the response of the students and encouraging the fluency, 3) make the students produce the language without worrying if they are doing right and wrong; they just produce it and achieve it, 4) maintains students' attention and interest in the language without getting bored, 5) give enjoyment to learning and provide fun in such a way as to make all students and have active and enthusiastic participation, and 6) make the students enjoy they learning so much that they might realize they are doing so.

## **3. Research Methodology**

### **3.1 Research Design**

This research was a type of quantitative research method. The experimental research design was used in this study to find out the effect of Ball game to increase students' vocabulary. The researcher conducted design of this study is Experiment design with Quasi-Experiment. This study's design involved two groups: pre-test (01) and post-test (02)

### **3.2 Participants**

The population of the research was the second year students of SMPN 7 Kerinci. There were four classes which consist of twenty-five students. The number of population is 101 students. In this research, the researcher just used two classes as experiment and control class. They were class VIII D as control class VIII B as experiment class. In this research there were 26 students in the control class and 26 students in experiments class that consist of 52 students.

### **3.3 Instruments**

This research used test as the instrument to collect the data. therefore, the researcher used multiple choice test to see students development before and after treatment process to be carried out. However, before the test instrument will be used, the validity should be able to be conducted first. Therefore, the validity test was calculated through this formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

*Information:*

$r_{xy}$  : Correlation coefficient between item scores (X)and total score(Y)

*N* : Many subjects

*X* : Score items or score statement items/question

*Y* : Total score.

After conducted the validity test, the researcher found that there are 25 questions were valid a 5 question invalid (20, 23, 26, 27 and 29). It means, not all of the items test was valid and only can be used 25 item for the real test.

Thus, reliability test is also needed to be conducted to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are. Reliability of the test can be determined by using the Spilt half method in order to estimate the reliability of the test. To measure coefficient of the reliability the first and second half group. Therefore, to see the reliability value of the instrument in this study the researcher used this formula:

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{S^2 - \sum \delta t^2}{\delta t^2} \right]$$

*Information:*

$r_{11}$  : Test reliability of instrument

$n$  : The number of question items of the question

$p$  : Subject proportion who has correct answer on each question items

$S^2$ : Total of variant

$p$  : Number of degree answer

$q$  : the number of fault answer (1-p).

the result showed that the value of reliability were 0, 89. It means, the interpretation criteria of the correlation coefficient was **high** levels.

### **3.4 Data Analysis Procedures**

In order to analyze the data, the researcher conducted some techniques of data analysis. It consisted of: 1) normality test, 2) homogeneity test, 3) hypothesis testing, and 4) effect size test.

## **4. Findings**

### **4.1. The Result of Test**

This research was done at SMPN 7 Kerinci. Subject of this research was the second grade in Academic years 2019/2020. The amounts of them were 104 students. There were four classes that involved in this research; they were experimental class and the control class that were classed as research class. The research class was chosen by calculating the normality and homogeneity, and then the researcher chooses the experiment class and the control class of the student's ability in each class of second grade. After each class was seen normal and homogeny, then the researcher chose the experiment class and the control by mixing the name of the classes that were written in a piece of paper. From the choosing the researcher got VIII D as the control class and VIII B as the experiment class. The research included 26 students in the experiment class and 26 students in the control class.

These following research findings were the answers of research question exited in this research which consisted of one research question that was there any significance improvement of using ball game on the students' English vocabulary mastery at the second grade of of SMPN 7 Kerinci academic year 2019/2020. In answering this research question, the researcher used Ball game in experimental class and conventional method in control class. In getting the data, the researcher used the vocabulary test in both classed. The first was the

pre-test at the early of the research to know the level of students' vocabulary and the second was post-test in the end of research to know the result of the treatment that was done on the experimental class. The material of the test was same level for both classes.

#### **a. Pre-test for Control**

The pre-test conducted to ensure that the students have the same background and the same English proficiency. Pre-test carried out in January, 2<sup>nd</sup> 2020 and the time was allocated for about 2 x 45 minute. In this result, there were 26 students in the control class. Where 2 students got value 40, 2 students got value 44, 3 students got value 48, 2 students got value 52, 3 students got value 56, 3 students got value 60, 3 students got value 64, 3 students got value 68, 3 students got value 72, 1 student got value 84, and the only one got value 88. After holding pre-test on the control class at the obtained results were the average value of the control class was 52. However, the average value of control class was still below the minimum completeness when compared with the maximum score of 88.

