THE ADOPTION OF FLY SWATTER GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTs HIFZIL QUR'AN MEDAN

A THESIS

Submitted to Faculty of Tarbiyah and Teachers Training UIN SU Medan as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

By :

SISKA WULAN DARI LUBIS

NIM : 34.15.4.139

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

2020

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SURAT PENGESAHAN

Skripsi ini yang berjudul **"THE ADOPTION OF FLY SWATTER GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTs HIFZIL QUR'AN MEDAN"** yang disusun oleh **SISKA WULAN DARI LUBIS** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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04 Sya'ban 1442 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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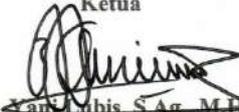
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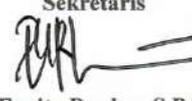
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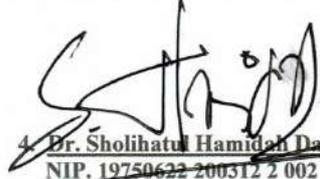
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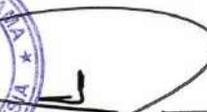
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a.n. **Siska Wulan Dari Lubis**

di-

Medan

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

Nama : Siska Wulan Dari Lubis

NIM : 34.15.4.139

Jurusan : Pendidikan Bahasa Inggris

Judul : **The Adoption of Fly Swatter Game to Improve Students' Vocabulary Mastery at MTs Hifzil Qur'an Medan**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan Universitas batal saya terima.

Medan,   Desember 2020

Yang Membuat Pernyataan

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ABSTRACT

Siska Wulan Dari Lubis, 34154139. The Adoption of Fly Swatter Game to Improve Students' Vocabulary Mastery at Mts Hifzil Qur'an Medan, A Thesis, English Education Program, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, 2020.

This study was aimed to find out improving students' vocabulary mastery by using Fly Swatter Game at Mts Hifzil Qur'an Medan. The study was conducted by using Classroom Action Research (CAR). The research was conducted into two cycles of action and consisted of four meetings for each cycle. The procedures of the research were planning, action, observation, and reflection. The sample of the research were the first grade of Mts Hifzil Qur'an Medan chosen by saturation sampling. Overall, the total number of the sample was 30 students consisting of all boys. Furthermore, the techniques of collecting the data were conducted by giving test, interviewing the students and the English teacher, observing the teaching and learning process, diary notes and documentation. The instruments used in this research were observation sheet, interview guidelines, diary notes and test. In analyzing the data, the researcher analyzed the quantitative data by using analytic scoring rubric and then comparing the mean score of the students' writing scores. Meanwhile, the qualitative data were analyzed by making qualitative descriptions by Miles. The result of this research showed that the students' vocabularymastery especially in adjective could be improved through the use of Fly Swatter Game. The result of this research showed that there was improving of students' vocabulary. The mean of pre-test was 47,80. The mean of post-test 1 was 65,37. the mean of post-test 2 was 77,23. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students' are more interest and motivate in vocabulary mastery during teaching and learning process. The students could pronounced the words correctly. Using Fly Swatter Game, the students were eager to study English.By using Fly Swatter Game the students could memorize and understand certain words.

Key words: Fly Swatter Game, Vocabulary Mastery

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious, the Most Merciful.

Assalamu'alaykumwr.wb.

Alhamdulillah, all praises belong to Allah SWT who had bestowed mercy, chance and knowledge to the writer therefore the writer could finish this paper thoroughly. Peace and salutation be upon to Prophet Muhammad saw as the great figure for the writer. Likewise, to his family, companions and faithful followers, may Allah blesses them all.

Under the title "**The Adoption of Fly Swatter Game to Improve Students' Vocabulary Mastery at Mts Hifzil Qur'an Medan**", this thesis is written to fulfill one of the requirements to obtain bachelor degree (S-1) program at English Education Department of Tarbiyah and Teachers Training Faculty, State Islamic University of North Sumatera (UINSU) Medan.

In conducting the research, the writer has faced a ton of difficulties such as finding the references, collecting the data, analyzing the data and especially in arranging this paper thoroughly. Therefore, the writer realized that there are numerous of people who had guided, helped, supported and given unconditional love and positive energy thus the writer was able to finish this thesis well. By those reasons, the researcher would like to express the deepest gratitude to:

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2. **Dr. Mardianto, M.Pd** as the dean of Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera;

3. **Yani Lubis, S.Ag, M.Hum** as the head of English Education Department;

4. **Ernita Daulay, S.Pd, M.Hum** as the secretary of English Education Department;

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Over all, the researcher realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, Oktober 2020

SiskaWulan Dari Lubis

Nim. 34.15.4.139

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CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of study, formulation of study, objective of study and significance of study.

A. The Background of Study

Language plays a very important role in social relationship among human beings. Ramelan stated that language was used to express idea, thought, and feelings to other people. It was mutually understood as the communication with others.[1]English is the most used language by people in the world. It is used in most international events to communicate among people of different countries in the world.[2] Since English is used as a means of communication worldwide,we have to master it well. Although English does not have the largest number of native or first language speakers, it is widely used by many people all over the world as their second or foreignlanguage.[3]

In Indonesia, the government treats English as the first foreign languageand sets it as a compulsory subject at the level of secondary and tertiary schools.[4] Based on the 2013 Curriculum (K-13), which has been implemented in all levels of high schools since 2014, the teaching of English as a foreign language in

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[1]Ramelan. 2003. English Phonetic. Semarang: IKIP Semarang Press.

[2]Rini, Julia Eka, *English in Indonesia: Its position among other languages in Indonesia.* Petra Christian University.

[3]Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman.

[4]Fithriani, R. (2017). *Indonesian students' perceptions of written feedback in second language writing* (Doctoral Dissertation, University of New Mexico), p. 28.

Indonesia (TEFL) should be focused on developing languages kills on four areas namely listening, speaking, reading and writing.[5] Futhermore, it is stated that the goal of TEFL in Indonesia is to equip students with the ability to develop oral and written communicative competence. In addition to these four core language skills above, other there are also the soft skills need mastery namely: vocabulary and grammar.

Among all of those skills, vocabulary is a core component of language proficiency that needs to be concerned by the teachers. It provides much of the basis for how learners speak, listen, read and write.[6] In 2013 curriculum (K13), one of the purposes of English teaching is to introduce the students with the basic English vocabularies. Students of junior high school should understand meaning of vocabulary in the context to help and guide them in pronouncing. Therefore, more students should have many times to practice and memorize it.[7]

However in reality, Priyono found that students' limited vocabulary has been one of the main challenges for students in learning English in TEFL context. This problem may have something to do with how teachers and students perceive vocabulary teaching and learning as well as how vocabulary is taught and learned in the practice of English Language Teaching (ELT).[8]

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[5]Fithriani, R. (2020). *Grammatical Errors in Madrasah Aliyah Students'Narrative Texts: An Error Analysis of the Surface Strategy*. Ta'dib: Journal of Islamic Education (JurnalPendidikan Islam), 25(1),7-20.

[6]Richards, Jack C & Willy A. Renandya. (2002). *Methodology in Language Teching: An Anthology of Current Practice*. New York: Cambridge University Press

[7]Sugeng Susilo Adil and Ricky Chandra Wijaya, (2017). *Teaching English Vocabulary Using Spelling Games For Indonesian Kindergarten Students: A Case Study*. Journal of Educational Innovation, 5(2), p.70.

[8]Priyono, (2004). Logical Problems of Teaching English as a Foreign Language in Indonesia. Malang: State University of Malang Press. p. 17-28.

Based on the data collected during the preliminary research, it was found from the observation and interview that the students had a problem with their vocabulary mastery. They felt some difficulties to pronounce the words correctly and make a right sentence. They felt bored and it reduced the motivation of students. It is caused by some factors, they are: difficulty to memorize and understand certain words, the teachers are not using current media and interest strategy in teaching English.

To solve the problems above, the researcher intends to find a method to improve students' vocabulary mastery to overcome these problems. One of the alternative methods that can be used to improve students' vocabulary mastery is game. Teaching vocabulary using games is not only an effective tool for bringing out students from the monotony or boring situations in learning processes, but also for developing students' vocabulary. [9]One of games that can be used is Fly Swatter Game.

Schmenk stated Fly Swatter game was a game where the students had to get the word by swatting the words in the whiteboard. This game helped the students to improve their sight-word dictionary and it could be a very valuable tool. [10] Teachers can use fly swatter game in an effort to improve their vocabulary mastery and try to remember the vocabularies as soon as possible by race to find the vocabulary by their swat.

In line with that statement Ika Rahmadani in her research *Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade*

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[9] Vernon, S. 2009. The benefits of using Games. Retrieved June 20th, 2014, http://www.englishgames.com
[10]Schmenk, Thad. 2006. *The Fly Swatter Game*. New York: Cambridge UniversityPress.

Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia found that there is an improvement of the students' vocabulary mastery. It can help them to remember and keep their vocabulary after she used fly swatter game as a media to learn English. Related to the students' achievement, she found there were 85.7% who passed The Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM) 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 56.6%.[11]

Furthermore, Antri Lilin Ima Silaban in her research *Using Fly Swatter Game To Improve Students' Vocabulary Mastery At Grade Eigth SMP Dwi Sejahtera Pekanbaru* found thatthe students' vocabulary mastery in short functional text was improved in cycle 1. the average score was 83.67. The improvement was influenced by some factors such the students' enjoy in every single step,using fly swatter game could make the students more active, have some vocabularies, the teacher explained the material clearly and using media, and classroom condition very support the activities.[12]

Based on the background above, the researcher is inquisitive about creating an attempt to know whether the utilization of Fly Swatter Game will improve students' vocabulary mastery and conduct the research ***"The Adoption of Fly Swatter Game to Improve Students' Vocabulary Mastery at MTs Hifzil Qur'an Medan"***.

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[11]Ika Rahmadani Lubis, (2004), *Improving Students' Vocabulary Mastery By Using Fly Swatter Game,* Medan: State Islamic University of Sumatra Utara, p.33.

[12]Antri Lilin Ima Silaban, (2017),*Using Fly Swatter Game To Improve Students' Vocabulary Mastery At Grade Eigth SMP Dwi Sejahtera,* Pekanbaru: Lancang Kuning University, p. 39.

B. The Identification of Problem

Based on the background of the research above, the researcher identified the problem of the study as follow:

1. The students have difficulties in memorize and understand certain words.
2. The students have difficulties to pronounce the words correctly
3. The teachers are not using current media and interest strategy in teaching English so the learning process becomes monotonous.

C. The Formulation of Problem

Based on the research problems above, the researcher formulated the problem into a research question as follow:

1. How is the improvement of the students' vocabulary mastery before using Fly Swatter Game at MTs Hifzil Qur'an Medan?

2. How is the improvement of the students' vocabulary mastery during the process of using Fly Swatter Game at MTs Hifzil Qur'an Medan?

