
Improving Students Vocabulary Mastery by Using Fly Swatter Game at The Seventh Grade Students of SMPN 2 Kulo

Syahrir L.¹, Andi Sadapotto², Sam Hermansyah³, Pujiana Anwar⁴

¹ Entrepreneurship Department Universitas Muhammadiyah Sidenreng Rappang Indonesia

²⁻³ English Education Department, Universitas Muhammadiyah Sidenreng Rappang, Indonesia

ABSTRACT

The Objective of the research was to find out whether or not the fly swatter game improves the vocabulary mastery of seventh-grade students at SMP Negeri 2 Kulo. The method of investigation used in this study was the pre-experimental method with one group pre-test and post-test design. The population was the seventh grade students of SMPN 2 Kulo. The sum number of the population was 60 students consisting of three classes and one class (VII.1) was taken as a sample by using the purposive sampling technique, the sum number of the sample was 20. The instrument used in this research was to treat the group. The results of this study revealed that the pre-test received a mean score of 52,00, while the post-test received a mean score of 52,00. (78,55). The p-value (0.000) was lower than the level of significance (alpha = 0.05), indicating that the p-value (0.000) was lower than the level of significance. . This means that H1 was accepted. The research concluded that teaching at the seventh-grade students of SMP Negeri 2 Kulo interested to learn vocabulary mastery by using fly swatter game.

Keywords: Improving, Vocabulary Mastery, Fly Swatter Game.

INTRODUCTION

A language is a sound-symbol system created by human utterances that serves as a means of communication. Language, as we all know, is made up of words or a collection of words. Each had a meaning, which was an abstract relationship between words as symbols of objects or concepts represented by a collection of words or vocabulary arranged alphabetically or in alphabetical order by linguists, accompanied by an explanation of their meaning, and then entered into a dictionary or lexicon. The words we say or write are not placed in any particular order when we speak or write, but they do follow the guidelines. To communicate ideas, emotions, or feelings, we must select the appropriate words and organize them according to grammatical rules. . A set of rules that are based on language usage, or what we use as language guidelines are what is called grammar.

English was a language that was used as a medium of communication and as the first international language used to interact with other people throughout the world. One of the most important aspects of learning English is developing a vocabulary. Anyone who lacks a proportional quantity of vocabulary will have difficulty speaking, reading, listening, and writing. In other words, the first skill that a language learner must acquire in order to learn a language, particularly English, is vocabulary. It suggests that mastering language was crucial, especially for junior high school kids. To communicate with others, they must understand English vocabulary and grammar norms.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading,

ISSN 2460-4739 (print)

*Correspondence:

Syahrir L.

Improving

Student Vocabulary Mastery by Using

Fly Swatter Game at The Seventh

Grade Students of SMPN 2 Kulo.

and writing. According to Soedjito in Labib (2016), the vocabulary was all words contained in a language, the word wealth owned by a speaker or writer, the word used in a field of science, and a list of words arranged like a dictionary accompanied by brief and practical explanations. Furthermore, Soedjito et al.,(2011) stated that Vocabulary was a word or wealth word owned by a language. In addition, Juhendi (2011) stated that vocabulary is a vital aspect of language because it appears in every skill of language including listening, speaking, reading, reading, and writing skills. On another hand, Azis (2011) stated that vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element that can stand alone as an utterance, it cannot be divided into or more part similarly characterized. Vocabulary was needed to improve the four language skills, namely listening, speaking, reading, and writing.

Because the English language is fundamentally different from the Indonesian language in terms of structure, pronunciation, and vocabulary, there is still a challenge in learning and teaching English at school. It is not a simple task for instructors to provide effective and efficient English instruction. As a result, the English teacher must be able to plan and coordinate teaching and learning activities. They must offer topics using an appropriate teaching method. A solid teaching approach helps pupils grasp and learn the lesson. Just like other classes, teaching language requires the use of appropriate techniques and procedures. In actuality, some students find studying English, particularly memorizing terminology, to be tedious.

Students have trouble distinguishing between the forms of vocabulary such as noun, verb, adjective, and adverb. Furthermore, the kids are bored and show little interest in English class. These vocabulary issues must be addressed, or the pupils may struggle to go to the following level or grade. Students may also be unmotivated to study English because they believe it is difficult. Additionally, pupils will be bored in English class.

