

**The Application of Running Games as a Strategy to Improve The
Students' English Vocabulary Acquisition at SMP Negeri 7 Langsa**

SKRIPSI

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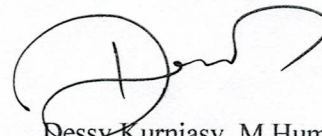
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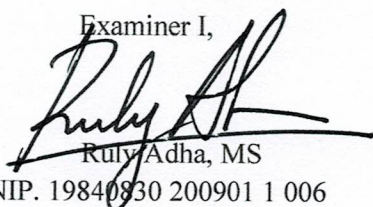
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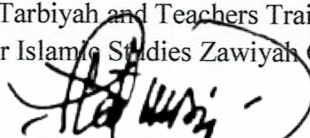


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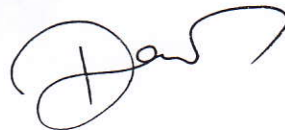
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Dengan ini menyatakan bahwa skripsi saya yang berjudul “ **The Application of Running Games as Strategy to Improve the Students English Vocabulary Acquisition SMP Negeri 7 Langsa** “ adalah benar hasil karya sendiri dan orisinal sifatnya. Apabila dikemudian hari ternyata terbukti hasil plagiat orang lain atau dibuatkan orang lain, maka akan dibatalkan dan saya siap menerima sanksi dari akademik sesuai ketentuan yang berlaku.

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Yang membuat pernyataan,

Dika Setiawati

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The writer relizes that this research needs some corrections. Therefore, the writer will be grateful for critics and correction to make this thesis better and useful for reader, education and the writer herself in the future.

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The Writer

Dika Setiawati

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ABSTRACT

The Application of Running Games as a Strategy to Improve The Students' English Vocabulary Acquisition at SMP Negeri 7 Langsa. Thesis, English Education department, Faculty of Tarbiyah and Teachers' Training, State Institute For Islamic Studies Zawiyah Cot Kala Langsa. The objective of the research are to find out whether running games strategy improve students' vocabulary acquisition or not and to find out the extent of running games strategy role in improving students vocabulary acquisition. The research was conducted at eight grade of SMPN 7 Langsa as location of the research. The population of this research were consisted of 27 students'. In this reseacr, the writer use Qualitative and Quantitative approach, the writer distributed the observation, test and questioner to get the data as instrument. Though observation, the researcher knew the students' who were active and good attitude in teaching learning process. Then the researcher use test (pretest and posttes) to see and compare the studenrs' development in learning vocabulary by the test. Finally the researcher use questionnaire to gain the data from the students' response about teaching strategy applied. Based on the result, it is found that the application of running game strategy improved the students' English Vocabulary acquisition; students; are able to use the running games as alternative learning in improving students' English vocabulary acquisition. This reseacr, result could be input the teacher to apply running games strategy in the effort in developing teachers.

Key words: Running Games Strategy, Students' English Vocabulary Acquisition

CHAPTER I

INTRODUCTION

A. The Background of the Study

As the most important foreign language in Indonesia, English became one of the compulsory subject taught in junior high school, senior high school and some semester at university as well as college. As the result, the government always makes effort to improve the quality of English teaching. By improving the teachers' quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

In line with the government's plan to have nine compulsory studies, it is possible to teach English in elementary school, by applying the foreign language to early level (elementary school students), the students' language mastery was expected to be satisfactory although it was only in simple English. As we know, English mostly become difficult subject, it handicapped them in order that all the time whenever they do an English test, this condition would certainly affect to their study result.

In teaching a language, a teacher might realize that s/he could not apply only one or two strategies to all levels. In reverse, s/he was required to be able to recognize the students' characters to select a suitable strategy. It is not something different from teaching English to junior high school students, the teacher is

supposed to know that the students was so closed with something fun and enjoyable. Therefore the teacher have to be selective in choosing a startegy to introduce a learning material.

A good teaching strategy would automatically facilitate them to get students' interest in learning process. To improve the English educational system, the government have been found a system which is really in line the students' need. In this case the teaching process could be started from earliest step, by using simple things without trying to introduce language components explicitly before the students are really ready.

After all of the material of the pre – level are clearly taught and understand. The language components could be little by little involved in their study as a continuity of their language, such as phonology, spelling, structure and vocabulary. As we know that those components could not properly be separated that it obligated to be related among one ti the other components such as games, based on Ayu said that games is able to make students' interest in learning English¹.

