THE MAKING OF TIN AND RUBBER BALL GAME TO LEARN ENGLISH VOCABULARY FOR ELEMENTARY SCHOOL STUDENTS

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Abstract : Mastering English is very important for everyone around the world. By mastering English, everyone can communicate well and do all things related to English. However, learning using medium will surely help to understand the lesson well, and then they can learn English in a more effective and interesting way. The main purpose of this final project is to make Tin and Rubber Ball Game to learn English vocabulary for Elementary school students. The method used for this study is descriptive research. There were several processes taken to complete this game and the final project, started from collecting the materials, designing processes, and making the game. The result of this study was a set of tin game, consisting of eight tins consisting of eight topics, two rubbers and ten cards about the topics in each of tin. By using this game, students can learn and improve their English vocabulary.

Keyword: Rubber Ball, Tin Game, Vocabulary

INTRODUCTION

English is one of subjects provided to the students from elementary schools through high schools in Indonesia. In fact, many of Indonesian students do not understand English very well. It might be because of lack of interest in learning English and difficulty to memorize new words which may occur due to the learning method used might not be attractive and innovative.

One of the innovative and effective ways to help students understand and memorize English vocabulary is by giving them a fun and attractive learning media that can help them to understand and remember English vocabulary as well as to improve their interest in learning English.

Vocabulary is a very important component and even be called as the key in learning the English language. It determines the quality of a person's language skills. According to Hornby (1995:1331), vocabulary is an important part to master English well.

There are some media that can be used to make learning vocabulary more attractive and meaningful. One of them is learning vocabulary by using game.

Huyen and Nga (2003) found that learning vocabulary through games have been effective and show advantages in various ways. First, games bring in relaxation and fun for students, therefore, they help learners to learn and retain new words much easier. Second, games usually involve friendly competition and keep learners interested and motivated in the learning activities. Third, vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, communicative way.

To select a game used in language teaching, Hadfield (1987: 7) gives some suggestions, namely: 1) a game must be more than just fun; 2) a game should involve friendly competition 3) a game should keep all the students Involved and interested 4) a game should encourage students to focus on the use of language rather than on the language itself and 5) a game should give students a chance to

learn, practice, or reviews on specific language material.

Many games can be used to improve the mastery of English vocabulary. Traditional games which are often played by the students can be modified for English vocabulary purposes. Tin game using a rubber ball played by elementary students is one of them. It is a game consisting some different colors of tins containing some vocabulary tasks in it, and a rubber ball to shoot those tins. this game is expected to makes the learning of vocabulary become more fun and help the students to be easier to memorize new vocabulary.

.Based on the previous explanation above, the writer is interested to make Tin and Rubber Ball Game to learn English vocabulary for elementary school students.

REVIEW OF RELATED LITERATURE
Related Theory
The Nature of Vocabulary

Vocabulary is very important for communication, without a lot of vocabulary, it will be difficult to communicate. According to Webster,(1988:110), vocabulary is a

list of the word usually arranged alphabetically and defined, explained or translated into the range of language the stock of words at person demand or use in particular work, a branch of the subject. Soedjito (1989: 10) states that, the vocabulary is either (a) all the words contained in one language, (b) the wealth owned by a person said the speaker or writer, (c) list data that is structured like a dictionary accompanied by a brief explanation and practical.

Based on the statement above, it can be concluded that vocabulary is an essential to learn a language because whenever we think of language and language learning we usually think of mastery vocabulary.

The Importance of Vocabulary

Vocabulary has a significant role for language learners in mastering four skills of the language. They are reading, listening, writing and speaking. This statement is supported by Huyen and Nga (2003) who say that vocabulary plays an important role in learning a foreign language. It is one element that links the four skills of speaking, listening, reading and writing all together.

In addition, Tarigan (1988) argues that the more people have vocabulary, the more skills that they enable to use in language. This statement indicates that the quality of language skills produced by someone depends on the quality and quantity of vocabulary he/she posses. This statement is strengthened by Thornbury (2008) who says that people could say very little with grammar but they could say almost anything with words. Thus, the more people learn words, the more they could improve their English.

Moreover, the mastery of vocabulary can increase the human life. This is supported by Tarigan (1988) who says that the improvement of the students' vocabulary can increase the students' life, attitude, development of their concept, process of thinking and also increase the students' knowledge.