One of the techniques to teach tactics that had inspired students to learn English was the appropriate strategy, such as games. The introduction of games will not only improve the dynamic of the classroom, but will also make it easier for pupils to study and for the brain to learn more efficiently. The brain was exactly like any other muscle. It must be refined, tested, and put to the test in competitive scenarios. The more fun and involved the learning environment can be made, the more games and activities the instructor will try to incorporate. The more the instructor manipulates language and the surroundings, the better the situation for the pupils. Students can work jointly, compete with another method in a new way, work in demanding and productive conditions, and more by playing games.

The fly swatter game is one of the activities that may be expected to improve the students' vocabulary mastery. Ratna claims that The fly swatter game was a fun exercise for pupils since they could study while having fun. A Fly Swatter was a tool for killing flies that consisted of a flat piece of plastic or other material attached to a long handle. The Fly Swatter was an insect-killing gadget. The fly swatter game required pupils to use the teacher's instructions to obtain the word on the blackboard. If kids can play a variety of games in English, their vocabulary knowledge will improve. It may be observed by the fact that they have remembered less vocabulary and were unable to mention any of it. That is why the researcher chose the term "Improving Students' Vocabulary Mastery Through The Use Of The Fly Swatter Game In The Seventh Grade Of SMPN 2 Kulo

METHODS

In this research, the researcher applied was pre-experimental design with one group pre-test and post-test to know the students' ability in vocabulary (Gay et al., 2006). Pre-experiments are the simplest form of research design. In a pre-experiment, either a single group or multiple groups were observed after some agent or treatment presumed to cause change.

To collect the data, the researcher has utilized a vocabulary test as the instrument, were consists of 30 questions. The researcher used the test, there were pre-test and post-test. The pre-test was done before implementing the fly swatter game in vocabulary. It is to measure students' vocabulary mastery at first. Meanwhile, the post-test was implemented after using

the fly swatter game in vocabulary. In this research, the test was done in form of multiple choices. The test is held at the end of every cycle.

The procedure of the research involves the following steps:

1. Pre-test

At the first appointment, a pre-test was given to end treatment of the following procedures:

 - a) The researcher described what the students would be doing and assigned the work to one class in order to determine the students' vocabulary competence through a test prior to treatment.
 - b) The researcher was giving a score to the students' result test.
2. Treatment

After giving a pre-test, the researcher would conduct treatment for the one class. The therapy was administered to the researcher four times. Each meeting is 80 minutes long.
3. Post-test
 - a) After giving treatment, the students are given a set of a vocabulary test.
 - b) The researcher was assigning a grade to the pupils' work.

RESULTS AND DISCUSSION

1. The difference between the pre-test and post-test percentage score

The conclusion was reached after a test consisting of two parts, namely a pre-test and a post-test

TABLE 1/ The percentage score of pre-test and post-test

NO.	Classification	Score	Pre-test		Post-test	
			F	(%)	F	(%)
1	Very Good	86-100	0	0	3	15
2	Good	71-85	0	0	13	65
3	Fair	56-70	6	30	4	20
4	Poor	41-55	14	70	0	0
5	Very Poor	≤40	0	0	0	0
			20	100	20	100

According to the table above, the majority of students received poor and fair classifications in the pre-test, with 6 (30%) students categorized in fair and 14 (70%) students categorized in poor; however, in the post-test, 4 (20%) students categorized in fair, 13 (65%) students categorized in Good, and 3 (15%) students categorized in very good. It has been reported that after being taught using the Fly swatter game, the pupils' achievement rose.

TABLE 2/ The mean score and standard deviation of the student's pre-test and post-test

No	Variable	Mean score	Standard deviation
1.	Pretest	52,0000	5,39005
2.	Post-test	78,5500	9,34978

Table 2. shows that the mean score of the students in post-test (78,5500) was greater than pre-test (52,000), which means that the students who were taught by using Fly Swatter game in vocabulary mastery was improved.

Hypothesis testing

The researcher employed the t-test formula to examine the hypothesis (Paired sample test). The significance threshold is set $\alpha = 0.05$.

TABLE 2/ The P-value of the t-test of the students' scores of pre-test and post-test.

P-Value	(α)	Remarks
0.000	0.05	Significant difference

The P-value was lower than the alpha () value (0.0000.005) in Table 4.3, indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. . It means that the seventh grade students of SMPN 2 Kulo was improved after they are taught by using the fly swatter game.