One of the most important language components was vocabulary². The mastery of it would be really helpful when learing foreign language; it would also facilitate him to comprehend the subject learnt. It concluded that the quality of

¹ Ayu, *Excellent English Games* (Jakarta : Kesaint Blanc, 2005)

² Beck et all, *Teaching Vocabulary*, 2002 [www. Ldonline.org/aricle/9943](http://www.Ldonline.org/aricle/9943), (acceseed in July 20, 2015)

one 's language skill depended on the quality and the quantity of vocabulary mastered,.

The study would present a vocabulary teaching strategy to junior high school students in which it was going to be really pleasant and interested for young learners. The teaching strategy is about “Running Games” in teaching vocabulary to junior high school students conducted within a set of rules in the objectives. The reason of this research gives a good ways as well as quicken students and learners to improve the vocabularies acquisition it is cause that students are still less vocabularies and difficult to memorise or comprehend them. It is able to be become variety and alternative strategy in teaching learning process. Based Hernowo said³ that Learning is most effective when it's fun, it means that learning would be effective when it was happy and enjoyable.

By providing running games as strategy in teaching learning vocabulary to junior high school students, the researcher hoped that it would make them felt something pleasant and felt it different from what the students used to get in the class. The games would stimulate them to be more actively and it was really appropriate with the students' atmosphere where pre – level students liked to learn through movement or running.

By the activity, they were given an oppurtunity to express their mind, emotion, feeling and attitudes when they were involved in it. Reviewed at the explanation above, the reseacher assumed that **“The Application of Running**

³ Hernowo, *Menjadi Guru yang Menyenangkan*. (Jakarta : Mizan Media Utama, 2005)

motivate them as young learners to learn English language in which conducted at Sekolah Menengah Pertama Negeri 7 Langsa to the Academic year 2016/ 2017

B. The Statement of the Problem

According to the explanation above, this research has problems which refer to the background of the study. Therefore, the researcher formulated the problem as follows:

Based on the above research, the problems of study in this research are:

1. Can the running games startegy improve students' vocabulary Acquisition?
2. To what extent running games strategy roles in improving student's vocabulary acquisition?

C. The Objective of the Study

The objective of the study were based on the statement of the problem above as follows

1. To find out whether running games strategy improve students' vocabulary acquisition or not
2. To find out the extent of running games strategy role in improving students' vocabulary acqusition

D. The Significance of the Study

This study would find out a new strategy which is useful for public, especially in Education area. In this case, it would be addressed on the concerning of using *running games* as a strategy in learning vocabulary. Then the result of this research would affect three parties, as follows;

1. For students, it was a great way to improve the students' mastery in English vocabulary that they could enjoy following the lesson without taking it too seriously. Moreover, by having the situation, they were expected to have an important in their mastery in English vocabularies in which appeared in thier result of the study.
2. For the English teacher, it would give them a description about how to teach and to motivate the students to learn English espeacially in vocabulary learning, they would not be stuck only in some particular teaching startegies. The use of game, in this context "*running games*" could be a good alternative or variation in teaching vocabulary, where it would make the students enjoyed the following the lesson
3. For the government, it can assist them to achieve the learning goals that were determined in the curriculum for learning English.

CHAPTER II

THEORETICAL FRAMEWORK

A. Vocabulary

Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process, Since English as foreign language becomes an international language. No wonder, it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language used before learning more about the foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he will succeed in using the language being studied either in comprehending the meaning of a word in the context of spoken or written language.

To get further understanding about vocabulary, Eli Hinkel¹ explains that vocabulary is the study of:

- a. The meanings of words; Many words have several different meanings *each*, study the meanings of the words and the part of speech.
- b. How the words are used; Study the words in context, apply what you learn by writing sentences with your words.
- c. Root words, prefixes, suffixes; Studying these will aid in the study of vocabulary.

¹ Eli Hinkel, *Practical Techniques Vocabulary and Grammar* (Publishers Mahwah New Jersey: London 2004)

- d. Analogies; this is comparing two pairs of words and choosing the pair that goes together.

Moreover According to Kamil & Hiebert² in their article accessed from internet, they broadly define; vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that they recognize and use in listening and speaking. Print vocabulary includes those words that they recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that they recognize when they hear or see them. Kamil & Hiebert³ in their article, they also say that Productive vocabulary includes words that they use when they speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which they assign some meaning, even if they do not know their full definitions and connotations or ever use them as they speak and write.