3. How is the improvement of the students' vocabulary mastery after using Fly Swatter Game at MTs Hifzil Qur'an Medan?

D. The Objectives of Study

The objectives of study are:

1. To find out the improvement of the students' vocabulary mastery before using Fly Swatter Game at MTs Hifzil Qur'an Medan.

2. To find out the improvement of the students' vocabulary mastery during the process of using Fly Swatter Game at MTs Hifzil Qur'an Medan.

3. To find out the improvement of the students' vocabulary mastery after using Fly Swatter Game at MTs Hifzil Qur'an Medan.

E. The Significance of Study

The researcher expected the result of this study can give significances as follow:

1. Theoretical Perspectives

   a. The result of the study can be useful for teaching vocabulary mastery

   b. The result of the study can be used as a reference for those who want to conduct a researcher about students difficulties in vocabulary mastery

2. Practical Perspectives

   a. For Students

   The result of this study is expected to contribute as the information for the student in helping and motivating students to improve their vocabulary mastery.

   b. For Teachers

   Hopefully, this study can foster teacher's insightin creating creative teaching media and strategy. Furthermore, if the use of Fly Swatter Game is effective to enrich student's vocabulary mastery, the teachers can use this strategy in their teaching learning process.

   c. Researchers

It is expected that the result of this study can provide useful information and references for another researchers who want to conduct any further studies in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents vocabulary as an element of language, kinds of vocabulary, the teaching of vocabulary in Indonesian EFL context, the use of games in language learning, the use of fly swatter game in language learning, related studies, conceptual framework and hypothesis.

A. Theoretical Framework

A.1. Vocabulary as an Element of Language

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ.

Vocabulary describes one of the language elements that are needed in education and communication. [13] According to Webster's Ninth Collegiate Dictionary defined that vocabulary is called a series of words and phrases that are arranged alphabetically, have meaning and are used by people or in a field of knowledge.[14] Therefore, it can be concluded that vocabulary is one of the element in language. Vocabulary is also important tool in learning language. In Al-Qur'an Allah SWT required human to remember all the names of anything. Allah SWT said in Surah Al-Baqarah verse 31:

Meaning   :

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[13]Seal, B. D. (1991), Vocabulary Learning and Teaching. In Celce-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language*, Boston: Heinle &Heinle, p. 296-311.
[14]Meriem Webster's Ninth New Collegiate Dictionary, (online), (America: Meriem Webster) Retrieved from http://www.merriam-webster.com/dictionary. Accessed On 2nd February2019

*"And Allah (**He**) taught Adam all the names. Then **He** displayed them to the angels and said, "Inform **Me** the names of these, if you are truthful."[15]*

Based on the verse above, learning vocabulary can be seen from the process of teaching as Allah taught Adam the name of the whole thing. Allah SWT has prepared man the ability to call out words from names of the things. It is fact that man can communicate well if he knows the names of something.

Particularly as everyone develops greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. As Schmitt mentioned, that beginners convey around dictionaries and not grammar books, studying vocabulary helps college students to recognize and speak with others in English.[16]

The students will be easier to improve their language skills when they study and know many vocabularies. A person's language skills will increase by learning vocabularyIf someone only learns the grammatical, the development of language will be less improving. Strengthened by the opinion of John that vocabulary is service of a that means and as a determinant of the cloth structure of a language, without phrases there may be no communiqué.[17]

After all, the researcher concludes that vocabulary learning process would be the center of the learning because it has done few past times. The the teachers

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[15] M. Habib Shakir. *The Only Qur'an Accessed 5 February 2018*. Retrieved from (http://www.theonlyquran.com/quran/Al-Baqarah/English_M_Habib_Shakir/)

[16] Schmitt, N. (2010). *Vocabulary and Its Importance in Language Learning*. Cambridge: Cambridge University Press, p.4.

[17] John J. Pikulski and Shane Templeton.(2004). *Teaching and Developing Vocabulary* : Key to Long-Term Reading Success.USA : Houghton Mifflin Company. p.1

need to create the version of the vocabulary mastering method which empowerment the scholars' capability in English.[18] So, one factor of the success in teaching learning English as foreign language is the mastery of the vocabulary. Because without words it would be less improving the ability in English.

A.2. Kinds of Vocabulary

Some experts have classified kinds of vocabulary. According to Hatch and Brown, there are two kinds of vocabulary. There are receptive vocabulary and effective vocabulary. Receptive refers back to the phrases that novices understand and apprehend whilst they may be utilized in context, but do now not use it in speaking and writing. Effective may be addressed as an lively technique, due to the fact the rookies can produce the phrases to express their mind to others.[19]

Moreover, John divides vocabulary with active vocabulary and passive vocabulary. Active is applied in speech or writing and is manufactured from phrases that rise up in individual's thoughts at once at the same time as he or she has to deliver a spoken or written sentence. Alternatively, passive is known but not used by a person. Humans understand it while it's far heard or examine.[20]

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[18]Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah and Sholihatul Hamidah. 2019. Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL in Indonesia. *The Second Annual International Conference on Language and Literature. UniversitasNegeri Sumatera Utara Medan (UIN-SU): Medan. p. 302.*

[19]Hatch, E. &Brown, C. (1995).Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.

[20]John J. Pikulski and Shane Templeton.(2004).*Teaching and Developing Vocabulary : Key to Long-Term Reading Success.*USA : Houghton Mifflin Company. p.1

Meanwhile, according to Friesin Zainuri, vocabulary can be divided into two kinds: Function and Content words. A function is one that has an obscure definition but is in a dictionary. They have got correlation with prepositions, conjunctions and interrogative particles. As an alternative,the content material phrases are words that have definition in dictionary consisting of adverbs, adjectives, verbs and nouns. furthermore, content phrases can be divided into three popular classes :[21]

Table 1.1

General Classes Words

Class	Example
I	Table
(For things)	Chair
	Bed
	Pencil
II	Read
(For action words)	Cook
	Drink
III	Fast
(For qualities)	Soft
	Fall

In this research, the researcher focuses on the third class of words which is the words for qualities or most known as adjective.

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[21]Charles C. Fries. (1962). Teaching and Learning English as a Foreign Language.US : Michigan Press. p.44-47.

A.3. Vocabulary Teaching in Indonesian EFL Context

Since English is regarded as a foreign language in Indonesia, lack of exposure to English vocabulary is the reason why vocabulary acquisition is problematic. In teaching English, vocabulary should be used consistently. It is not surprising that Indonesian EFL learners' lack of vocabulary is revealed by some studies. Priyono who decided that the shortage of students vocabulary changed right into a big hassle for university college students in learning English, mainly EFL in the Indonesian context.[22] Therefore, training vocabulary within the English as a overseas language (EFL) context is difficult for instructors in Indonesia. there are numerous challenges that associated with overseas language vocabulary in education and mastering device.[23]

First, it is precise from studying vocabulary within the first language, mastering overseas language vocabulary is slow and uneven. Maximum Indonesian EFL instructors do no longer know how to diploma the vocabulary of their university students, what terms they ought to teach and prostrate to train those phrases.[24] Moreover, the teachers often complain when theyget their students do not have a lot of vocabulary and the students often admit that they do not know the meaning of many words in a text. This thing happens because the lack of opportunities to use the language in and outside the classroom.

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[22]Priyono, (2004), Logical Problems of Teaching English as a ForeignLanguage in Indonesia. In Cahyono, B. Y. &Widiati, U. (Eds.), *TheTapestry of English Language Teaching and Learning in Indonesia*, Malang: State University of Malang Press,p.17-28.

[23]Charles C. Fries. (1962). Teaching and Learning English as a Foreign Language. US:Michigan Press. p.44-47.

[24]Alpino Susanto. 2017. The Teaching Vocabulary : A Perspective. Vol. 1 No.2Jurnal KATA. P.185-184

Second, there is simply too much to learn. According Folse, K S, an knowledgeable native speaker knows 20,000 phrase households.[25]

We have to know that the region of EFL vocabulary within the Indonesian curriculum is changing in accordance with the existing curriculum, perceived from the converting of the targets and methods of English guidance in Indonesia. In curriculum 2013, emphasised the improvement of communicative competence covering socio-cultural competence, discourse, linguistic, formulaic, interactional and strategic.[26] Linguistic especially, consists of such components as grammar, vocabulary, and pronunciation. Below the 4 levels of coaching and studying process counseled via the curriculum, vocabulary coaching is supposed to be handled on the first actual degree. Whereas in line with Depdiknas 2006, Junior excessive faculty students are expected to grasp 1500 words to assist them recognize and use the 4 language competencies.[27]

Based on the explanation above, it describes that the factors to impede the success of teaching learning EFL in Indonesia are English teachers in Indonesia need to explore many kinds of techniques in the teaching of vocabulary. Increasing the students' vocabulary requires media development, implying the need for training students in the use of media for vocabulary learning. Because, it will give good impact to the students' ability in mastery English as a foreign language.

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[25]Folse, K. S. (2004), *Myths about teaching and learning second language vocabulary: What recent research says*. Retrieved from http://www.vocablearning.comJWhyVocableamingIFolse- Accessed on 4th April 2019.

[26]Adi Putra, Kristian. 2014. The Implication of Curriculum Renewal on ELT in Indonesia. Vol. 4 No.1 Parole. P. 67

[27]Ratna Zawil.(2006). UsingMake A Match Technique to Teach Vocabulary

A.4. The Use of Games in Vocabulary Teaching

By using games teachers will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and omit their fear. The researchers of the project MILLEE at California University (UC Berkeley) concentrated on simple English language skills and designed a series of games that constitute a curriculum equivalent to an ESL course. They tested their cell phone-based learning games in North India. They suggested from the researchers is the sport can deliver widespread learning benefits, and this form of studying will beautify student's fundamental capabilities and offers clues to the sustainability and scalability of their technique Microsoft studies program.[28]

There are numerous advantages of the use of video games to help college students to enhance college students' boredom and improving students' hobby in learning, make the students experience enjoy and cozy. Instructors can assist preserve range in lots of kinds of ways, for example by the usage of video games that require the scholars to be creative in thinking and with the aid of emphasizing man or woman getting to know and cooperative mastering equally.[29]

Not anyone is aware of that coaching vocabulary is equal as teaching structure. Therefore, to benefit better consequences at the language studying manner, it needs an excellent technique in teaching vocabulary. Geoffrey Broughton in his research stated that video as a form of play ruled by means of

[29]Scrivener, Jim. 1994. *Learning Teaching.* London: McMillan

[30]Thornburry, Scott. 2002. *How to Teach Vocabulary*. Longman: Malaysia.

rules. They ought to be experience and fun. They're no longer just a diversion, a ruin from habitual sports, however a way of having the learner to apply the language in the course of the sport.[30] Through games students will practice to use the vocabularies that they have learned and communicated with their friends previously.