The impact of the fly swatter game on reading comprehension in kids. This section discusses the descriptive statistics findings as well as the interpretation of group test results. Based on the aforementioned statistics, it is clear that the vocabulary knowledge of pre-test and post-test students differs significantly, with students scoring higher than previously after using the fly swatter game to improve vocabulary mastery.

Students' vocabulary mastery increased dramatically, according to the data acquired through the exams provided in the previous section. The average score of student exams on post-test students supports this. The results in the preceding section indicates that using the fly swatter game to teach vocabulary mastery was helpful in enhancing students' vocabulary knowledge. This is reinforced by the fact that the post-test test's mean score (78,5500) is greater than the pre-test (52,0000). The results of this study show that playing the fly swatter game enhances pupils' vocabulary acquisition considerably.

Researchers employed a t-test in inferential statistics with SPSS program version 21.0 to evaluate the hypothesis based on student learning outcomes acquired and mentioned in the preceding findings. The P-value is less than the alpha () value (0.000 0,005), indicating that the null hypothesis is rejected and the alternative hypothesis is accepted, according to the results of the statistical test. H1 has been approved, but H0 has been refused. There was a considerable improvement in vocabulary knowledge among students, according to the findings. To put it another way, there is an increase in seventh grade of SMP Negeri 2 Kulo, students' vocabulary mastery after playing the fly swatter game.

CONCLUSION

After conducting research at seventh grade of SMP Negeri 2 Kulo. It can be concluded that fly swatter game can improve the students' vocabulary and can help them to remember and keep their vocabulary. It can be proved from the following facts..

REFERENCES

- Achmad, Syarifuddin. 2013. Developing English Vocabulary Mastery Thorough Meaningful Learning Approach, Vol.5, No.5
- Ahmadi Reza, Mohammad. 2012. Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy, Vol. 02, No.6
- Al qahtani, Mofareh. 2015. The Importance of Vocabulary in Language Learning and How to Be Taught, Vol. 3, No.3
- Anita Yuliana Siregar, 2013, Improving Student's Vocabulary Mastery Through Crossword Puzzle, North Sumatera : English Departement of Education State Institute for Islamic Studies
- Bungin, Burhan. 2000. Metode Penelitian Kuantitatif. PT. Prenada Media.Jakarta.
- Christiani & Manik.2016. Teaching Vocabulary Using Matching Word On Computer Assisted, Language Learning, Vol 4, No.7
- Depdiknas. 2005. Panduan Pengembangan Model Pembelajaran Berbasis Kompetensi. Jakarta : Direktorat PPTK dan KPT Dirjen Dikti.
- Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) . Jakarta: Depdiknas
- Elfreida H. Hiebert and Michael L. Kamil, 2005, Teaching and Learning Vocabulary : Bringing Research to Practice, USA : Lawrence Erlbaum Associates, Inc.
- Hall J. Eugene, 1993, Grammar For Use, Jakarta : Bina Rupa Aksara

- Heaton, John Brian. 1998. *Writing English Language Tests*. New York: Longman.
- Helena Rizkiah and Zul Amri, (TT), *Jurnal of Using Fly Swatter Game to Improve Student's Vocabulary of Grade 5 of Elementary School, Padang* : Universitas Negeri Padang
- Jim Screvener, 1194, *Learning Teaching, English* : Heinamaan Publishers Oxford
- Lestari, Wiji. 2013. *Improving Students' Vocabulary Mastery Through Word Clap Game*
- L. R. Gay. 2006. *Educational Research: Competencies for Analysis and Applications* : Publisher Pearson Merrill Prentice Hall
- Macmillan Dictionary, Definition of Fly Swatter, Retrieved on November 29th 2016, form <http://www.macmillandictionary.com/dictionary/british/flyswatter>
- Marianne Celc C e-Murcia, 2001 , *Teaching English a Second or Foreign Language, USA* : Heinle & Heinle
- Oliveira De Medianeira, 2014. *Vocabulary Acquisition in Second Language, Vol. 4, No.13*
- Soehartono. 2004. *Pengertian Sampel*. Jakarta : GM Yayasan Pembina Kaardiovaskuler Indonesia.
- William Collins 1979, *Webster's New Twentieth Century Dictionary, America : The United States of America Wivesunscripted, The Flyswetter Game*, Retrieved on December 4th 2016, form <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>