In line with the statement above, the writer define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, vocabulary can be used to refer to the kind of words that students must know to read increasingly

² Diamond Linda and Gutlohn, Linda, *Teaching Vocabulary*, 2006, www.Ldonline.org/article/9943, (accessed in July 20, 2015)

³ Kamil & Hiebert, *Teaching Vocabulary*, www.Ldonline.org/article/9943, accessed in July 20, 2015.

demanding skills with comprehension. The writer begin by looking closely at why developing this kind of vocabulary is important to some skills such as reading, listening, writing, and speaking.

In addition, vocabulary will not only be focused on learning process which leads to improve the students' mastery of language. Furthermore, Vocabulary will let them know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language.

Vocabulary is the fundamental part of language, which is used in any situation either; it is in the form of spoken or written language. Review at the discussions above, the writer concludes that the more vocabulary the learners have, the easier for them to develop their four skills (listening, speaking, reading and writing) and learn English second language generally. There are some ways of teaching vocabulary namely:

1. Teaching Vocabulary

According to Linda Diamond and Linda Gutlohn⁴ in their article they say that Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in

⁴ Diamond Linda and Gutlohn, Linda, *Teaching Vocabulary*, 2006, www.Ldonline.org/aricle/9943, (accessed in July 20, 2015)

vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. According to Michael Graves⁵ in his article accessed from internet says that there are four components of an effective vocabulary program:

- a. Wide or extensive independent reading to expand word knowledge.
- b. Instruction in specific words to enhance comprehension of texts containing those words.
- c. Instruction in independent word-learning strategies, and
- d. Word consciousness and word-play activities to motivate and enhance learning.

In addition, something which is really needed to a teacher to concern is about components of vocabulary instruction. According to Linda Diamond and Linda Gutlohn⁶ in their article add that components of vocabulary instruction are as follows:

- a. Intentional vocabulary teaching
- b. Specific Word Instruction
 - Selecting Words to Teach
 - Rich and Robust Instruction

⁵ Graves Michael, Teaching Vocabulary. (Cambridge Pearson Longman, 2000)

⁶ Diamond Linda and Gutlohn, Linda, *Teaching Vocabulary*, 2006, www.Ldonline.org/aricle/9943, (accessed in July 20, 2015)

c. Word-Learning Strategies

- Dictionary Use
- Morphemic Analysis
- Cognate Awareness
- Contextual Analysis

According to the National Reading Panel⁷ says that explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust. Beck et al.,⁸ sees vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning. National Reading Panel adds that such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not

⁷ National Reading Panel. (2000). *Teaching Vocabulary*. www.Ldonline.org/article/9943, accessed in July 20, 2016

⁸ Beck et al, *Teaching Vocabulary*, 2002 www.Ldonline.org/article/9943, (accessed in July 20, 2015)

been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For English language learners whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

2. Principle of Teaching Vocabulary

Recognizing what students need in learning is necessary for a teacher. The process of transferring knowledge will not simply succeed if he cannot see his students' learning absorbing capability toward the material taught and the teaching portion should be given to.

It is going to be harder for a teacher to teach young learners than adult, it is because of their character. Involving many theories are not a good idea; the writer believes, this will not maximally work on them and even bore the

pupils. That is a reason; the teaching process must have principles as a reference. To avoid errors in teaching young learner, Cameron⁹ states about several principles of teaching to young learners, they are:

- a. The types of words that children find possible to learn with shift.
- b. Vocabulary development is not just learning more words but it is also importance about expanding and deepening word knowledge.
- c. Words and words knowledge can be seen as being linked in network of meaning.
- d. Basic level words are likely too be more appropriate for children, or when learning vocabulary for new concepts.
- e. Children change in how they can learn words.

Looking at the importance of English foreign language to young learners, the teaching principles will very influence the foreign language learners' understanding toward the material taught. That is the reason; the teaching must be based on an appropriate strategy referred to the teaching principles, so that the learners, through a well teaching process and structurally transferred, will gain a good English foundation. Since vocabulary becomes the topic of discussion, the other principles also stated by James Coady ¹⁰in his article gained from internet offers a synthesis of research on

⁹ Cameron, Lynne. (2001). *Teaching language to young learners*. New York: Cambridge University Press

¹⁰ Coady, James. (1997). *English Language Institute Technology Tip of the Month: Approaches to teaching vocabulary*.

foreign language vocabulary acquisition. He suggests these implications for pedagogy:

Three main principles appear to underlie effective vocabulary teaching. First, learners should be provided with both definitional and contextual information about words. In the case of foreign language learners, this could be related to their often-felt need for dictionary access. Second, learners should be encouraged to process information about words at a deeper level. Among foreign language learners this could be reflected in the current emphasis on authentic communicative activities. Finally, learners need multiple exposures to words.