Based on the statements above, there are many kinds of games which can be used in teaching English vocabulary, they are:[31]

a) Role-play: they are able to range from guided drama to unfastened speaking sports but it relies upon on the language stage, curiosity, and self belief of players.

b) Crossword puzzles: those forms of video games allow utilizing kids's amusement with phrases.

c) Drawing: They require creativity and sensitivity in the direction of global, the children need to be capable of apprehend commands and describe their artwork.

d) Card : all through which children acquire, give away, type and rely playing cards; playing cards could have a that means in a game, or really function symbols for items or moves.

e) Fly Swatter: it may develop their linguistics skill, specially for spelling, pronunciation and awareness.

[31]Geoffrey Broughton .*Teaching English As A Foreign Language*, (London: Routledge & Kegan Paul, 1978), p. 169-170.

[32]Andrew Wright et.al, (2006), *Games for Language Learning – 3rd Edition*, Cambridge University Press, p.4.

A.5. The Use of Fly Swatter Game in Vocabulary Teaching

Fly Swatter is an object used for killing flies that encompass a flat piece of plastic and so on on a protracted deal with.[32] Fly swatter video games is a recreation in which the students must get the word in the whiteboard by means of the usage of the teacher's guidance. Fly Swatter is a device for killing bugs.[33]

The recreation is one of the games that may assist in stimulating getting to know overseas language method mainly in coaching of vocabulary. This make the gamers guess letters to expose a phrase or word in the whiteboard. Then, bet the word through to hit. It gives a mission so as to encourage the students totry to bet word based on hit the whiteboard. It's far an fantastic way to feature vocabulary, and maintain the thoughts cognizance on coaching gaining knowledge of process.[34]

It can make students focus on vocabulary areas because this game is the best way to use the language. Relevant studies come from Antri Lilin Ima Silaban, Refika Andriani, (Using Flyswatter Game To Improve Students' Vocabulary Mastery to Junior High School Students (A Classroom Action Research) [35] showed that Fly Swatter Game can improve the students' understanding about the meaning of the words, besides that also can mastery the words based on the context given. In this research, players will get new words

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[32]Macmillan Dictionary, *Definition of Fly Swatter,* Retrieved on November 29th 2016, form http://www.macmillandictionary.com/dictionary/british/flyswatter

[33] Random House Webster's Collage Dictionary (2001), America: United States of America, p.476.

[35]Wivesunscripted, *The Fly Swatter Game,* Retrieved on December 4th 2018, from https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/

[36]AntriLilinImaSilaban et al, (2017), Thesis: *Using Flyswatter Game To Improve Students' Vocabulary Mastery to Junior High School Students,* Pekanbaru: LancangKuning University.

by whiteboard they hit. They will later elaborate the words of the game in the classroom. This game is very funny.

By playing Fly Swatter games students can expand their vocabulary through playing with words. Studies have shown that word play makes students more active and they enjoy learning. This is in line with Hikmah Noerqori Saputra et al, in his study he found that the application of Hangman game is an opportunity in teaching vocabulary due to the fact this recreation facilitates in growing students' vocabulary.[36] It means that the use of FSG can increase students' vocabulary mastery in this strategy the mind is entangled. The learners improve their memory, orthography and reasoning as well as increase their problem solvingskills.

This game is intended to measure the capacity of the students to memorize names of the animals, countries, music, movies, food, sport, characters, jobs, cities, etc.

A.5.1. The Procedure of Teaching Vocabulary by Using Fly Swatter Game

The procedure of Fly Swatter game also can be played by:[37]

a) Firstly, students will entire every different to hit the phrase by way of game.

b) Secondly, two students stand in front of the elegance and face their pals.

c) Thirdly, concentrate to what the teacher says cautiously.

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[37]Hikmah Noerqori Saputra et al, (2018), Teaching Vocabulary through Fly Swatter Game, *e-Journal of English Language in Focus (ELIF),* Vol.2 No.1, Muhammadiyah University ofJakarta.

[37]Rezkiah, Helena.2013. Using Fly Swatter to Improve Students` Vocabulary of Grade 5 of Elementary School. Journal of English Language Teaching 2(1): 237-240.

d) Then, they will face the white board and locate the word once they pay attention to the phrase said with the aid of teacher.

e) Next, hit the word.

f) Lastly, when they have hit the phrase, they spell it in front in their friends.

g) Finally, trainer is aware of their winner through concentrate the primary sound of fly swatter.

This game has three rounds. First and second rounds have identical pastime. Each pupil competes to win the game. However inside the third round, the students paintings in institution and try to win the sport collectively. They will divided into or three agencies. Every institution is supply a fly swatter by using trainer.[38]

A.5.2 Advantages of Fly Swatter Game

There are several advantages of using fly swatter game for student vocabulary mastery. Firstly, it is not use a monotonous activity. Second, it is fun, third it helps students learn and acquire new word easily. Last, it involves friendly competition and keeps interest.[39]

Besides that, according to Fitriyani, there are several strengths of Fly Swatter Game, they are:

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[38] Permadi, Dimas G. 2013. *Teaching Vocabulary through fly swatter game (An Experimental Research at the Second Grade Students of SMP N 2 Baturraden in Academic Year 2013/2014/)*. Unpublished Bachelor Thesis. Purwokerto: Muhammadiyah University of Purwokerto.

[39] Helena Rizkiah and ZulAmri, (TT), Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School, Padang: UniversitasNegeri Padang, p. 4

a) It can support students to be interested in teaching English, if they feel happy in teaching-learning activities, it can bring positive attitudes such as feeling of interested in the language that the learning.

b) Games can run through the boredom.

c) It can develop the linguistics skill, especially for spelling, pronunciation andconcentration.

d) Get the students to be cooperative not competitive.[40]

A.5.3 Disadvantages of Fly Swatter Game

There are several disadvantages of using fly swatter game for student vocabulary mastery, such as: first,fly swatter game needs more preparation for the teacher for time allocation, such as time for divided a group. Second, the class noisy. Third, some students not care when some students play the games.[41]

B. Related Studies

There are merely some studies of Fly Swatter Game found by the researcher (e.g.,Ika Rahmadani Lubis, Antri Lilin Ima Silabanand Asfiatul Muadah).

1) Ika Rahmadani Lubis (2018) entitled *"Improving Students' Vocabulary Mastery by Using Fly Swatter Game in The First Grade of Mts Persatuan Amal Bakti (Pab) 1 Helvetia"*. This research was conducted by using Classroom Action Research

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[41]Fitriyani, (2016), *The Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School (An Experimental Study of Seventh Grade Students` of SMP N 1 Ajibarang in Academic Year 2015/2016), Simki-Pedagogja,* Vol.02 No.04, Purwokerto:UniversitasMuhammadiyahPurwokerto.

[42]Ika Rahmadani Lubis, (2004), *Improving Students' Vocabulary Mastery By Using Fly Swatter Game,* Medan: State Islamic University of Sumatra Utara, p.28.

(CAR). The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire. Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of pot-test cycle 2 was 83.5.

2) Antri Lilin Ima Silaban with the title "*Using Fly Swatter Game To Improve Students' Vocabulary Mastery At Grade Eigth SMP Dwi Sejahtera Pekanbaru*" found thatthe students' vocabulary mastery in short functonal text was improved in cycle 1. the average score was 83.67. The improvement was was influence by some factors such the students' enjoy in every single step, using fly swatter game could make the students more active, have some vocabularies, the teacher was explain the material clearly and using media, and classroom condition very support the activities.

3) Asfiatul Muadah (2019) *"Improving Students' Vocabulary Mastery by Using Fly Swatter Game"*. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The improvement of the students' vocabulary mastery by use fly

swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase. There was 22.2 % of mean score improvement from the cycle I, and there was 22.8 % in the cycle II. The improvement of the students' mean score from pre-test to the post-test of the second cycle was 50 %. In the pre-test were only 10 students who passed the KKM.

From the three previous researches above, it is found that they have similarity about some variable especially vocabulary mastery. The two previous above have differences in the research design. The first and third thesis uses classroom action research, but the second thesis uses quantitative approach. In this researcher takes the classroom action research and will focus on vocabulary mastery, and the subject of the research will be first grade students of MTs Hifzil Qur'an Medan in this research.

C. Conceptual Framework

Vocabulary is one element that very important in learning languages. This is because a person's ability in a language is closely related to vocabulary. However, there are excessive vocabularies for every language, including in English. Students mostly feel difficult to memorize and understand certain words. Besides, there is no media and interest strategy in teaching English. It makes them bored and not active in class. There are many types of strategies that can be used to increase vocabulary. One strategy that can be used is the Fly Swatter Game. Fly Swatter is one of the games that can increase the mastery of vocabulary skills. In this game players must guess what words are presented by guessing letters one by one.

In the teaching process, when a teacher uses the Fly Swatter Game, it means that the teacher gives the opportunity for students to develop and add their vocabulary by using Fly Swatter Game. The result is that students will meet a new vocabulary that they may not have known before. Besides this Game will make them interested and not feel bored in the learning process because children at the moment are inseparable from this strategy.

Therefore, it motivates learners to improve their vocabulary mastery by using Fly Swatter Game. The researcher assumed that this opportunity will create better achievement not only in students' vocabulary mastery but also in their improvement in writing vocabulary class.

D. Hypothesis

Hypothesis is proposed in this research as follows: by using games that called fly swatter in teaching vocabulary in English lesson it can improve students' vocabulary mastery in the first grade students of MTs Hifzil Qur'an Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by applying Classroom Action Research. Classroom Action Research (CAR) is a research action taken by a teacher in a class. It consists of three words, there are:[42]

1) Research: Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality thing that interest and important for the researcher.

2) Action: Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle interest.

3) Class: class is group of students who are inside the same time obtain the lesson from a teacher. Constrain which written for expertise about the class is vintage interpretation, to immobilize a false impression and broadly understood with the aid of the general public with "room for teacher to train". By combining three words above, this reflection to activity which is intentionally appeared and happened in class.

From the definition above, it can be concluded that action research is done by individuals on their own fields to improve their job, for example a teacher who wants to improve their teaching. The research is evaluative and reflective which means that the action can be evaluated then can be used to

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[43]Suharsimi Arikunto, et.al., 2007. Penelitian Tindakan Kelas. Jakarta : PT. Bumi Aksara, h. 2-3.

reflection to make a better result. Besides, the researcher needs at least one collaborator to record and discuss the action that has been done.

From the explanation above, it can be summarized that classroom action research is one of strategies to resolve problems in that arise in class as well as a tool for in-service training, where teachers use skills and new methods and sharpen their analytical abilities. Furthermore, as a tool for creating innovative learning, as a tool to improve communication between teachers and researchers, and as a tool that provides alternatives to problems that happens in class in order to urge better improvement. The researcher aimedto overcome the students' problem in improving their vocabulary mastery. Here, the researcher used a Classroom Action Research (CAR) designed by Hopskin model that consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research wasbrought about by the series of cycle.