Based on statement above, the writer may conclude that having more vocabulary can guide people in using skills in language and also can increase the quality of human life.

The Nature of Educational Game

Slattery and Jane (2001) state that game can help the learners to

create context in which the language is useful and meaningful. He also argues that in increasing vocabulary, teachers should need media to be used. One of them is game. Game can makes students more focus in learning because they do not feel they are forced to learn.

Handri (2009) says, educational games are one type of media used to provide teaching, increase its knowledge through a unique and exciting media. This type is usually intended for children, it is very necessary color game difficulty level here does not matter.

Based on the above it can be concluded that educational game is one of the games that can be useful to support the teaching and learning process to be more fun and more creative, and are used to provide teaching or increase its knowledge through an exciting medium.

According Lewis (2006), there are some positive sides of games. They are:

    a. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children

between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

    b. The games context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children. Through playing games, students can learn the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Based on statement above can be concluded that education games is a game that is used in the learning process and in the game contains elements of educational.

Bakhsh (2016) suggests not to overuse the games even though they are very popular among young learners. Moreover, the games choosen should be appropriate with students' level, interest, and context and controlled by wise and skilled teacher.

Vocabulary Games for Young Learners

Al Masri and Al Najar (2014) found that games are proven to be useful and effective and they should be employed in teaching vocabulary to very young learners.

Vernon (2009) argued that games are an effective tool to teach vocabulary to young learners. Moreover, he states that games involve learners to take part in a healthy competition which could help them in learning more without forcing their participation.

Related Study

There were several related studies taken from different sources they are:

First, a study done by Adisty Aprilia (2014) about The influence of the smart game on the ability of group A of children in Tk Putera Harapan Faculty of Education, State University of Surabaya. The purpose of this study was to determine the effect smart tin game on cognitive abilities A group of children in kindergarten *Putera Harapan*. The result of the calculation of the data showed no differences in pretest and posttest which originally amounted to 186 becomes 230. The calculation of the level marked Wilcoxon test that the T table is equal to 59. If T <T table then Ho rejected and Ha is accepted, it is known that T count <T table (0 <30). So that research results can be concluded that there was an effect smart cans games on cognitive abilities A group of children in kindergarten *Putera Harapan*.

Second, a study was done by Rizti (2016) Development of media card English in learning vocabulary for elementary school students State Islamic University Sunan Kalijaga Yogyakarta. This study aims to develop and to determine the feasibility of Media Card English Vocabulary based on an assessment of media experts, subject matter experts, peer, teacher of English MI / SD, and the response by the students MI. These results indicate that the products developed have excellent viability by 47 media experts, is very good according to subject matter experts with a score of 51 and based on student responses obtained good quality with an average score of 62.27. Therefore, the product is fit for use as a medium of learning English vocabulary for students MI / SD.

It can be concluded that vocabulary games can help students to learn English vocabulary.

Related Product

There is a related product about this study. As we know, the tin game is a traditional game which make use of several tins arranged vertically, then, the tin arranged is shot by using a shooter such as stone, tin, ball, etc.

Different from the above product, the product of this study is used for teaching and learning Vocabulary.

METHODOLOGY OF STUDY

Method of the Study

The method used for this study is a descriptive research. According to Sukmadinata (2006) states that descriptive research is a form of research that aims to describe the phenomena that exist, whether a natural phenomenon or man-made phenomenon. The phenomenon can be in the form, activities, changes, characteristics, relationships, similarity. For the purpose of this research, the Descriptive method will be used to describe all the process or steps in making the product.

Equipment and Materials
Equipment

The equipment used to design this product was :

1.   Hardware
   a. Laptop
      Laptop was used to create word lists in the paper and design the product
   b. Printer
      After creating the word list, the results then were printed with a printer
   c. Flash disk
      It was used to save and transfer the data.
2.   Software
   a. Paint

It was used to draw the color and model of game.

b. Internet

Internet was used to find information about the game from various sources and also to find the pictures for the report and the product.

c. Photoshop CS Application

It was used to design model the tin.

Materials

The materials used to make this product were:

1. Sticker

   it was used to design the color to tin

2. Rubber

   It was used to make the ball to throw tin

3. Tin

   The main element used for this game

4. Paper

   This paper used to write vocabulary and signed into tin

5. Ruler

   It was used to measure paper and sticker size.