3. Teaching English Vocabulary to the Junior High School

Teaching English to elementary school students as a local content is the students are expected to have skills of the language in simple English with emphasis on listening, speaking, reading, and writing skill using selected topic related to their environmental needs.

Related to the objective above, the material for the fourth grade, most topics are about center of interest that they often face in their life. The topics include things inside a class and things around a school. Those topics are so familiar with students that may see it every day when they attend to their school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time. To help the learners in learning foreign language Marry Slaterry and Jane Willis¹¹ suggest some ways to teach them:

- a. Make learning English enjoyable and fun
- b. Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.
- c. Use a lot of gestures, action, pictures to demonstrate what you mean.
- d. Talk a lot to them use English, especially about things they can see.
- e. Play game, sing a song, and say rhymes and chants together.
- f. Tell simple stories in English, using pictures and acting with different voices.
- g. Don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.
- h. Consistently recycle new language but don't be afraid to add new things or to use words they won't to know.

¹¹ Slaterry, Marry and Willis, Jane. (2003). *English for Primary Teachers: A Handbook of Activities and Class Room Language*. Oxford New York: Oxford University Press.

- i. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

According to the explanation above, the writer concludes that teaching vocabulary to the fourth graders; teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them. In order to help language learners to develop their language ability, language teacher can refer to the suggestion stated by Marry Slaterry and Jane Willis in their book¹² about how to help young learners in learning English as their foreign language.

4. Strategy of Teaching Vocabulary

Since teaching has not been an easy work, especially in teaching to elementary school students (Junior High School). Teacher is required to be careful in choosing the match teaching strategy to them if s/he wants to get satisfactory result of teaching.

This study involves “Physical Movement”, it attempts to teach language through physical (motor) activities that requires the teacher to teach them consists of primary commands, which students respond physically

¹² Slaterry, Marry and Willis, Jane. (2003). *English for Primary Teachers: A Handbook of Activities and Class Room Language*. Oxford New York: Oxford University Press.

before they begin to produce verbal responses. To calm lively students and focus them, the writer try to use some basic physical activities, which demand their concentration. For example; the students should run to match the vocabularies correctly.

Teaching English vocabulary to young learners needs an extra work and an appropriate teaching technique which is adjusted to the students' need. Many strategies can be applied to teach young learners and give very enjoyable for them in learning English as a foreign language; one of techniques that are possible to apply is game. It involves the elements of fun that make them really enjoy following the lesson. The way of teaching used to be based on physical movement, where it involves an activity dealing with movements and it is very possible to reduce learners' stress. Moreover, the teacher will be facilitated to create a positive mood to his learners in a class.

On the other side, to encourage students to keep good personal vocabulary records. Just a list of new words that came up in the lesson is not very useful after a couple of days. Olha Madylus¹³ in his article gives some tips on teaching vocabulary that students may find it useful to use any of the following:

a. Translation.

¹³ Madylus, Olha. (2007). *Teenagers: vocabulary*

www.onestopenglish.com/section.asp?SectionType=listofsummary&corid=59 49, accessed in July 20, 2016

- b. Examples e.g. furniture e.g. table, chair, wardrobe.
- c. Picture.
- d. Definition in English.
- e. Opposite.
- f. Word within meaningful example sentence ('I like rollerblading' does NOT help students remember what rollerblading means, whereas a picture or translation might).
- g. Collocation e.g. to apply for a job.
- h. Diagram or picture e.g. for parts of the body

Reading extensively doesn't automatically improve students' use of vocabulary. To encourage their expansion of vocabulary, get students to collect new words they have learnt and to use them soon in their own writing.

Collect new words learnt in class on large sheets of paper on the classroom walls and refer to them often, encouraging students to use them in spoken and written English.

B. Acquisition

Stated by Paivio and Beg that Acquisition is study which refers to the children's development on the language comprehension and production. It means that Acquisition concerns with the children naturalistic way to produce and interpret language as tool of their communication from the beginning up to the last of their development. Where the children developed a word from one word, then two words, next three words. The language acquisition is a

study dealing with the natural process in which children acquire the competence and the ability in interpreting and producing the language.

Vocabulary acquisition is learning and understanding new terminology to such a degree that it can be used accurately in oral and written communication. Between the ages of two and five, children learn an estimated 1500 new words every year, or about 5 words a day. For students between the ages of five and ten, vocabulary acquisition increases to approximately 8 new words per day. Adolescents aged ten to nineteen acquire 4800-6500 words per year, or 13 to 18 words per day.