B. The Subject of Research

The population approach generalization place includes item/topics which have certain characteristics and function are determined by way of investigators to be studied after which drawn end.[43] In this study the respondents were the first grade students of MTs Hifzil Qur'an Medan, because in syllabus of first grade students are learning vocabulary in adjective.

Furthermore, the sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample should be representative

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[44]Heryanto, (2013), The Analysis of Educational Marketing and the Influence on students' choice to the study, Universitas Pendidikan Indonesia, P.36

of the population to ensure that we can generalize the findings from the research. The process of selecting the subject in this study were by applying saturation sampling. It means technique by taking the entire population because is small.[44]

The sample was taken in grade VII which consisted only one class in that school, there were 30 students in the classroom, with detail all males. The researcher then chooses the first grade students based on the purpose of this study and consideration of the factors of the problems found regarding their mastery such as the students feel difficulties to pronounce the words correctly and make a goodsentence.

C. Time and Place ofStudy

C.1. Time

This research was implemented to improve students' vocabulary mastery by using fly swatter game. The researcher was implemented the teaching and learning activity using fly swatter game in two cycles to teachvocabulary which focuses on adjective. The time of this research was taken place on 8th Agustus until 20th September 2020. In addition, this research was conducted in four meetings.

C.2. Place

This research was conducted at MTs Hifzil Qur'an Medan. It is located in Jl. Selamat Ketaren, Medan Estate, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Medan. The researcher chose that location because: (a) the researcher

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[44]Surya Darma, (2014), Tingkat kejenuhan mahasiswa, UniversitasPendidikan Indonesia, P. 29

found the problem which is related to the title of this research. (b) the researcher ever conducted teaching experience in this school during PPL III, so the researcher knew the real condition of this school, and the researcher could identify the problem in teaching vocabulary more easily.

D. The Procedure of Observation

In action research, there are some process. According to Taggart, action research typically involves four broad phases in a cycle of research. The four phases in a cycle are: (1)planning, (2) action, (3) observation, (4) reflection. This research was conducted based on the problems that were faced by the students in mastery vocabulary found in the preliminary data. The model of classroom action research by Kemmis and Mc Taggart can be seen below: [45]
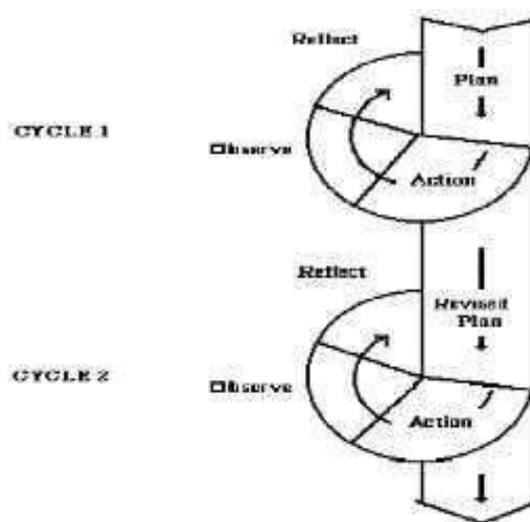
Figure 1: Classroom Action Research Concept by Kemmis in Hopkins (1993)

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[46]Anne Burns, (2010), *Doing Action research in Language Teaching. A Guide to Practitioners.* London and New York: Routhledge, p 7-9.

1. Cycle I

There are 4 phases in class action research, namely:

a. Planning

The following points are the specification of the planning in first cycle: 1) Planning the cycle in two meetings. 2) Administrating the vocabulary learning process based on lesson plan. The topic learning was adjective. 3) Planning pre-test in order to know the students' basic ability in mastery vocabulary. 4) Planning a test of vocabulary mastery by fly swatter game in last meeting(to know the students' motivation of teaching process when media is applied). 5) Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

The action is the process of what the researcher will conduct in the research. Based on the model, the researcher can change the plans after planning one cycle. In this step the students were taught about how to comprehend vocabulary mastery by using fly swatter game. The research was conducted in two cycles and on. Every cycle contains of four steps. In addition, this research was conducted in four meetings.

The first step was planning, the researcher made planning for the cycle one they were: (1) administrating the vocabulary learning process according to the lesson plan, (2) preparing the material, (3) planning a test of vocabulary mastery through Fly Swatter game in the end cycle and (4) preparing the instrument for collecting data, such as observation sheet, interview sheets and documentation.. The second step was action, in this step the students was taught how to

comprehend vocabulary mastery through Fly Swatter game. In this step, the researcher will do some activities.

The activities were: introduction activity, core activity, and post activity. In the introduction activity there were some activities that was alreadycarried out by the researcher, including: (1) researcher entered to the class and give greeting to the students so there is English environment since the first meeting, (2) pray together, (3) teacher was check the attendance list of students, (4) explain how important the next competence learning that should be master by the students in English and the last (5) teacher gave the purpose of the study.

In the core activity, there are also some activities they were: (1) the researcher will introduce the Fly Swatter Game and its procedure, and then (2) teacher gives exercises (3) students will complete each other to hit the word by fly swatter. (4) two students standing in front of the class and face their friends (5) students listen to what the teacher says carefully, and then (6) they may face the white board and find the word after they listen to the word pronounced by teacher and then the students hit the word (7) after they have hit the word, they spell it in front of their friends (8) teacher knows their winner by listen the first sound of fly swatter (9) next the students made a conclusion about the meaning of thevocabularies.

In the last of meeting there is post activity (closing). In this step, the researcher will do some activities, they were: (1) the researcher asked the students about the difficulty during the teaching and learning process, (2) the researcher was given evaluation consistently for giving feedback, (3) the researcher was given motivation for students to not be shy in telling their words connect to the

sentence and the last (4) the researcher was closed the lesson by praying and giving closing-greeting.

c. Observation

The teacher was actively involved in this step. The teacher was not only the participant in the class but also as the observer. The researcher was observed the student participant in the class. The students vocabulary mastery improvement was observed directly by the researcher through observing their active participation in discussion, doing exercise, and test result.

d. Reflection

In this step the researcher was taken the feedback of this vocabulary mastery and learning process from the result of the researcher's note in every single meeting, the problems that exist, and the causeof problems.

Because the result was reached the goal that determines, the researcher made a decision that the researcher need to continue to the research into cycle II. Reflection activities wasintended to find the strengths and weaknesses of the actions take, identify the obstacles face and analyze the effects that are affect by taking action. Reflection was carried out after the researcher conducts analysis, synthesis, assessments, explains and draws conclusions based on thedata.[46]

2. Cycle II

After conducting planning, action, observation, and reflection in cycle I, the process in the cycle II was the same with first cycle. Cycle II was conducted to observe the effectiveness of teaching English by using Fly Swatter Game in

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[47]Ridwan Abdullah SaniSudiran, (2012), *Penelitian Tindakan Kelas,* Bandung: Citapustaka media Perintis, p.16-19

improving students' vocabulary mastery for the first year students of Junior High School. The data that was collected in cycle 1 is used as the material for consideration in preparation of planning in cycle II. The topic was about adjective. If the results of the post test in cycle I do not indicate the achievement of the classical KKM by 75%, then this research will proceed to cycle II. During the treatments, mastery vocabulary test was given to the students at the end of last meeting.

E. Technique of Collecting Data

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data were collected by conducting observation within the physical activity in the classroom andinterview to be presented for the teacher. On the other side, the quantitative data were collected though pre-test and post-test. The further explanation can be seen as follows:

E. 1 Test

A test in simple term is a method of measuring a person's ability, knowledge or performance in a give domain.[47] Test wasgiven to the students focuses on English vocabulary. The aim of this test was to measure students' vocabulary mastery in adjective.The test wereconsist of 20 items of multiple choices that adopted by Ika Rahmadhani in her research from Hand book of Junior High School and dictionary. The test

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[48]H. Douglass Brown, 2004, *Language Assessment Principles and Classroom Practice*, p.3

is never given to students before. In vocabulary test, score per item is 5 for the correct answer. Students get 100 point if they can answer all the question correctly. The test wasused in this study is pre-test and post-test. Pre-test wasdone before fly swatter game in preliminary study to know the students competence in vocabulary mastery. Post-test wasdone after implementing the fly swatter game in teaching Englishvocabulary.

E. 2 Interview

Wallace stated that interview is a way to analyze humans' perspectives, attitudes, and stories extensive through asking questions orally.[48] It was applied for the English teacher and the students before and after classroom action research applied. It was applied before classroom action research to know the students difficulties in vocabulary mastery, the students' participation in English class activity, and the teaching strategy in teaching vocabulary. Meanwhile, it was conducted after classroom action research to know the students' response about the learning strategy focus on the implementation of Fly Swatter Game in teaching English vocabulary.

E. 3 Observation

According to Ridwan, observation is a information series techniques, researchers turned into carried out observations immediately to the item of research for a close look when the activities finished.[49] The

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[49]Wallace, Michael J.1998, *Action Research for Language Teacher,* (Singapore: Cambridge University Press)

[50]Ridwan. (2004), *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung : Alfabeta)

researcher was conducted an observation dealing with the real situation of teaching and learning process. Observation was used to check whether the students do the scenario they were supposed to do in the fly swatter game planned and whether they were enthusiastic, a sign of being highly motivated, in doing activities. The collaborators of researcher in this research was English teacher. The observation was given to the collaborator who was observe and tick the student's involvement during the teaching and learning process. (see appendix VI about observation sheet).

E. 4 Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the reseach. From the diary note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the fly swatter, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary.(see Appendix XIV).

E. 5 Documentation

Documentation is some thing written that contains information serving as proof. [50] Documentation were all of data which are was collected and interpreted by researcher and also supported by some

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[51]Anas Sudijono, (2014), Pengantar Statistik Pendidikan, Jakarta: PT. Raja Grafindo Persada, p. 81

medias such as photos, writing manuscripts, and everything relates to research.

F. Technique of Analyzing Data

In process of analyzing the data, the researcher was categorized the technique of analyzing data into two kinds namely: qualitative analysis and quantitative analysis.

1. Qualitative Analysis

    The qualitative analysis was used to describe the situation during teaching and learning process. The data of analysis in qualitative were obtained from observation, interview, and documentation. According to Miles and Huberman, there are three steps of qualitative analysis, as follow:

    a. Data reduction

        There are some steps that the researcher was done in the process of data reduction: 1) The researcher was summarized the data directly related to event, situation and condition in the class. In this step, the researcher was choosed the relevant data appropriate with to the research. 2) The second was coding, the researcher made the detail information from the data that has already summarize before. 3) The researcher note the data objectively. The researcher also was clarified and edit the data based on the factual situation. 4) The researcher was reflected the data and give the ideas of thinking related to the data information.

    b. Data display.