6. Cutter

   It was used to cut the sticker

Procedure of This Study
Data Collection Technique

The Data for this study were retrieved and collected from several resources. The theories and pictures were taken from some books and also internet.
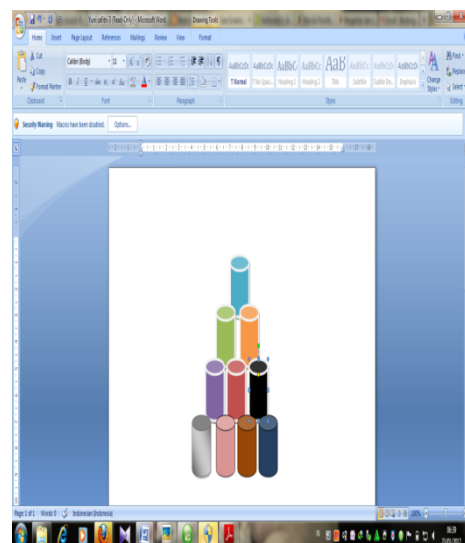
Product Design

In designing tin game, cards, and a rubber ball, the author uses the Microsoft Word as application to make the products of this game.

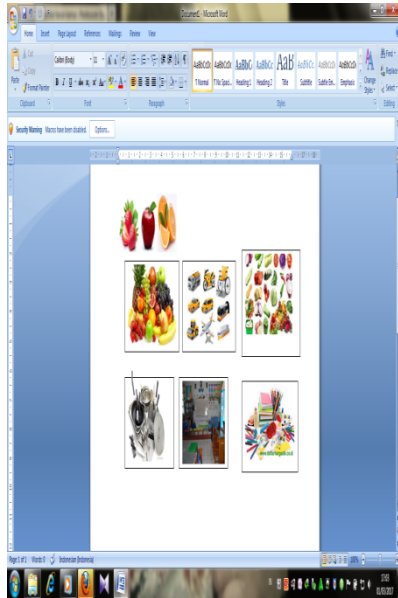The process designs of this product can be seen below:

a. Design of Tin

The design of Tin game used sticker to give attractive colors on tins. Brightly colored tins designed are as the same size as the size of the tin.
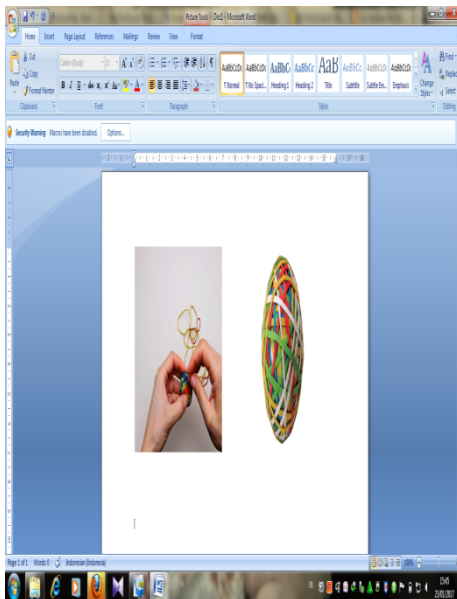
b. Design of Card

Paper size used in the design of cards is 5x5 cm. The paper is used to make picture vocabulary.

c. Design of Rubber Ball

In designing the rubber ball to throw the arranged tins, variety of rubber colors is used.

Playing Instructions

This game can be played by two to four players. The playing instructions are described as follows:

1. The first, this game is a group game, consisting of two groups (A and B). Each group has 2-4 members.

2. The groups make a draw "hom-pimpa" to determine which group plays first. The group which wins the draw will throw the ball first.

3. There are some tin containing picture cards in this game. This card functions as the guide to play this game.

4. If the group A is able to put all the tins down, they will have a chance to take one of the tins, and take the vocabulary cards containing in it to be answered by their group members. If they cannot answer the question, group B then gets the chance to answer the question.

5. The next turn goes to group B, and follow the rules as in point 4.

6. Each group gets 10 point score for each correct answer.

7. Each group competes to get the highest points. The group which gets the highest score will be the winner, and vice versa. The lost group gets punishment to imitate the animal sound and habit.