C. Running Games Strategy

There are some aspect of Running Games Strategy namely:

a. Concept of Games

Teaching should not be always based on one or two strategies, they can be various, where teacher asked to be creative so that the class will not be passive and students will be stimulated to be more interested in learning and the result expected from the process of teaching and learning will be well transferred to students.

As being stated that game is one of alternatives that can be used to teach English, everyone believes, teaching process through a game will give a fun. Wikipedia¹⁴ in its article retrieved from internet says that a game is a

¹⁴ en.wikipedia.org/wiki/Game (wikipedia) (2016). *Search: Definition of Game*.
www.google.co.id/url, accessed in July 19, 2016

recreational activity involving one or more players. This can be defined by A) a goal that the players try to reach; B) some set of rules that determine what the players can or cannot do. Game is played primarily for entertainment or enjoyment, but may also serve an educational.

Furthermore, www.eiha.co.uk/glossary.html¹⁵ in its article says, a game is a meeting of two teams playing for a specific length of time for the purpose of declaring a winner through the scoring of goals. The game consists of regular playing time and overtime, if such is required.

Game is one of many teaching strategies can be engaged to foreign language learners, it is believed that it can give an elements of fun to learners. It has been the reason why I have been motivated to present a teaching strategy which involves a game as a media for teaching on vocabulary to young learners. The game will be circle games, *“games are any games or activities that involve the whole class, sitting in a circle, that the games recycle vocabulary and involve an element of fun”*, Joanna Budden, British Council, Spain¹⁶.

b. Definition of Running Games Strategy

¹⁵ en.wikipedia.org/wiki/Game (wikipedia) (2016). *Search: Definition of Game*. www.google.co.id/url, accessed in July 19, 2016

¹⁶ Joanna Budden. 2010. *Interactive Level I Student's Books*. British Council.

Meier said ¹⁷ that playing games is closed by our powerful. Playing games could happily leave out our positive endorphin inside body, to practice our healthy, and made our meaningful life. For people; expressing life and creative thinking were the higher in our life could be obtained by games. Learning games could create wonderful atmosphere and freely intellectual and able to give much contribution. Learning games is useful namely;

1. Able to remove “seriousness”
2. Able to lose our stress in learning area
3. Able to ask students fully involved
4. Able to improve learning process

Based on Purwanto¹⁸ said that games is learning process happened where the playing and learning both happend changing, able to change our attitude, behaviour and experience. Learning while playing which is focused “learning.

Teacher is able to stimulate the students actively and to obtain students’ result optimally, this research is offered by learning strategy which is designed by the researcher himself namely “*running games*” it is inspired from reality show south korea¹⁹, at this same time, the reality show is south korea which is idolized by SMP Negeri 7 Langsa

¹⁷ Meier, Dave. 2009. *The Accelerated Learning Handbook*. Bandung : Kaifa.

¹⁸ Purwanto, Ngalim. 1997. *Psikologi Pendidikan*. Bandung : PT Remaja Rosdakarya.

¹⁹ en.wikipedia.org/wiki/Game (wikipedia) (2007). *Search: Definition of Game*. www.google.co.id/url, accessed in July 19, 2007

students namely “ *Running Games*”, the researcher asked the students to relay race (estafet). This playing is able to motivate students to comprehend the vocabulary.

c. Phases of Running Games

Running game is a playing that is able to improve students' vocabulary at SMP Negeri 7 Langsa. There are phases of running games that is prepared by teacher namely;

1. Students made a group that every group is consist of 4 students.
2. Before playing, the teacher prepare some vocabularies from Nouns, Adjectives as well as Verbs. The students must read and remember these vocabularies.
3. Every group is consist of 4 students, the first round will be played by 2 team, they will compete to be the winner, this game is mentioned “*runner*”. There are 4 runners in the team, each runner has duty as follows;
 - a. The first runner has duty to match these words (Matching Games), the researcher provided 30 vocabulary cards. It is consists of 30 English Vocabulary cards and 30 Indonesia Vocabulary cards which the vocabulary card is entered into envelope then the first runner adhere these card in the whiteboard whereas the time is 10 minutes.