In data display there were some steps, there were: 1) Collecting the result of data reduction, 2) Arrange the relevant data of research, 3) Made a diagram or matrix. The contain of diagram or matrix was presented in codes or symbols (words or phrasal verbs)

c. Conclusion/verification

The last process of qualitative analysis is conclusion. The researcher was draw the conclusion from the result of data display. The conclusion aims to made clear explanation that has already presented in data display. After the process of data qualitative analysis finish, the researcher make sure the trustworthiness at the data analysis by using data triangulationand peer de briefing.

First, data triangulation wasdone by using more than one instrument to collect the data. In this case the researcher was done cross check the notes and took several theories or sources to analyze the student improvement of vocabulary mastery. The remaining turned into peer de brief is analytic triangulation, is the method whereby a researcher calls upon a disinterested peer who was not involved in the research project to aid in probing the thinking around all or parts of the procedure.[51] In the process of peer de brief, the researcher was discussed to the teachers in order to reflect on what went right (or wrong) from the data analysis.

2. Quantitative Data

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[52]Joanne Cooper et al (1997). Using Peer Debriefing in the Final Stage of Evaluation with Implications for Qualitative Research: Three Impressionist Tales. *The annual meeting of the American Educational Research Association*, ChicagoIllinois.

In analyzing the quantitative data, the data was analyzed through the analytic scoring rubric of Vocabulary Mastery. The researcher was used descriptive statistic. According to M.Toha Anggoro the formula of the mean of the test can be calculated as follow:[52]

$$X = \frac{\Sigma\, x}{N}$$

In which:

X = the mean of the student's score

Σx = the total score of the students

N = the number of the students

To categorize the number to competent students, the following formula will apply:

$$P = \frac{R}{N} X\ 100\%$$

Where:

P: the percentage of students who get the score 75up

R: the number of students who get the score 75 up

N: the full quantity of student taking the check.[53]

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[53]Toha Anggoro. *Metodologi Penelitian*. (Jakarta: UniversitasTerbuka.2007)

[53]Sudjana, (2001), *Metode Statiska*, Bandung: Transindo, P. 76

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from interview, field notes, observation sheet and photograph. The quantitative data was taken from the mean of the students' score in taking vocabulary tests.The test was given to improve students' vocabulary mastery. The research was conducted in MTs Hifzil Qur'an Medan from 8 August until 22 August 2020.

In this research, the researcher became an observer who implemented the action research in teaching learning process in the classroom. This classroom action research was conducted in two cycles,each cycle was done in for two meetings. In the first cycle, there was pre-test, post-test Iand post-test II in the second cycle.The last meetings of each cycle the researcher conducted post-test to know the description of the improvement of the students' vocabulary mastery. For the detail explanation can be seen as follows:

1. Preliminary of Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' vocabulary mastery, before they were taught using Fly Swatter Game.

In the preliminary data, the researcher conducted interview and observation to the students. The interview and observation sheet were well done before conducting the first cycle. In interview to the English teacher, it could be

seen that the students got some problems in vocabulary mastery. (see appendix IX, transcript interview XII).

The quantitative data above gives an indication that the students' vocabulary mastery are low. It can be seen from the mean score they got 47,80. To support this quantitative data, it could be seen from qualitative data taken from interviews conducted before doing cycle I. It was shown from the result of interview with English teacher as follow:

''In my opinion, students' vocabulary mastery is still low. It could be seen from the responses of the students who were not good and not conducive when I was delivering the material to them.''

Interview's Transcript

In interview's transcript on August 7th 2020, the researcher found that the result of interview done before conducting cycle I, many students did not focused on the lesson. It could be seen from the responses of the students, and not condusive in learning English subject.

The results of that data can be seen in the observation sheet that were conducted on August 8th 2020. The majority of students couldn't mastery the meaning of the word in English. The researcher found that the students did not do the task.

Meanwhile the quatitative data was taken from pre-test. The improvement of the students' scores can be seen from giving them test in second cycle. The pre test was conducted on Tuesday, August 8, 2020. The students were asked to do the vocabulary task about adjective.

Based on the results of the pre-test, the data was showed the mean score of the pre-test was 47,80 and the percentage of students who passed the minimum standard was 10%. There were 3 students who score above KKM which is 75. Although 27 students were under the standard minimal. The lowest score is 0 score. Based on the analysis of the results it can be seen that almost all of the students cannot understand vocabulary in adjective well.

Based on the results, it can be seen that students' vocabulary mastery was low.Therefore, the researcher has solved the problem by continue to the first cycle.Furthermore, by using fly swatter game students were expected to be able to improve their English skills especially in adjective.

2. Reports of Cycle I

There were 4 steps in the first cycle, there were planning, acting, observing and reflecting. In this cycle there were 2 meetings and two tests given at the end of the learning process. The results of this study were entered into two types of data, namely quantitative data and qualitative data.In analyzing qualitative data got from observation and interviews. Whereas the quntittative data was taken from the the mean score obtained by the students.

2.1 Qualitative Data

This section presentsthe implementation of fly swatter game cycle I,the researcher explain about the material that need to be learnt, applying fly swatter game in English class, and presenting the result of fly swatter game in front the class.

a. The Implementation of Fly Swatter Game Cycle I

In implementing Fly Swatter Game in the classroom, the researcher acted as a teacher in this action, while the English teacher acted as a collaborator research of the teaching learning process. This action focused to improve the students' vocabulary mastery by using fly swatter game. Before going to the core activity, the researcher opened the similar activity first for every meeting. The activities were: (1) the researcher gave greeting to the students in English (2) praying (3) teacher checked the attendance list (4) the researcher gave motivation to the students (5) the researcher gave the goals of learning process.

In the core activity, there were several activities completed by the researcher. namely: (1) The researcher have explained about adjective starting from understanding and the examples of adjective. (2) The next activity, the researcher asked one student to stand up and asked them to describe it and they answer with various answers. (3) After that, the teacher applied Fly Swatter Game to improve their vocabulary mastery, (5) The teacher asked the students to write adjective sentence in paper. (6) The last, the teacher gave an opportunity to the students to ask about their misunderstanding of material.

The aim of the researcher implementing Fly Swatter Game to the students, the students expected can improve their vocabulary mastery. There were three steps in implementing the core activity of the plan in every meeting.

1. The Researcher Explains about the Material that Need to be Learnt

In this stage, the researcher explained detail about adjective. In explaining the material, the researcher used media picture to teach the students. The students payed attention to the researcher that gave a clear explanation regarding to

adjective. Besides that, the researcher created an enjoyable activity to stimulate the students. The researcher explained material about adjective and let students hit the word in the whiteboard. After that, the researcher continue to give explanation about adjective and asked the students to make a sentence in front of class.

The researcher explained in detail about the material to be studied and the strategy they used, namely Fly Swatter Game. Fly Swatter Game is a strategy that help students to provide and develop skill for vocabulary in English. In giving the teaching of vocabulary using Fly Swatter Game, the researcher gave a Fly Swatter Game material containing English words in the whiteboard. The researcher explained in detail how Fly Swatter Game can make it easier to understand and memorize vocabulary.

After that, the researcher explained the adjective. It consisted of understanding and example of adjective. The next activity, the researcher asked the students to describe their friends' in every side in a table. The teacher asked in a simple way. The following is the result:

The Researcher : "Please, describe the friendbeside you."

Student I   : "She have nose flat."

Student I I   : *"Muhammad berdiri." "*(Then Muhammad stand up.")

Student III   : *"Dia tampan dan pintar miss."*("He is handsome and clever miss.")

Field Notes 2, see Appendix

From their answer, it is indicated that they had errors in grammar, vocabulary, and also the meaning of the description itself. Then the teacher went on to the next step.

2. Applying Fly Swatter Game in English Class

Learning adjective to improve their vocabulary through Fly Swatter Game made students easier to make a sentence or a story. It can be seen from the result of the students'vocabulary test before treatment in pre cycle was showed an improvement in Cycle I but still can not reached KKM. In the first cycle the researcher planned to introduce Fly Swatter Game and implemented it to the students' in vocabulary teaching and learning process.

There were some activities that the researcher had done, as follows: first, the researchers explained what is Fly Swatter Game and it is procedure. Second, the researcher asked two students in front of class and asked the students to run and hit the correct English words in the whiteboard. It was showed as follow:

> The Researcher : *"Belajar mengingat adjective pakai Fly Swatter Game gampang tidak?"* ("it's difficult or not, learn about adjective by using Fly Swatter Game?")
>
> Student I : *"Lumayan gampang miss, karena sudah ada kata-katanya di papan tulis jadi lebih mudah miss."(*"pretty easy to me miss, because it's already the English words makes it easier to answer the questions."*)*
>
> Student II : *"Ya benar miss. Menurut saya kalau pakai Fly Swatter Game lebih seru dan semangat untuk cari adjectivenya di papan tulis miss." (*"Yes, right miss. In my opinion if used Fly Swatter Game the it will be more exciting fun to learn English.")
>
> Student III : *"Ya benar agak sedikit lebih mudah sih miss. Tapi Agak susah kalau gak tau mengartikan ke bahasa Inggrisnya miss."(*"Yes right it's pretty easy. But, it is still difficult to translate the english word.*")*
>
> *(Interview transcript)*

3. Presenting the Result of Fly Swatter Game in front the Class

Afterwards, the students hit the words in the whiteboard, the researcher asked one of the students to present the words their hit. This activity was aim to build the confident of the students to speak up in front of the small group like a class by using the vocabulary that they got according to the context. But in the first cycle the researcher found that only one student who wanted to speak up in front of the class and explain the result of their result. It is because English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy. It also supported by the researcher's note mentioned that:

> When the researcher asked the students to present in front of the class, no one wants to present. Finally the researcher choose one students to present in front of the class.

Field Notes 2, See Appendix

After that the teacher and the students discussed about their answers whether it is correct or false. The researcher also explained to the students that they are not necessary to shy express their ideas of something. The researcher gave the students motivation to learn more of adjective at home.

a. The Problems Faced by the Researcher after Implementing Fly Swatter Game in Cycle I

After the researcher implemented Fly Swatter Game to improve the students' vocabulary mastery in cycle I, the researcher found some problems that faced in learning process in the class. Some problems faced by the researcher while implementing Fly Swatter Game in the class were:

1. Students become too Dependent on the Teacher

Part of learning anything means figuring out how to solve problems on your own. The students always askes the teacher with every little problem s/he runs into, then the students will never be able to learn the Fly Swatter Game on their own. The students need to be reassured that they actually can with positive feedback and encouragement. The situation was illustrated in the note below:

> The students always asking every meaning of the English word. And some students still asking the meaning of the word just to make sure if it is true or not. The students have a problems with trust -- and the person he has trouble trusting is himself.

Field Notes 2, see Appendix

The researcher found that is difficult to checked each student and answering their question one by one. So, the researcher asked the students to bring their dictionary for the next meeting.

