Improving Students' Vocabulary Mastery by Using Fly Swatter Game

Jolanda Hulda Debora Pilongo[1], Titien Fatmawaty Mohammad[2], Citra Dewi Bonde[3]

[1,2,3]Department of English Education, Faculty of Letter and Culture, Universitas Negeri Gorontalo, Indonesia

jolandapilongo@gmail.com[1], titien@ung.ac.id[2] , dewibonde66@gmail.com[3]

Article Info	Abstract

This research analyzes effect of fly swatter game in improving students' vocabulary mastery. A quantitative method is employed in discovering the results, where it is conducted at SMP N 5 Dumogaand the participants were the A class of eight-grade students of SMP N 5 Dumoga. Data collection was employed by using pre- and post-test and the treatment is used as a means of improving students' vocabulary mastery. The results showed that there is an improvement in students' vocabulary mastery, which can be seen from the higher post-test score. Furthermore, by implementing fly swatter game, the students are being more active and enthusiasm in learning vocabularies related to the material taught by the researcher. As a result, they are not feel bored and keep their interest in following the learning process.Therefore, based on the explanation above, it can be summarized that the students' vocabulary mastery is improved because of the implementation of Fly Swatter Game in teaching and learning process.

Abstrak

Penelitian ini menganalisis pengaruh permainan fly swatter dalam meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan metode kuantitatif untuk mengetahui hasil penelitian yang dilakukan di SMP N 5 Dumoga dan pesertanya adalah siswa kelas VIIIA SMP N 5 Dumoga. Pengumpulan data dilakukan dengan menggunakan *pre-* dan *post-test* dan perlakuan digunakan sebagai sarana untuk meningkatkan penguasaan kosakata siswa, yang dapat dilihat dari skor post-test yang lebih tinggi. Selanjutnya, penggunaan permainan fly swatter telah membuat siswa menjadi lebih aktif dan semangat dalam mempelajari kosakata yang berkaitan dengan materi yang diajarkan oleh peneliti. Hasilnya, mereka tidak merasa bosan dan tetap tertarik untuk mengikuti proses pembelajaran. Oleh karena itu, berdasarkan penjelasan di atas, dapat disimpulkan bahwa penguasaan kosakata siswa meningkat berkat pengguanaan permainan fly swatter dalam proses belajar mengajar.

Corresponding Author:

Citra Dewi Bonde
Department of English Education, Faculty of Letter and Culture, Universitas Negeri Gorontalo, Indonesia
E-mail: dewibonde66@gmail.com

1. **INTRODUCTION**

Vocabulary is regarded as an essential skill for the students which has an important roles in studying English language. However, there are still exist several problems in the process of learning and teaching English in school, particularly junior high school level. The problems are not only come from the students, but also from the teachers. Based on the plemininary observation that has done by the researcher at SMP N 5 Dumoga, the students at grade VIII still have several problems in learning English and one of which is the use of monotonous method by the teachers. Teacher must be able to organize suitable method that suit with students' need in learning English. One of the method that can be applied by the teacher in classroom is by playing games and one types of word games to teach vocabulary is fly swatter game. Fly swatter game is a game that created by Haring (2003) in order to teach the students a new word by providing the word in large print in the board. The students use fly swatter to hit the word in the board by listening to teacher's instruction. In addition, Rezkiah and Amri (2013, p. 237) state that fly swatter game is a good method in increasing students' vocabulary by finding the clue or picture of the words based on the teacher's instruction.

In teaching and learning process, vocabulary should be mastered by all English learners. It is because the role of vocabulary which can help students in mastering the four major skills of English, namely listening, speaking, reading, and writing (Asyah, 2017, p. 294). The role of vocabulary in language is very important because it becomes a basic or foundation of language learning. In line with this statement, Silaban & Andriani (2017, p. 36) state that rich vocabulary that the learners have can affect the development of their major English skills. Therefore, it can be inferred that vocabulary is needed in order to develop and improve learners' language skill. Based on the explanation above, it can be concluded that the learners' vocabulary mastery is an essential component in language learning. By improving the vocabulary mastery, the learners can express and understand the meaning of the communication with others. Besides, it has an important role in supporing four major skills in English, which are speaking, listening, reading, and writing.