#### **b. Post-Test for Control**

Post-test of control class carried out in January, 29<sup>th</sup> 2020 and the time was allocated for about 2 x 45 minutes. In the post-test of control class was nothing much changed for the student value with the pre-test. In this result the students still got 40 as the lower value and 88 as higher value.

There were 1 students got value 40, 2 students got value 45, 2 students got value 48, 2 students got value 52, 4 students got value 56, 3 students got value 60, 2 students got value 64, 2 student got value 68, 3 students got value 72, 2 students got value 76, 1 student got value 84 and 1 student got value 88.

Based on the value above, after holding pre-test on the control class at the obtained results were the average value of the control class was 52. However, the average value of control class were still below the minimum completeness when it is compared with the maximum score is 88.

#### **c. Pre-test for Experiment**

The pre-test for experimental class conducted to ensure that the students have the same background and the same English proficiency. Pre-test carried out in January, 02<sup>nd</sup> 2020 and the time was allocated for about 2 x 45 minutes. In this result, there were 3 students got value 40, 2 students got value 44, 3 students got value 52, 4 students got value 56, 3 students got value 60, 3 students got value 64, 3 students got value 68, 1 student got value 72, 1 student got value 80, 1 student got value 84 and 1 students got value 88. That not much difference from pre-test for control class, where with the lower value was still 40, and the higher value was 88 that was little bit better then result of pre-test control.

#### **d. Post-test for Experiment**

After giving the treatment, the researcher gave post-test to the students in experimental class to find out the result of the whole treatment. The post-test carried out in January, 28<sup>th</sup> 2020 and the time was allocated for about 2 x 45 minutes.

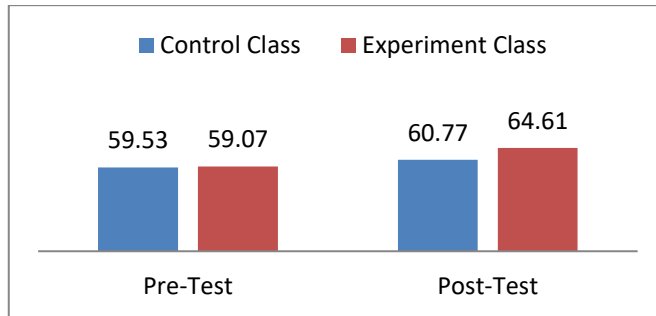
There were 2 students got value 40, 1 students got value 44, 1 students got value 44, 2 students got value 52, 2 students got value 56, 4 students got value 60, 3 students got value 64, 2 students got value 68, 2 students got value 72, 1 student got value 76, 2 students got value 80, 1 student got value 84, and 2 students got value 92.

In this result, the lower value of students was 40 and the higher value of students was 92. That mean, more improvement than value of post-test in control class with the average value

of experimental class was 67,8, that was higher than average value of control class in post-test.

**e. The Graphic Result of Students' Control and Experimental Class**

The result of the test among control and experiment class in SMPN 7 Kerinci in the academic year 2019/2020. Can be seen in the following graphic:



Based on the graphic, after conducting pre-test on the experimental class and the control class at the obtained results, the average value of the experimental class is 59,07 while the average value of the control class is 59,53. After holding post-test on the experiment class and the control class at the obtained result the average value of the experiment class is 64,61. while the average value of the control class is 60,77. It means that Ball game is better to use than the conventional method in teaching English vocabulary.

**4.2. Sub Findings**

Before testing the hypothesis by using the t-test formula, the researcher has to test the normality and homogeneity first as the requirement of the analysis weather the data were from the normal population or not and homogeneity or not. It was based on the assumption that the data that could be used as the data in the t-test was the data that was distributed normally and homogeny. The data used was the post-test data.

**a. Normality Testing**

Table of normality control and experiment class

	<b>Class Code</b>	<b>N</b>	<b>X<sup>2</sup><sub>accoun</sub> t</b>
Control Class	A	26	0,96
Experimental Class	B	26	0,97

The table above show the score of the students of control class was 0,96 that was higher than Alpha (0,05) or  $0,96 \geq 0,50$  and the score of the students of experimental class was 0,97 that was higher than Alpha (0,05) or  $0,97 \geq 0,50$ . It means that the data was distributed normally

**b. Homogeneity Testing**

In this result, the calculation of homogeneity testing show that  $F_{\text{observe}} = 1,26$  this score was lower than  $F_{\text{table}} = 1,93$  or  $1,26 < 1,93$  where it means the data score was homogeny.