2. The students lack of vocabulary

This problem occured when the researcher asked the students to describe their friends based on Fly Swatter Game. Students still asked the teacher about translating the words into English. When the researcher asked them to open the dictionary, but no one of students brought the dictionary. The situation was illustrated in the note below:

The majority of students do not recognize the meaning in English and their grammar was still quite low and they were cheating on each other.

Field Notes 2, see Appendix

During the teaching and learning process, the researcher observed every students to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical and there were still students who had not reached the KKM score.

2.2 The Quantitative Data

Quantitative data was taken from the results of tests given to students. The test given was relevant to the material that has been taught before in each meeting.

The researcher gave a test. Tests were given tostudents' vocabulary mastery on adjective. It is pre test, post test I (in cycle I) and post test II (in cycle II). Before giving treatment to students using Fly Swatter Game. The researcher noted that the score that must be achieved is 75. It was found that the mean of students score was kept improving from pre-test until post-test of first cycle. Here the students score of Post Test I in cycle I :

Table 3.1 The Students' Score of Pre-cycle and Cycle I

NO.	Cycle	Mean Score	Percentage
1	Pre-cycle	47,80	10%
2	Cycle I	65,37	30%

The table above shows the comparison between the results of students' vocabulary in the pre-cycle and cycle I test. As the results we see from the test results, we can find that the students' vocababulary test the results in cycle I is

higher than pre-cycle. The presentation of students who passed 30% and the number of students who did test were 30 students.

2.3 Reflection

The implementation of Fly Swatter Game to improve the students' vocabulary mastrey in Cycle II of course there were many obstructions. Thus, the researcher made a reflection to the actions. The students have improvement in memorizing vocabulary. It proved from the students' score test from pre-cycle, cycle I, cycle II. It can be seen from the mean score of the students' score was increased.

Based on the results obtained by the researcher, it can be concluded that the test results from 21 people out of 30 people cannot be said to be successful. It was because they had problems in memorize and understand certain words, pronounce the words correctly, they lack the idea to be included in the text and especially the grammar and vocabulary that they didn't have much to fix. This can be seen from their mistakes in translation and limited words in the dictionary they will write. It should also be noted, that there were still cheating from each other to do the task.

It also can be seen from the observation sheet that showed the improvement of their motivation, their participations and their entusiasm to follow learning and teaching process in the classroom to memorizing vocabulary by using Fly Swatter Game. Based on the data above, the researcher and the collaborator evaluated that the cycle can be stopped.Because the students' vocabulary mastery by using fly swatter game was successful.

3. Report of Cycle II

In the first cycle, the researcher found that there were shortcomings and the achievements of students' results have not been reached by KKM. Thus, the researcher decided to continue on Cycle II. In this second cycle, the purpose was to solve the problems contained in the previous cycle that occurred in cycle I. In other words, the second cycle is a solution to the problems in cycle one. In this second cycle, the researcher still used Fly Swatter Game as a method to improve students' vocabulary mastery. There were two data contained in this second cycle, namely qualitative data and quantitative data. Qualitative data was taken from observation, interviews and field notes of research. Meanwhile, quantitative data were taken from scores obtained from tests conducted by all students at the end of the second cycle meeting.

3.1 Qualitative Data

The finding of the implementation of Fly Swatter Game in improving students' vocabulary mastery will be discussed as follows:

a. The Implementation of Fly Swatter Game in Cycle II

The application of the second cycle was carried out in two meetings. They are on March 16th 2020 and March 20th 2020. Researcher in this cycle is positioned as teacher while English teachers as research collaborators of the teaching and learning process. The focus of this action is on improving students' vocabulary mastery. There were several activities completed in this second cycle, such as: introduction of activities, core activities and post activities. In the introduction phase, the researcher prepares lesson plans, instruments, handouts, and worksheets dealing with the teaching methods of Fly Swatter Game to

students. Tests were given to students at the end of learning. In this activity there are (1) the teacher stimulating students by giving English words in the whiteboard 2) The teacher explained understanding of how adjective it is 3) teacher gave an example of adjective 4) teacher gave a chance to students to ask the material who had explained 5) teacher showed an example of adjective using Fly Swatter Game to the students 6) teacher gave review adjective of content material to students 7) teacher distributed a worksheet and provided Fly Swatter Game to students 8) teacher asked the students to see the English words of Fly Swatter Game first and understand the English words. 9) teacher asked students to listen carefullry and hit the words correctly 10) teacher gave an opportunity to the students' ask about misunderstanding of material. There were two steps in implementing the core activity of the plan in last meeting.

1. Using Fly Swatter Game

In this step, the researcher asked the students to hit the English words in the whiteboard correctly. The researcher asked students to provide a description based on the Fly Swatter Game they understand. During the post test process, the researcher observed each student. Time ran out then the researchers collected all their worksheets.

The post test given aimed to find out the improvement experienced by students' vocabulary mastery. The result was the score they got increases. The situation and atmosphere on that day was quite calm. It can be seen from the results of interviews with several students.

> The Researcher   : "Apakah kamu mudah memahami dan mengingat adjective ini?"

Student I : " Ya, karena sudah ada langkah-langkah detail dari Fly Swatter Game nya miss, kita tinggal mencari jawaban dari papan tulis dan mengejarnya."

Student II : "Iya, saya sangat memahaminya karena miss sudah ada kata adjectivenya di papan tulis"

Student III : "Mudah, karena sudah dijelaskan miss dengan rinci"

Student IV : "Ya, karena miss menjelaskan secara detail. "

Student V : "Iya miss, ini lebih mudah dipahami untuk mendpatkan ide karena di Fly Swatter Game menggunakan langah-langkah yang kata-katanya sudah tersusun terlebih dahulu dan seru"

Translation

The Researcher : "Are you easy to understand and memorize English words?

Student I : "Yes, because there is already an image so it's easy to miss."

Student II : "Yes, I understand it very well. because it's easier when there are English words in the whiteboard."

Student III : "Easy, because it has been explained miss."

Student IV : "Yes, because miss explains in detail."

Student V : "Yes, I am easy to understand and more inspired I don't know why it's easy to use Fly Swatter Game. Maybe miss, there is a English words in the whiteboard so it's easier to understand and memorizing the adjective miss."

(Interview Transcript, see Appendix)

From the data above, it indicated that almost all students were more active and more familiar with how to apply Fly Swatter Game than in cycle II because they were already interested in this Fly Swatter Game. Based on the results obtained starting from the Post test I to post test II the data shows that there was a

significant increase in it. Here, the researcher can conclude that the researcher found an increase in scores from the students after correcting all their tests.

In this phase of the second cycle, researcher gave motivation and simple games to motivate and gave interest to students to learn and understand vocabulary through Fly Swatter Game. The majority of students can improve their scores starting from tests I to II. That was the reason why the researcher stops and suffice in this second cycle. Because in the second cycle students can increase their scores.

2. Teacher gives an opportunity to the students to ask about their misunderstanding of material

In this activity, students discussed together to discuss adjective. Researcher help the students who have difficulty in adjective using Fly Swatter Game. This activity also helped students to elaborate the definition of vocabularies that they got. So, it made easier for them to build words that inspire them. This can be seen from Appendix XII, the results of the interview can be shown as follows:

The Researcher : "Apakah kamu mudah memahami dan mengingat vocabulary dalam adjective?"

Student V :"Iya, saya mudah memahami dan lebih terinspirasi nggak tau kenapa mudah aja gitu kalau Fly Swatter Game. Mungkin miss, ada kata-katanya di papan tulis jadi lebih mudah untuk mengingatnya."

Translation

The Researcher :"Are you easy to understand and memorize vocabulary in adjective material?"

Student V : "Yes, I am easy to understand and more inspired I don't know why it's easy to use Fly Swatter Game.

Maybe miss, there is English words in the whiteboard so it's easier to understand and memorizing it."

(Interview Transcript, see Appendix XII)

After that, the researcher gave the opportunity for students to read the results of the words they hits and made a sentence. It aimed to build and enhance their confidence in speaking English. The results showed that students become more active than the previous cycle. This was supported by an English teacher (see appendix X) that stated:

The researcher :"Bagaimana hasil belajar para siswa dalam vocabulary

setelah menggunakan Fly Swatter Game bu?"

The collaborator :"Hasil yang mereka dapatkan mendapatkn respon yang baik dan peningkatan nilai cukup signifikan. Ini sangat berbeda, lebih kreatif mereka. Semangat belajar mereka juga meningkat dengan menggunakan Fly Swatter Game ini."

The researcher :"How the results of students' learning in vocabulary mastery after using Fly Swatter Game mom? "

The collaborator :"The results they had good responses and a significant increase in their score. It's very different, more creative. Their enthusiasm for

learning has also increased by using this Fly Swatter Game."

(Interview Transcript, see Appendix X)

Based on the data above, the researcher concluded that in the second cycle this has succeeded in making improvements to student learning results by using this Fly Swatter Game. All was because they enjoyed, motivated and enthusiastic in working on and the teaching and learning process that is inside. So, students were more active and try hard to be able to understand the material and ways to understand adjective in their groups. After applying Fly Swatter Game, the classroom situation was more conducive. There were several changes in the class related to the teaching and learning process that was followed. The students gave their full attention to the teacher who gave the material and explanation in detail. In addition, the students have focused on the lesson. All of the changes made the class situation more interesting than before.

b. The Problems Faced by the Researcher after Applying Fly Swatter Game in Cycle II

After the researcher successfully applied Fly Swatter Game in cycle II to improve their vocabulary mastery. At that time, researcher encountered one obstacle: students were not confident in expressing their ideas, moreover the limitations of their vocabulary. So, they have difficulty to arrange these sentences. It can be seen in the field notes in the second cycle.

Students still feel shy in expressing their ideas to make a sentence. Some of them still keep asking to the researcher.

Field notes 04, see Appendix

To solve this problem, the researcher motivated them and asked them to always bring a dictionary for each English subject and practice at home.

3.2 Quantitative Data

In collecting quantitative data, the researcher continued to conduct a post test in this second cycle. The aim was to measure the score they got after treatment whether it went up or not. This is the score of students in the post test in the second cycle.

Table 3.2 Comparison the results of observation on pre-cycle, cycle I, and cycle II

NO.	Cycle	Mean Score	The Percentage
1.	Pre-cycle	47,80	10%
2.	Cycle I	65,37	30%
3.	Cycle II	77,23	80%

It can be seen that in the table above between pre-cycle, cycle I and cycle II. Students who are able to pass the test well are 2 out of 30 students (10%). In cycle one, students who get grades from 75-80 are 10 students and 20 other students still fail the test in this cycle. In the second cycle, there were about 20 students who were able to pass this test well, that means there were around 80% who couldn't pass the KKM. The researcher noted that the minimum standard that must be passed is 75. From the post test II data, there were 22 students who were successful in this test and 8 other students had not yet graduated. The total score

they got was 2317 and the number of students who took the test was 30 students. This gives the fact that the tests were carried out in the successful category.