RESULT AND DISCUSSION

Process of Making Tin game using Rubber Ball

There were several processes done in making Tin Game, started from collecting and providing the materials until designing the model of tin, designing the rubber, and designing the card. The complete processes were explained as follows:

Collecting and Providing Materials

The contents of this game was the vocabulary about vegetables, fruits, animals, part of body, occupations, numbers, colors, things in classroom for elementary school students. This game used ten pieces of vocabulary each for tin. Therefore, collecting and providing tin materials was the first thing to do. The vocabulary for this game was taken from the book and internet.

Designing of tin

After the data was collected, the next process was designing the tin. As described in Chapter III, this study used Photoshop applications to support this process. The process was started from measuring the length and width of its tins and making the type or model of the tin design using Photoshop. The procedures of designing the tin can be seen below:

a. Opening Adobe Photoshop CS program
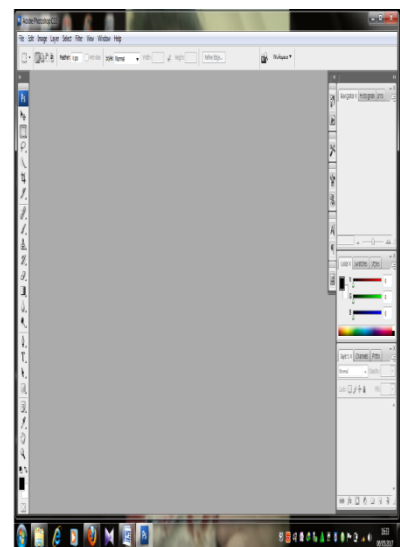

Creating new document to make the background of the tin by clicking *file* and *new* at menu bar of the program

and setting up the size of document.
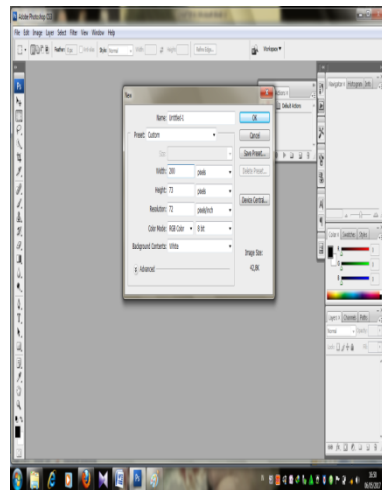
b.   Painting the background by using *paint bucket tool* and then adding the *new layer* to make *gradient tool* then choose the color. In painting the background, the green, blue and red color were used and some pictures were added to make manipulation for decoration of the background by using *quick selection tool* and *move tool*.
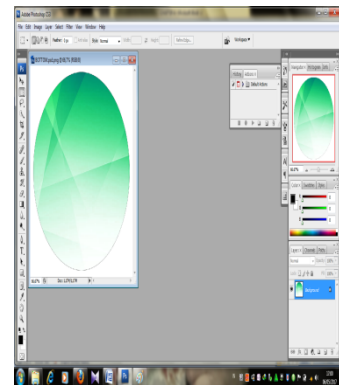
c.   Adding the name of vocabulary on the tin game. Each was named with *Vegetables, fruits, animal, part of body, occupations, numbers, colors, things in the classroom* which is created by using *horizontal type tool.*
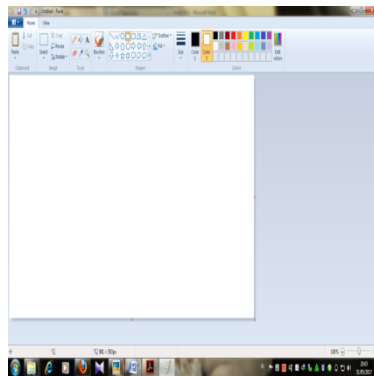

Designing of Card

The next process was to design a picture card. As described in Chapter III, it used the Paint application to support this process. The process was started from drawing and creating a card type or model using Paint Tools.