- b. The second runner write the Indonesia meanings in the paper which is carried by the first runner. The time is 5 minutes.
- c. The third runner has duty to arrange the vocabularies such as; Nouns, Adjective as well as Verbs.
- d. The fourth runner has duty to make a sentence.

d. The advantages of Running Games

The running games is a process strategy which also has disadvantages. They are the special matters that will be obtained by the students ro readers when they are in this process strategy. There are many advantages of running games as follow;

- 1. Developing students' vocabulary
- 2. Using of movement as a memory enhancer
- 3. making spiritfull students and motivated student to learn.
- 4. Creating conditions leading to positive achievement outcomes.
- 5. The is no discrimination between the poor students and the good students
- 6. By using games, the children do not feel that they learn something through that activity. Through games the students become active learners.

It has already explained that running games is a processing strategy includes improving the students' vocabulary by focusing on learning games. It means that the students has a good motivation on learning process

e. The Disadvantages of Running Games

Beside the advantages, running games also has the disadvantages. They are weakness matters which will face the teacher as the applier and the students as the object as follow;

1. The first disadvantage of applying running games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.
2. The second advantage of applying running games in teaching learning process was by doing games the teacher only had a little time to explain the material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

From all the explanation above, it shows that the using of running games is good method for teaching English vocabulary especially by applying the creative activity one but there were also some disadvantages in using games in teaching English vocabulary to the young learners especially for SMP students

D. Previous Studies

There are a lot of studies that focus on strategy in learning games and one is running game strategy. Running games strategy reveals that the students who have oppurtunities to work colloborative with playing, learn

faster, enjoyfull and more efficeintly as well as feel more positive about learning experiences,

In addition Nirmayani research proves that running games strategy can help students to improve students' achievement in learning vocabulary such as; learning activities, motivation and teamwork and easy to solve a problem in learning language as well as vocabularies.

Furthermore, Based on Purwanto²⁰said that games is learning process happened where the playing and learning both happend changing, able to change our attitude, behaviour and experience. Learning while playing which is focused "learning.

E. Concetual Framework

The present study investigates that application running games startegy in improvement the students' vocabulary acquisition. Vocabulary is one of the four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separated from each other in language learning process. Learning vocabulary is learning how words relate to external reality and how they relate one another. In present study, ability refers to the students skill in memorize vocabularies using

²⁰ Purwanto, Ngalim. 1997. *Psikologi Pendidikan*. Bandung : PT Remaja Rosdakarya.

running games strategy. Meanwhile, vocabulary is one important thing in learning language.

The problem of teaching and learning vocabulary acquisition can be seen some students' weakness in memorizing vocabulary and change a vocabulary become a sentences. Running games strategy is one of the simplest games and most flexible of the cooperative learning, it is believed as a strategy which provides solution of the problem. It has some benefits because it is suitable strategy to be applied in teaching vocabulary. They are not only able to learn from the teacher but also the environment with team work skill. They also have the same chance to reach the goals in learning.

Running games strategy has connection with effort to improve of students' vocabulary acquisition. With running games strategy the students do the learning collaboratively, working together to memorize vocabulary being learned. It has a great potential to make interesting and meaningful learning which students are motivated to actively participate in learning vocabulary acquisition.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Location and Time

The research will be done at SMP Negeri 7 Langsa which is located in Asam Peutik. The school was chosen because the students still less vocabularies, lack of facilities to support learning process, low ability to memorise or comprehend them.

In curriculum, vocabulary is in any semester. Thus, the researcher will be faced by timing problem. This research will be conducted on the first semester at the eight grade (October – December 2016). It will be begun on October 10th, 2016 and ended on December 17th, 2016, two weeks in two cycles.

B. The Subject of Research

Population, according to Bambang Setiyadi¹, is all individual belongs to a target of a research. James stated the population is a large group to whom result can be generalized.² Population does not only focus on subject or individual but also objects in which each of them chooses depends on the researcher's study. Sugiono states in his book that population is a generalization of subject or object has quality and certain characteristics

¹ Bambang Setiyadi. 2006. Metode Penelitian Untuk Pengajar Bahasa Asing, *Pendekatan Kuantitatif dan Kualitatif*. Penerbit: Graha Ilmu

² James H McMillan. *Educational Research, Fundamentals for the Consumer, Fifth Edition*. USA : Pearson.2008 p 112

which is determined by a researcher for studying then drawing a conclusion. Sample is a part of population in which it is taken as example for representing of population.

In Classroom Action Research (CAR), population and sample are called as subjects. The subjects were taken based on purposive sampling. Purposive sampling is a technique to get the data source in which the researcher considers some matters such as they are represented to a research. It could be emphasized that in the action research did not use population and sample but subjects which were chosen by considering they could be expected as representation of population. Therefore, the subjects in this research are 20 students the ninth grade students.