According to Haring (2003), fly swatter is a tool that is used to kill flies, which consist of a small square piece of plastic material attached to a long flexible stick. In teaching and learning process, fly swatter is used as an instrument to play a game in teaching vocabulary called fly swatter game. Haring (2003) explained that there are three rounds or levels in using fly swatter game to teach vocabulary. In the first round, the teacher ask two students to compete in finding a word. The activity is start when the teacher say the word, then the students hit the word in by using fly swatter in the whiteboard. The students who can hit the right word is the winner. The second round, the teacher ask other students from other groups to compete each other. In this round, the teacher say the word in students' native language, so the students should find an English word in the whiteboard. In the last round, the teacher give some clues related to the word. After that, the students should compete each other to hit the right word in whiteboard.

2. **RESEARCH METHODOLOGY**

Bagian metode menggambarkan langkah-langkah yang dilalui dalam mengeksekusi penelitian/kajian. Oleh karena itu, perlu ditampilkan secara detail kepada pembaca (reader) mengapa metode yang digunakan reliabel dan valid dalam menyajikan temuan penelitian/kajian. Bagian metode penelitian harus dapat menjelaskan metode penelitian yang digunakan, termasuk bagaimana prosedur pelaksanaannya, penjelasan alat, bahan, media atau

instrumen yang digunakan, penjelasan rancangan penelitian, populasi dan sampel (sasaran penelitian), teknik pengumpulan data, pengembangan instrumen, dan teknik analisis data. Penulisan sub judul pada metode hendaknya dimasukkan ke dalam paragraf bukan bullets, atau numbering.

The objective of this research is to find out whether the implementation of fly swatter game can improve students' vocabulary mastery or not. Therefore, this research is conducted by using quantitative method in order to analyze the data. Apuke (2017) states that quantitative method is a method that used in the research dealing with quantifying and analyzing the variables in order to get the result. This research is conducted at SMP N 5 Dumoga. The population of this research is the students at grade eight, which are consisted of five classes. The total number of students of gade eight are 157 students. Those classess are 8-A (30), 8-B (32), 8-C (33), 8-D (32), 8-E (30). This school is chosen as the place of research because of several problems in teaching and learning English that are found in the school while the researcher did an observation. Moreover, the students at grade eight still lack of vocabulary mastery which then affects their English language skills. The sample of this research is the students of SMP N 5 Dumoga grade VIII A. The number of students are 30 students. The reason of choosing this class as the sample of this study because of the observation resalt that has done by the researcher through observing the teaching and learning process directly. The result shows that the student of SMP N 5 Dumoga grade VIII A has a limited vocabulary mastery that cause them lack of motivation in learning English.

In this research, the data are collected from the result of a test given by the researcher, which are pre- test and post- test. Pre-test is a test that given to the students before they are given a treatment, while post- test is a test that given to the students at the end of the study after they are given a treament. The form of a test that given to the students is in multiple choice test form. Harris (1969) in Widyawati (2004) classified the level of students' vocabulary mastery in four levels, which are categorized based on the percentage of students' mastery.

Table 1. *The levels of students' vocabulary mastery*

Classification	Score
Excellent	80% - 100%
Good	60% - 79%
Average	50% - 59%
Poor	0% - 49%

Therefore, in order to find out the percentage of students' vocabulary mastery, the formula of Gay (1981 as cited in Hajis, 2014). Testing hypothesis is aimed to determine whether Fly Swatter Game can improvestudents' vocabulary mastery or not. The verification of hypothesis is done in order to find out the result of study, whether it is accepted or rejected. In this study, the researcher uses the level of significance of $\alpha = 0{,}05$. Moreover, the criteria of hypothesis testing it used with the formula of Sudjana (2002. p.239), as follow:

$$H_0 \text{ is accepted if } t_{count} < t_{table}$$
$$H_1 \text{ is accepted if } t_{count} > t_{table}$$

H_0 = Fly Swatter Game cannot improve students' vocabulary mastery
H_1 = Fly Swatter Game can improve students' vocabulary mastery

3. RESULTS AND DISCUSSION

The data was collected by using test instrument, which is about 50 items. The test is in the multiple choice test form and consists of adjectives, verbs, and nouns. The test was given to the same level of eight grade students. Based on the analysis of the test items, the result showed that there are 33test items which are valid and reliable. In the following section, description of the research findings derived from the pre-test data is presented.