### **c. Hypothesis Testing**

After knowing the normality and homogeneity of the data, further analysis was done in order to know whether the research hypothesis was received or rejected. Therefore, the researcher used t-test. Based on the result of post-test, it was found that the average of the experimental class was higher than the average of the control class.

After the scores of the experimental class and the control class had been analyzed, the calculation of t test show  $t_{\text{obs}} = 3,98$  while for the  $t_{\text{table}} = 1,69$  in degree of freedom 48 at level of significance 0,05. (see **appendix 15, page 105**) It mean that  $t_{\text{obs}}$  was higher than  $t_{\text{table}}$ . So, the difference of the two classes of teaching above was significant.

### **d. Effect Size**

The result of effect size was 1.16 That included medium levels. That mean this technique have enough effect to be used in improvement students' vocabulary mastery.

## **5. Discussion**

Based on the statistical analysis of the data obtained, the researcher would like to interpret and discuss the result. The researcher did this research in SMPN 7 Kerinci, where the students' the second grade as population and the sample of this research was VIII D as control class and VIII B experimental class.

In this result, the researcher tried to be used Ball game as a strategy in teaching English vocabulary because this strategy has same roles with vocabulary mastery. That will be easy to apply in teaching and learning process. Before using Ball game the maximum score of the students in experimental class was 88 and the minimum score was 40. While after using the Ball game the maximum score was 92 and the minimum score was 40. That means, the students' score have more improvement. It can be concluded that the score after using the ball game was higher than before using the Ball game or the learning result of teaching vocabulary using the Ball game was better than the conventional method. In addition, the researcher found the students in experimental class were more active than the students in the control class that teaching and learning vocabulary without using Ball game, the student was more interested and motivated in following the lesson. It is different with the students in control class that have lack interest and low motivation.

It was explained in chapter II that Ball game is a kind of game purposing to improve the players ability in vocabulary or words. This game aims to increase their vocabulary from what they hear and see. Games will also encourage and motivate students to learn to make the learning process fun and exciting. Games are an effective way of giving meaning, motivating, atmosphere that relaxes and allows students to develop their skill and language skills.

The findings above are in line with some previous research findings. First, Gultom (2018) the research findings indicated that Word chain game increased the students' English vocabulary mastery. It was proved by the enhancement of the students' achievement. Before treatment, the students' vocabulary was very poor. Most of them are difficult in memorizing some vocabularies. But At the end, some students started to memorize some vocabularies easily. It was proved by the results of the tests answered by the students, and vocabulary mastery by using word chain game is higher than without game at the seventh grade of MTs SKB 3 Menteri Bingkat.



The second Rita Jayanti (2016) the research findings indicated that it was found that the students who were taught by using ball game have increased their vocabulary mastery. It might be because in Ball game the students were highly involved in memorizing the vocabulary and the students more concentration in the learning process. It was proved by the result of the 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 treatment and post-test was conducted, it was found that there was a significant difference between the experimental class and control class where the post-test of experimental class was higher.

Moreover, it was perceived that the learners were more eager and interested in learning English, especially for the implementation of the Ball Game in the students' classroom, it was proved that this method influenced the learners' motivation to study English comfortably.

Based on the previous explanation, it can be conclude that there is influence of using Ball game on the students' English vocabulary mastery at second grade of SMPN 7 Kerinci. It had mention that  $t_{\text{observe}}$  in this research was higher than the value of the  $t_{\text{table}}$ , therefore the  $H_a$  stated, "There is significant effect of Activity based learning on students' vocabulary mastery at the second grade of SMPN 7 Kerinci". It's was accepted while  $H_0$  that stated, "There is no significant effect of activity based learning on students' vocabulary mastery at the second grade of SMPN 7 Kerinci." was rejected.

## **6. Conclusion**

From the research, it can be concluded that ABL is an effective approach to enhance the students' English vocabulary mastery. Besides, the results show that there is a significant effect of ABL on students' vocabulary mastery at the second grade of SMPN 7 Kerinci.

## **7. Recommendation**

The researcher hopes that the students to be more active in the learning process and always add their vocabulary in order to increase their knowledge and information. Thus it will be better if the student could practice and enrich their vocabulary using several techniques. Thus, the researcher also recommends some teachers to be able to use Ball game to help students in improving their vocabulary. Additionally, some recommendation also proposed by the researcher to further researchers. In this case, the researcher recommends further researcher to conduct the same study that combine the methods both quantitative and qualitative method. It aims to seek the effect of Ball to improve students' English vocabulary and point of view.

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