C. Method and Research Variable

In conducting this study, the reseacher will implement Classroom Action Research (CAR). CAR is an action research which is done by teacher in the classroom by planning, acting, and reflecting to improve the quality of practice in learning. It is include into qualitative research eventhough the data can be collected in quantitative reseach.

The main principle of CAR is the application provision in continous cycle. The action research is begun by applying and ended by reflecting. It was emphasized by Kurt Lewin Model that divided that the concept of action research into four stages namely; planning, acting, observing and reflecting.

1. Planning. It is done after knowing the problem in a teaching learning process.
2. Acting. It is an implementation of planning which is an action
3. Observing. It is done in teaching learning process as an observation
4. Reflecting. It is a reflection process after an action by conducting what happened.

There are two kinds of variable in this research, both independent (X) and dependent variable (Y). Independent variable is a variable that influence something then appears an improvement while dependent variable is a variable that is influenced by independent variable. Running games strategy is an independent variable (X) which will apply to the students. Students' Mastery Vocabulary is dependent variable (Y) which would be influenced by running games. For the last stage of this research showed that the result of using running games on vocabulary by getting the data from sample classroom.

D. Technique of Collecting Data

In this research, the researcher used observation and test which were as instrument to collect data. They were directly done in the place of research, at SMP Negeri 7 Langsa.

1. Observation

Observation is a technique of collecting data that was done through observing and monitoring with some notes on object behaviour and condition

of the research. The researcher attended the class monitoring as the first stage knew their ability and their interest in learning vocabulary

It was used to observe the students' active and attitude during teaching learning process. Though this observation, the researcher knew the students' who were active and a good attitude in teaching learning process. It could be concluded that from beginning to the end of teaching during this research and also provided observation sheet.

2. Test

Test were administered to obtain data in numbers which means students' scores. The researcher administered the test in two period, namely; pre – test and post – test. The subjects of the tests were related to the previous vocabularies.

The pre – test was in Cycle I that was used to analyze the students' basic, knowledge in learning vocabulary. Then, the researcher discovered the students weakness which was found in the result of pre – test. Next, the researcher did the treatment or action that was include in Cycle I and II. The students' scores in Cycle II test results were analyzed. After using of running games strategy and got Cycle II test result, the researcher would see and compare the students' development in learning vocabulary by the test.

3. Questionnaire

The questionnaire was conducted after the two activities above were completely done. It was purposed only to gain data from the students'

response about the teaching strategy applied. The questionnaire consisted of five questions and it was in the form of multiple choices

E. Data Analysis

The analysis of data was begun by verifying data taken from all sources of the data, namely; tests and observation. The technique of analysis data used in this research was quantitative design by using data reduction, data display, and drawing conclusion.

1. Data reduction. It is a collection of fundamental data that was found from the process of collecting data then summarize it so that the researcher could collect the next data easily.
2. Data display. It is a next stage after the researcher organized the result data reduction so that it can understand
3. Conclusion. It is the final process in which the researcher described the findings

In the research, the researcher concluded the steps of data analysis are;

1. Describing the procedure of teaching vocabulary by using running games strategy at SMP Negeri 7 Langsa.
2. Analyzing the answering in the students answer sheet to determine whether they are true or false.
3. In analyzing the test score of vocabulary, at first, the researcher calculated the percentage of students' scores in which would be shared

in table. The percentage was used to know the students' mastery in learning vocabulary. To find out the percentage, the researcher used thi formula.

Captions :

$P = \text{Percentage}$

$$R = \text{Score Achieved} \quad P = \frac{R}{N} 100\%$$

$N = \text{Number}$

4. After analyzing the scores of vocabulary test and getting the percentage, the researcher used a statistical technique to find the average (mean) of students' scores by using the following formula.

In which :

$X = \text{mean}$

$\Sigma fi = \text{member of frequency}$

$Xi = \text{values or scores}$

$$X = \frac{\Sigma fi . xi}{\Sigma fi}$$

5. Finally, the researcher measure students' mastery vocabulary before and after using running games by using t – test of non – independent.