Pre- test was applied before implementing the treatment and post- test. It is used to find out the students' ability in vocabularies before Fly Swatter game is implemented to the students. The test consisted of 33 numbers of test, which was given to the students at grade VIII A. After analyzing the students' score in pre- test data, the researcher found that the students' score of pre- test data, as follow:

Table 2. *Students' score in pre- test data*

The lowest score	5
The highest score	23
The mean ($\overline{X}$) of score	15, 3
The standard derivation (S_d) of score	4, 78
The range of interval class (R)	18
The amount of interval class (K)	5
The wide of interval class (P)	4

After pre- test was given to the students, then fly swatter game was implemented in the teaching and learning process. Fly swatter game is used in order to improve students' vocabulary mastery, which was applied in six meetings. In the first and the second meeting, the material that were taught was It's English Time. While, for the third and the fourth meeting, the material was We Can Do It and We Will Do It. For the fifith and the sixth meeting, the material that were taught was We Know What to Do.After playing the game, the students were asked to answer the worksheet given by the researcher. This activity was done in order to check the students' understanding toward the vocabularies that they already learned from the first meeting to the fifth meeting. The result of this meeting showed that the students could answer the questions with many correct answers.

The treatments show that from the first and second treatments, the students' vocabulary stood at 20%, and increase to 20% to the third treatment. The students' vocabulary mastery grows up to 60% in the fourth treatment and that percentage is stable to the fifth treatment. In the last treatment of using fly sweater game, the students' vocabulary mastery then improves to 80%. It is important to note that during the treatment of the vocabulary teaching using fly sweater game, the improvement in the students' vocabulary occurs in the category of adjective. In essence, it is safe to say that there have been improvements occurring in students' vocabulary mastery.

After several treatments were given in the teaching and learning process, then the researcher gave post- test to the students. Post- test was given in order to know the students' vocabulary mastery after fly swatter game was implemented to the them. The instrument that given in the post- test was similar with pre- test intrument. After analyzing the students' score in post- test data, the researcher found that the students' score of post test data, as follow:

Table 3. *Students' score in post- test data*

The lowest score	10
The highest score	28
The man ($\overline{X}$)) of score	19, 56
The standard derivation (S_d) of score	4, 83

The range interval class (R)	18
The amount of interval class (K)	5
The wide of interval class (P)	4

The researcher used t-test formula to analyze the result of pre-test and post-test. Based on the analyzing of the t-test, the value of Md = 4,3; $\sum xd^2$ = 222,3 ; N= 30; and d.f = 19.

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2}{N(N-1)}}} = \frac{4,3}{\sqrt{\frac{222,3}{30(30-1)}}} = \frac{4,3}{\sqrt{\frac{222,3}{870}}} = \frac{4,3}{\sqrt{0,255}} = \frac{4,3}{0,50} = 8,6$$

Hypothesis verification :

T list = (1 – ½ α) (n - 2)

= (1-1/2 (0.05)) (30-2)

= (1- 0,025) (28)

= (0,975) (28)

= 28

= 2,048

T_{test} is higher than T_{list} : 8,6 > 2,048

Table 4. *Hypothesis verification*

N	Df (n-2)	T count	T list
30	28	8,6	2,048

After deciding the value of items, the researcher counted the value of t-count through the formula explained before. In fact, the result of t-count is 8,6 (see appendix 20). Therefore, based on the data result proved that the students' vocabularies were increased because the hypothesis (H1) is accepted $t_{count} \geq t_{list}$ or 8.6 $\geq$ 2, 048

The above result of the pre-test indicates that much of the students' vocabulary mastery is still poor, which then lead researcher to initiate further action to improve students' English vocabularies through Fly Swatter Game. Fly Swatter Game was implemented to the students to assist students in increasing their English vocabulary. The Fly Swatter Game itself was implemented in teaching vocabulary during sixth class meetings. After applying the Fly Swatter Game, the post-test was administered to the students to determine whether or not their vocabulary capacities improve.

According to the post-test data findings,the score of the students' English vocabularies in order of the lowest to the highest ranged from 10to 29 out of 33, with the result of mean score of 19,6 compared to the pre-test result which was only 15,3. Of the post-test interval data, the findings uncovered that there were only eight students who obtained the score in the range of 10 to 17, while the remaining 22 students were above these scores. Besides, the total score of the three tested indicators in the post-test mounted to 587, differing statistically from the pre-test which was only 458. Comparing the differences between the pre-test data and post-test data, this study exposed that there had been statistically significant improvement in the students' vocabulary mastery after implementating the Fly Swatter Game. Considering these results, it is safe to say that the implementation of Fly Swatter Game is able to successfully increase students' English vocabularies. However, aside from the aforementioned summary, it was found that the preparation for the researcher in applying this game and the process of dividing students into a group takes much time for time allocation.