Card design procedure can be seen as below:

a. Opening Paint program

b. Creating a new document to make a model card by opening the shape menu. The model of card used rectangle shape.
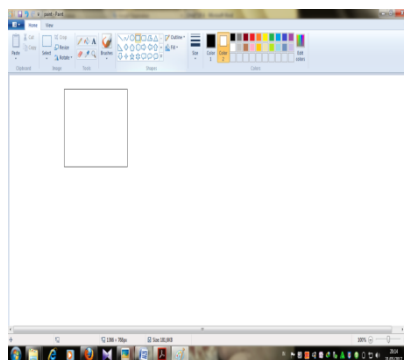
c. Adding picture and border colors.

For the next cards also have the same processes in making the cards. Moreover, the difference are the kind of topics and colors of cards. For "fruits" the color of card is yellow, "Vegetables" the color of card is red, "Occupation" the color of card is blue, "Animals" the color of card is green, "Part of body" the color of card is pink, "Number" the color of card is Orange, "Color" the color of card is black, "Things in the class room" the color of card is brown.
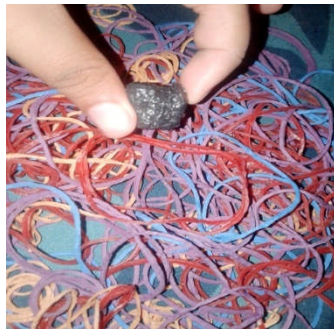
Designing of Rubber Ball

After data was collected, the next process is designing rubber ball. As described in Chapter III, this study used rubber to make ball. Rubber ball design procedure can be seen as below:

a. The first process was preparing rubbers needed

b. The next process was making the plastic into a round shape with a diameter of 2 cm

c. The next prosess was covering the plastic with rubber, then forming by coating some rubber to become a rubber ball of 6 diameters

Evaluation

Evaluation was the last part of the product. It is a mechanism to evaluate the product in order to get some opinions, weaknesses, and suggestions to improve the product. It was done at Elementary School 54 Senggoro. There were three evaluators who evaluated the product, the Teacher and the students. The evaluation from the teacher and the students was done on May 23,2017.

The evaluation was done for one hour. The first step was introducing the game and giving

instruction about how to play the game. Then, the students were divided into two groups, each group consisted of four students. The next step was taking ball to shoot the tin and playing the game in 20 minutes. After it was done, the last step was giving the teacher and students the evaluation sheet. The results of evaluation are:

Teacher of Elementary School of 54 Senggoro

According to Mrs. Erlinda .S.Pd a teacher of Elementary School of 54 Senggoro. She said the Tin game was good. Using Tin game to learn English vocabulary for students was very good and interesting.

Student of Elementary School of 54 Senggoro

The evaluation towards students was done to several students of Elemetary School of 54 Senggoro. The responses given by all students were positive. According to them, the Tin game played was interesting and fun. It made them easier in learning English vocabulary.

Problems

There were several problems faced during the processes of making Tin game. They were:

1. Making Rule Instruction
   In this game, the writer had difficulty to find and arrange the appropriate rules since each rules might have some strengths and weaknesses.

2. Designing the Game
   In designing this game, there were several applications installed in computer such as PhotoshopCS 2 and Paint. Therefore, there were some difficulties in designing the product because there was no enough knowledge about the applications used.

CONCLUSION AND SUGGESTION

CONCLUSIONS

There are several conclusions made after the discussion the making processes and the final project. The main purpose of this study was to make Tin and Rubber Ball Game for elementary students to learn English vocabulary and to easily remember vocabulary. It is provided to be a helping to improve the interest of

elementary students in learning English vocabulary as well.

There were several processes taken to complete this game and the final project, started from collecting the materials, designing processes, and making the game. The materials for the game collected from store such as the equipment of the game.

After collecting the material, the next thing was designing the tin, editing the color of picture of the card and designing the rubber ball. The application used in designing were *photoshopCS* and *paint*.

The result of this study was a set of tin game, consisting of eight tins consisting of eight topics, two rubbers and ten cards about the topics in each of tin. The game can be played two groups, each group has been 2-4 members.

SUGGESTIONS

There are several suggestions for this final project. It can be seen bellow:

Suggestions for Elementary School Teacher

Teacher can use this game as a learning media to teach vocabulary for the students. By using learning media, the learning process is expected to be more fun and interesting.

Suggestions for Elementary School Students

The students of Elementary school can use this game to help then remember vocabulary. Learning vocabulary used media is a great way to make learning more interesting and fun.

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