The formula as follow;

Captions

MD = The mean from pre – test and post – test

xd = the deviation of each subject (d- Md)

Σx^2d = the number of squared deviations

N = number of cases or subjects

$$t = \frac{\overline{MD}}{\sqrt{\frac{\Sigma x^2d}{N(N - 1)}}}$$

d.b = determined by N-1

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Study

This chapter showed research data and discussion result which had been conducted. The result of each cycle was illustrated and analyzed to expose the weakness and strength in learning activities. The design was classroom action research with the objective to find out the improvement of students' vocabulary acquisition after participating in doing running games strategy and to know students' activities in learning process.

a. Description of research result

The research result data consisted of each test of students' achievement of narrative text, the result and students observation activities and students' responses of learning activities. The explanation was exposed completely below

- Pre test (Quantitative data)

Before the writer implemented strategy running games at first meeting, the teacher asked the students to determine which is noun, adjective and verb to know their ability in learning vocabulary acquisition. The pre – test was carried out on 9th november and the allocation for the test was 60 minutes. The result only 5 students passed the assessment and most of them still had many mistakes as well as lack of vocabulary.

- *Qualitative data*

It was seen from students activities, questionnaire and the result of observation and pre questionnaire was conducted to know the students' questionnaire response regarding

English lesson especially in learning vocabulary. The questionnaire was given to the eighth grade year students of SMPN 7 Langsa 9th November 2016. The questionnaire had nine questions, the description as follows

The result of questionnaire showed that 90% positive response and 2% of students showed negative responsive by applying running games as a strategy to improve their vocabulary acquisition.

Conclusion in term of learning vocabulary was their class still got difficult and need improvement to reach Minimum Mastery Criterion.

b. The Result in Cycle I

Before conducting this research, the writer asked for permission first that was represented by vice of headmaster to do a research in her school, SMPN 7 Langsa, after getting permission, the writer and one of English teacher in the school discussed regarding the planning of the research, including: the test and treatment. The time allocation based on the English subject schedule of the eighth grade of the school

a. Analysis of The pre – test result

The writer administered the test to the subject of the research. The test was called pre – test which conducted on 9th, November 2016. The pre – test was followed by 28 students. The time allocation for the pre – test 60 minutes minutes consisting on noun, adjective and verb for the test. The result of pre – test was checked and the students' score was shared in the table;

Table 1 : Result Description of Pre – test

No	Students' Name	Students' Score	Minimum Standard of Mastery Learning KKM
1	A P	60	Fail
2	A U	62	Fail
3	A R R	60	Fail
4	D S	62	Fail
5	A R	60	Fail
6	D L	74	Pass
7	E M	65	Fail
8	E F	70	Pass
9	F F	72	Pass
10	I M	65	Fail
11	M J	60	Fail
12	N H	65	Fail
13	N K	65	Fail
14	N M	60	Fail
15	N S	60	Fail
16	R D	62	Fail
17	R R	63	Fail
18	R R S	70	Pass
19	R A	63	Fail
20	R T	62	Fail
21	S R	60	Fail
22	S A	72	Pass
23	S Y	60	Fail
24	T P	60	Fail
25	T I S	62	Fail
26	Z R	65	Fail
27	A Y	65	Fail
28	D I D	63	Fail

Based on the table above, the writer concluded that there were 5 students could pass the test and 26 students were fail, then, the writer calculated the percentage and mean of those who passed and failed the test by assisting the following the table;

Table II. Frequency of Students of result of Pre – test

NO	Students' Score	Frequency	Total	Notes
1	60	9	23	FAIL
2	62	5		
3	63	3		
5	65	6		
6	70	2	5	PASS
7	72	2		
8	74	1		

b. Treatment / Action

c. Finding in Cycle II

B. Discussion

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the description of data result in discussion, the writer concluded some important point about the applicating of running games as a strategy to improve the students' English vocabulary acquisition at SMP Negeri 7 Langsa as follow:

1. Learning English vocabulary by applying running games strategy was able to improve the students' achievment in improving vocabulary and determing these vocabularies which one noun, adjectives and verbs of grade ninth students of SMP Negeri 7 Langsa. It was seen from in the result pre-test, post-test in Cycle I and Cycle II.
2. The extent of running games strategy roles in improving students vocabulary acquisition is the students able to mastery vocabulary better and they could enjoy following the lesson without taking too seriously. Moreover, by having the situation, they were expected to have an important in their master English vocabularies in which appeared in their result of the study.
3. The advantages of applying running games in teacing learning process was by doing games the teacher only had a little time to explain the

material and gave some new vocabularies. So there was no longer time for teacher to explain more and help them to memorize all the new vocabularies.

4. Beside the advantages, running games also has the disadvantages. They are weakness matters which will face the teacher as the applier and the students as the object. Disadvantages of applying running games in teaching learning process was attracting students interes to games, all of them were active and made noisy. Sometime they too much moved and sopke. That condition made the teacher difficult ti control them.

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