From the statements above, it can be summarize that the implementation of fly swatter game in teaching and learning process give many positive impacts to the students. This game not only useful for them to improve their vocabulary mastery, but they also can learn new

vocabulary in fun ways. They can compete with their friends in finding the words and making clues based on their opinion. As a result, they are not only learn the vocabulary, but they also learn the meaning of the vocabulary itself. The improvement of students' vocabulary mastery can be seen from the differences between theirr score in pre- test and post- test. The students' score in post- test was higher than their score in pre- test before fly swatter game is implemented in teaching and learning process. Therefore, it can be concluded that the implementation of fly swatter game can improve students' vocabulary mastery in SMPN 5 Dumoga at class VIII- A

During conducting this research, there are some limitations of study that found by the researcher. First and foremost, the number of question used for each indicator are not equal, in which there are 13 question in the indicators of both noun and adjective, and only seven questions in the indicator of verb respectively. It is due to the fact that from the total questions administered in the try-out stage of this research, only 33 questions are valid (noun=13; verb=7; and adjective=13).Furthermore, it is worth to note that in administrating the test, the whole questions had been validated through the validation test in order to ensure the acceptability of the tests.

4.   CONCLUSION AND RECOMMENDATION
4.1. Conclusion

Based on the result of data analysis in findings and discussion, the researcher concludes that the implementation of fly swatter game can improve students' vocabulary mastery. The use of fly swatter game gives several advantages to the students in teaching and learning process. By implementing fly swatter game, the students are being more active and enthusiasm in learning vocabularies related to the material taught by the researcher. As a result, they are not feel bored and keep their interest in following the learning process. Besides, since they have opportunity to give the clues or definition of vocabulary, they are easily remembering the vocabulary with the clues or definition given by their self.

4.2. Recommendation

In this research, the researcher would like to give recommendation to the students, teachers, and further researchers. For the students, it is important for them to enhance their vocabulary mastery in order to help them in learning the English material. Moreover, for the teachers, they have to improve their methods and techniques that suitable with students' needs and condition in teaching and learning process. By using fly swatter game in teaching process, the students can understand the English vocabulary and be active in classroom. For further researchers, this research can be a reference for them who attempt to applied this game in enriching students' vocabulary in different school level.

REFERENCE

Amri, U. (2016). *Increasing Students' Vocabulary Mastery by Using Eye- Spy Game at the Second Grade of SMP Babussalam Selayar*. Alauddin State Islamic University Makassar.

Apuke, D.O. (2017). Quantitative Research Methods: A Synopsis Approach. *Arabian Journal of Business and Management Review, 6*(10).

Asyah, D.N. (2017). The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery. *Jurnal Bahasa Lingua Scientia, 9* (2), 294- 318. DOI: dx.doi.org/10.21274/ls.2017.9.2.293-318.

Haring, C. (2003). *The Fly Swatter Game*. Accessed on September 07, 2020. Retrieved from http://yeuanhvan.com/vocabulary-plan/2784-the-fly-swatter-game.

Husein, H. (2019). *Using Linking Words Game to Increase Students' Vocabulary Mastery.* State Institute for Islamic Studies Bengkulu.

Hajis, A.R. (2014). *Improving Student' Vocabulary by using Visual Media at SMP Negeri 10 Makassar.* Alaudin State Islamic University Makassar

Leech, G. Deuchar, M. Hoogenraad, R. (2005). *English Grammar for Today.* Red Globe Press

Rezkiah, H., & Amri, Z. 2013. Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School. *Journal of english language teaching*, *1*(2).

Silaban, A.L.I., & Andriani, R. (2017). Using Fly Swatter Game to Improve Students' Vocabulary Mastery at Grade Eight SMP Dwi Sejahtera Pekanbaru. *Jurnal Pendidikan,* 36- 41.

Sudjana, N. (2002). Metode Statistika 6th ed. Bandung: Tarsito.

Widyawati, D. (2004). *TheStudents' Mastery of Vocabulary Influenced by Sexism in Written English.* State Islamic Institude Studies Salatiga.