Based on the data obtained above, it indicated that the use of Fly Swatter Game to improve students' vocabulary mastery was very effective and successful. From the results of student achievement has also risen significantly to improve students' vocabulary mastery using Fly Swatter Game.

B. Discussion

The aim of the research is to find out the improvement of students' vocabulary masteryby using fly swatter game in first grade students. The discussion of this research were Pre-Cycle, Cycle I and Cycle II. The result shows that there is an improvement of students' vocabulary mastery. It can be seen from the table of students' score improvement in appendix. It is because there is teamwork between the researcher and the collaborator and their collaboration and participation to provide feedback to their friends and teacher also still anticipate them in making feedback. Therefore, the implementation of fly swatter game can run well.

Regarding the findings of this study that is about the implementation of fly swatter game, Macmillanstated that applying of fly swatter game, can be creative, improvements, positive emotions. The results are so interested and motivation in learning process. The researcher also noticed that implementing the fly swatter game, in teaching learning process also made the students more active in the class. In addition, the findings that researcher got in the class is same that the fly swatter game, can help the students to improve their vocabulary mastery, the students can make their own sentence from the words.

Based on the results of student learning, students succeeded in increasing their grades and abilities from before treatment was taken to change after the researchers took action. Before the researcher gave treatment using Fly Swatter Game to improve students' vocabulary mastery, researchers gave a test I to students in order to measure their abilities and achievements before they took action. All of that can be seen from the results of the analysis and calculations in the table that showed the memories experienced by students in pre-test scores, post-test of cycle I and post test of cycle II. All can be achieved by the cooperation of teachers and the students. Teachers understand how to control class. In addition, the use of Fly Swatter Game can help students to improve their mastery in vocabulary.

Based on quantitative data it can be seen an increase from the first meeting to the next meeting where their scores continue to increase. From the results of qualitative data, which were mixed from the results of observations, interviews, and field notes. That gave the fact that the class was effective and students were learning more actively.

When the learning process takes place, students focus on the explanation of the material conducted by researchers. Note that students were very enthusiastic in following all material, especially adjective. This was evidenced by the results of observations made by researchers at the time the teaching and learning process took place. All that made students able to reach standart minimal (KKM). This proved that the use of Fly Swatter Game can help students to improve their mastery in vocabulary.

Based on the analysis of the data above, it showed that the use of the Fly Swatter Game method can improve students' vocabulary mastery. So, there was a significant increase both in terms of values and enthusiasm for learning from students in adjective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discuccion of the research, it could be concluded that teaching adjective through Fly Swatter Game can improve students achievement in mastering vocabulary. There is a great improvement of the students' vocabulary mastery of the seventh grade of MTs Hifzil Qur'an Medan in the school year 2019/2020 who were taught using Fly Swatter Game technique. It can be seen from the students' mean of score in Pre-cycle is 47,80 It increased in cycle I became 65,37. Finally in cycle II the students' mean of score became 77,23. It has reached the minimum requirement standard score of vocabulary test in MTs Hifzil Qur'an Medan which is 75 and more than 30 % of the students got score 77 in English class.

Because, this Hifzil Qur'an Medan is effective and efficient to improve students' vocabulary mastery. Due to this technique has several reasons including: First, Fly Swatter Game can improve the students' motivation in learning adjective. Second, Fly Swatter Game can contribute to the use of language. Third Fly Swatter Game can provide a detailed description of the person described. Last, Fly Swatter Game can be provided through discussion and description.

In conclusion, Fly Swatter Game is a good to teach vocabulary especially on adjective. It can motivate students and make them want to pay attention and this technique was succeed. Further, Fly Swatter Game can be used independently by students in learning English.

B. Suggestion

Based on the conclusion stated above the result of this research shows that there is an improvement of the student's vocabulary mastery by using fly swatter game. Regarding the result of the research, the researcher wants to suggest some practitioners as follow:

1. For the students, they should pay attention to the lesson that has been explained by the teacher and may not be afraid of making mistakes in memorizing English words because it can be solved by doing exercise.

2. For the English teachers in applying the Fly Swatter Game, it can give special attention to the students with adjective. The teacher should give or prepare good method to make the students more interested in learning, because the teaching method gives significant influence to the students understanding. The teachers also have to know what students' difficulties in memorizing Englishwords, and help to solve their problem.

3. For the principal in order to be able to support the teacher through the provision of media and learning tools so that the teacher can carry out English language learning especially on the application of Fly Swatter Game.

4. For further researcher, it is expected to encourage other researchers to conduct further study deals by Fly Swatter Game series in other skills area such as speaking and writing. This study still need revise by the other researchers not only in the same topic with this study but also in different topics and aspects which are closest related to this research topic.

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LESSON PLAN

(CYCLE I)

School : MTs Hifzil Qur'an Medan

Subject : English

Class/Semester : VII-3

Topic : Objects around and relevant to student life, by giving exemplary about disciplined behavior, self-confidence, responsibility, peace-loving, and cooperation.

Time Allocation : 2 x 40 minutes

A. Core Competency

KI 1 : Appreciate and live the teachings of the religion it adheres to

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within reach association and its existence

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based his curiosity about science, technology, art, culture related to the phenomenon and the appearance of the eye.

KI 4 : Try, process, and serve in the realm of concrete (using, parse, arrange, modify, and create) and abstract domains (writing, reading, counting, drawing and writing) accordingly with what is learned in school and other sources in the same corner view / theory.

B. **Basic Competency and Competency Achievement Indicators**

No.	Basic competencies	Indicators of Competence Achievement
1.	1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in	

		enthusiasm study	
2	2.2. Showing honest behavior, discipline, confidence, and responsibility in carrying out transactional communication with teachers and friends 2.3. Demonstrate responsibility, care, cooperation, and peace-loving behavior in carrying out functional communication		
3	3.7. Understanding the social function, structure of the text, and linguistic elements in the text to express and ask questions according to the context of their use 3.8. Understanding social functions, text structure, and linguistic elements on text to state and ask about the behavior / actions / functions of objects, according to the context of their use. 3.10. Understand the social function, text structure, and linguistic elements of descriptive text by stating and asking about the description of objects is very short and simple, according to the context of its use	3.7.1. Listen to or read the expressions or speech used to express and ask questions according to the context in which they are used 3.8.1. Identify the expression used to express and ask the function of objects according to the context of their use 3.10.1 Identify the structure of noun phrases in describing an object	

		4.8. Compile oral and written texts to state and inquire about the nature of objects by paying attention to social functions, text structures and correct linguistic elements and contextual	4.8.1. Identify the name of the object and its characteristics
4.			4.9.1. Make short written text that uses expressions to describe objects
		4.9. Compile oral and written texts to state and inquire the behavior / actions / functions of objects with correct linguistic elements and in context	4.12.1. Answering the question of descriptive texts about objects
			4.13.1. Using text structure and linguistic elements to describe objects
		4.12. Capture meaning in descriptive oral and written texts, very short and simple	
		4.13. Compile descriptive and oral text, very short and simple, about objects by paying attention to social functions, text structure, and linguistic elements, correctly and in context	

C. Learning Objectives

After participating in a series of learning activities, students can:

1. The students are able to pronounce the words correctly
2. The students are able to spell the words correctly
3. The students are able to make a good sentence

D. Learning Materials

1. Social functions
- Boast, introduce, identify, praise, criticize, etc.

2. Linguistic elements

- Mention of singular nouns with a and the, and plural (-s).
- The pronouns it, they, she, we, etc.; our, my, your, their, etc.
- Adjectives very old, big, small, tired, tall, short, beautiful, etc.
- The proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in nominal terms

3.   Text Structure
- Mention the name of the object and the names of the parts chosen to be described
- Mention the nature of objects.
- Mention the actions of or related to objects that are all in accordance with the social function to be achieved.

E. Learning Methods
1. Oral Communication

2. Giving the task

F.   Learning Resources
1. Source   : English book of Junior High School grade VII and dictionary
2. Media   : Word cards, swatter, marker, copies of vocabulary test items

G.   Learning Steps

Activity	Description	Time Allocation
Introduction	**Apperception**	10 minutes
	• Greeting and praying	
	• Teacher check of attendance list	
	• Prepare students to follow the learning process;	
	• Motivate students contextually according to the benefits and application of learning materials in everyday life.	
	• Explain the learning objectives or basic competencies to be achieved; and convey the scope	

	of material and explain the description of activities according to the syllabus.	
Core Activity	**Exploration**	10 minutes
	• Introduction the topic of Adjective it self to the students	
	• Asking the students about their prior knowledge that relate to the topic	
	• Asking the students to interpret all the words in the sentences	
	Elaboration	10 minutes
	• Introducing the fly swatter game and its procedure	
	• Teacher use fly swatter game to the students and glue the card paper on the whiteboard	
	• Teacher says carefully the words and students hit the true word	
	• Teacher and the students pronounce the words after the students hit the true word	
	• Asking the students to mention all the words that they remember before back to chair	
	• Asking the students to make	

	a good sentence from the words.	
	Confirmation • Giving positive feedback to the students as praise, spoken, or present to the winner • Facilities the students for doing reflection to get meaningful experience of the activity	10 minutes
Post Activity	**Collecting data** • Students explore words about adjective. • Students pronounce the words.	10 minutes
	Associating • In guided group work, students spell a few word in sentences playing "fly swatter" game that relates to adjectives and provokes them to make a list of adjective that they find in the sentences.	10 minutes
	Closing • Asking the difficulty during the teaching and learning	10 minutes

		process	
		• Giving evaluation consistently for giving feedback	
		• Giving the conclusion about the lesson	
		• Giving motivation for students to not be shy in telling their words connect to the sentence	
		• Closing the lesson by praying and giving closing-greeting	

H. Assessment

1. Evaluation

   - Kind of instrument: Written

   - Form of instrument: Multiple choice

2. The Scoring

   - For each number, each correct answer scores 5
   - Total score a maximum of 20 x 5 = 100
     The maximum score = 100

     Student's score :100

     Student's score :$\frac{etting\ score}{maximm\ score} \times 100$

3. Rubric for assessing vocabulary skills

Aspect	INFORMATION	Score
Pronunciation	• Very clear so easily understood.	4
	• Easy to understand even though the influence of mother tongue can detected.	3
	• There is a pronunciation problem so the listener needs to full concentration.	2
	• There is a serious pronunciation problem so it doesn't can be understood.	1
Grammar	• No grammatical mistakes	4

	• Sometimes there are mistakes but not influence meaning	3
	• Often make mistakes so the meaning is difficult Understood	2
	• Grammatical mistakes are so severe that you can't understood	1
Vocabulary	• Use the right vocabulary and expressions	4
	• Sometimes using less vocabulary right so have to explain again	3
	• Frequent use of incorrect vocabulary	2
	• Vocabulary is very limited so conversation is not might happen	1
Smoothness	• Very smooth.	4
	• Fluency is a bit disturbed by language problems	3
	• Often hesitant and stopped because of limitations Language	2
	• The conversation falters and stops so that the conversation impossible to happen.	1

- Scoring Guidelines:

NA =	Score obtained
	Maximum score

Medan, Agustus 2020
Researcher

Agreed by
English Teacher

Fitriani S,Pd

Siska Wulandari Lubis
NIM. 34.15.4.139

Approved by
Headmaster of MTs Hifzil Qur'an Medan

Dahrin Harahap S.Pd.I. M.SI

LESSON PLAN

(CYCLE II)

School   : MTs Hifzil Qur'an Medan

Subject   : English

Class/Semester   : VII-3

Topic   : Objects around and relevant to student life, by giving

                    exemplary about disciplined behavior, self-confidence, responsibility, peace-loving, and cooperation.

Time Allocation : 2 x 40 minutes

D. Core Competency

KI 1 : Appreciate and live the teachings of the religion it adheres to

KI 2 : Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within reach association and its existence

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based his curiosity about science, technology, art, culture related to the phenomenon and the appearance of the eye.

KI 4 : Try, process, and serve in the realm of concrete (using, parse, arrange, modify, and create) and abstract domains (writing, reading, counting, drawing and writing) accordingly with what is learned in school and other sources in the same corner view / theory.

E. Basic Competency and Competency Achievement Indicators

No.	Basic competencies	Indicators of Competence Achievement
1.	1.1 Grateful for the opportunity to learn English as a language of communication for international communication which is manifested in enthusiasm study	

2	2.2. Showing honest behavior, discipline, confidence, and responsibility in carrying out transactional communication with teachers and friends 2.3. Demonstrate responsibility, care, cooperation, and peace-loving behavior in carrying out functional communication	
3	3.7. Understanding the social function, structure of the text, and linguistic elements in the text to express and ask questions according to the context of their use 3.8. Understanding social functions, text structure, and linguistic elements on text to state and ask about the behavior / actions / functions of objects, according to the context of their use. 3.10. Understand the social function, text structure, and linguistic elements of descriptive text by stating and asking about the description of objects is very short and simple, according to the context of its use	3.7.1. Listen to or read the expressions or speech used to express and ask questions according to the context in which they are used 3.8.1. Identify the expression used to express and ask the function of objects according to the context of their use 3.10.1 Identify the structure of noun phrases in describing an object
4.	4.8. Compile oral and written texts to state	4.8.1. Identify the name of the

		and inquire about the nature of objects by paying attention to social functions, text structures and correct linguistic elements and contextual	object and its characteristics
		4.9. Compile oral and written texts to state and inquire the behavior / actions / functions of objects with correct linguistic elements and in context	4.9.1. Make short written text that uses expressions to describe objects
		4.12. Capture meaning in descriptive oral and written texts, very short and simple	4.12.1. Answering the question of descriptive texts about objects
		4.13. Compile descriptive and oral text, very short and simple, about objects by paying attention to social functions, text structure, and linguistic elements, correctly and in context	4.13.1. Using text structure and linguistic elements to describe objects

F. Learning Objectives

After participating in a series of learning activities, students can:

4. The students are able to pronounce the words correctly
5. The students are able to spell the words correctly
6. The students are able to make a good sentence

D. Learning Materials

4. Social functions
- Boast, introduce, identify, praise, criticize, etc.

5. Linguistic elements
- Mention of singular nouns with a and the, and plural (-s).
- The pronouns it, they, she, we, etc.; our, my, your, their, etc.

- Adjectives very old, big, small, tired, tall, short, beautiful, etc.
- The proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. precisely in nominal terms

6. Text Structure
- Mention the name of the object and the names of the parts chosen to be described
- Mention the nature of objects.
- Mention the actions of or related to objects that are all in accordance with the social function to be achieved.

E. Learning Methods
1. Oral Communication

2. Giving the task

G. Learning Resources
4. Source   : English book of Junior High School grade VII and dictionary
5. Media   : Word cards, swatter, marker, copies of vocabulary test items

G. Learning Steps

Activity	Description	Time Allocation
Introduction	**Apperception** - Greeting and praying - Teacher check of attendance list - Prepare students to follow the learning process; - Motivate students contextually according to the benefits and application of learning materials in everyday life. - Explain the learning objectives or basic competencies to be achieved; and convey the scope of material and explain	10 minutes

	the description of activities according to the syllabus.	
Core Activity	**Exploration** • Introduction the topic of Adjective it self to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students to interpret all the words in the sentences	5 minutes
	Elaboration • Introducing the fly swatter game and its procedure • Teacher use fly swatter game to the students and glue the card paper on the whiteboard • Teacher says carefully the words and students hit the true word • Teacher and the students pronounce the words after the students hit the true word • Asking the students to mention all the words that they remember before back to chair	20 minutes

Post Activity	• Asking the students to make a good sentence from the words. **Confirmation** • Giving positive feedback to the students as praise, spoken, or present to the winner • Facilities the students for doing reflection to get meaningful experience of the activity **Collecting data** • Students explore words about adjective. • Students pronounce the words. **Associating** • In guided group work, students spell a few word in sentences playing "fly swatter" game that relates to adjectives and provokes them to make a list of adjective that they find in the sentences. **Closing** • Asking the difficulty during	10 minutes 10 minutes 20 minutes 5 minutes

	the teaching and learning process • Giving evaluation consistently for giving feedback • Giving the conclusion about the lesson • Giving motivation for students to not be shy in telling their words connect to the sentence • Closing the lesson by praying and giving closing-greeting	

I. Assessment

1. Evaluation

    - Kind of instrument: Written

    - Form of instrument: Multiple choice

2. The Scoring

    - For each number, each correct answer scores 5
    - Total score a maximum of 20 x 5 = 100
      The maximum score = 100

      Student's score :100

      Student's score :*etting score* x 100
maximm score

6. Rubric for assessing vocabulary skills

Aspect	INFORMATION	Score
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	• Easy to understand even though the influence of mother tongue can detected.	3
	• There is a pronunciation problem so the listener	2

	needs to full concentration.	1
	• There is a serious pronunciation problem so it doesn't can be understood.	
Grammar	• No grammatical mistakes	4
	• Sometimes there are mistakes but not influence meaning	3
	• Often make mistakes so the meaning is difficult Understood	2
	• Grammatical mistakes are so severe that you can't understood	1
Vocabulary	• Use the right vocabulary and expressions	4
	• Sometimes using less vocabulary right so have to explain again	3
	• Frequent use of incorrect vocabulary	2
	• Vocabulary is very limited so conversation is not might happen	1
Smoothness	• Very smooth.	4
	• Fluency is a bit disturbed by language problems	3
	• Often hesitant and stopped because of limitations Language	2
	• The conversation falters and stops so that the conversation impossible to happen.	1

- Scoring Guidelines:

NA =	Score obtained
	Maximum score

Medan, Agustus 2020
Researcher

Agreed by
English Teacher

Fitriani S,Pd

Siska Wulandari Lubis
NIM. 34.15.4.139

Approved by
Headmaster of MTs Hifzil Qur'an Medan

Dahrin Harahap S.Pd.I. M.SI

APPENDIX II

Test Instrument and Answer Key in Pre-test

SOAL PRE-TEST

Name :
Class :

Choose the correct answer with crossing (X) a,b,d, or d!

1. Dedi : I'm hardly to sleep _____ Wira. Can you help me?
   Wira : Well, actually too much sleeping is not very good also. But, you know it's easy to fall asleep soon.
      a. Lately
      b. Hardly
      c. Easily
      d. Fastly
2. The carpet is _____. I want to clean it.
      a. Large
      b. Shiny
      c. Dirty
      d. Soft
3. This exercise was too _____ for me. I got score 100.
      a. Difficult
      b. Expensive
      c. High
      d. Easy
4. Diana's bag is broken. Diana is very _____ now.
      a. Confuse
      b. Happy
      c. Sad
      d. Charm
5. Cut up onion and chilli into <u>small</u> pieces. Kata bergaris bawah bermakna _____.
      a. Panjang
      b. Kecil
      c. Besar
      d. Lembut
6. If you study hard, you will be _____ in your examination.
      a. Unsuccess
      b. Sad
      c. Success
      d. Stupid
7. Which word is an adjective _____.
      a. Run
      b. Eat

    c. Food
    d. Pretty
8. The pillow is _____ I want to sleep there.
    a. Large
    b. Shiny
    c. Dirty
    d. Soft
9. This room is _____. Please turn on the AC.
    a. Hot
    b. Difficult
    c. Short
    d. Wet
10. Chop up garlic into a very **thin** pieces. Kata **thin** termasuk jenis kata _____.
    a. Adjective
    b. Adverb
    c. Verb
    d. Noun
11. My mom's spaghetti is very _____.
    a. Rich
    b. Delicious
    c. Strong
    d. Dillligent
12. The _____ children has no place to sleep.
    a. Delicious
    b. Slow
    c. Rich
    d. Poor
13. My shoes are _____.
    a. Clever
    b. Soft
    c. Angry
    d. Fast
14. Those students are _____.
    a. Intelligent
    b. Lazy
    c. Bad
    d. Ugly
15. Harry's motorcycle is _____.
    a. Fast
    b. Angry
    c. Delicious
    d. Sad
16. My grandfather is 88 years old. He is _____.
    a. Young
    b. Old
    c. Fat
    d. Thin

17. They are _____ together.
    a. Happy
    b. Sad
    c. Angry
    d. Slow
18. Our school is _____.
    a. Soft
    b. Big
    c. Dirty
    d. Clean
19. The chicken soup is very _____.
    a. Delicious
    b. Short
    c. Ugly
    d. Young
20. How many adjectives are there in this sentence: "I thought the film was very long and boring."
    a. 5
    b. 2
    c. 3
    d. 1

GOOD LUCK

Key Answer of Pre-Test

1. C

2. C

3. D

4. B

5. A

6. A

7. C

8. B

9. D

10. D

11. C

12. C

13. A

14. A

15. B

16. A

17. B

18. C

19. D

20. B

Test Instrument and Answer Key in Pre-test

SOAL POST-TEST 1

Name :

Class :

Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?

   Lisa : I think the red one is better.

   Rina : Ok. I will _____ the red gown

   a. Wrap   c. Wear

   b. Go   d. Give

2. The carpet is _____ I want to clean it.

   a. Large   c. Dirty

   b. Shiny   d. Soft

3. We often watch _____ In the evening.

   a. Newspaper   c. Magazine

   b. Radio   d. Television

4. My father always reads _____ every morning.

   a. Radio   c. Computer

   b. Newspaper   d. Television

5. Ana is a tailor. She makes _____

   a. Clothes   c. Bag

b. Belt   d. Ice cream

6. Andi reads the English book in the_____

   a. Library   c. Canteen

   b. Market   d. Bathroom

7. Diana's barbie is broken. Diana is very _____ now.

   a. Confuse   c. Sad

   b. Happy   d. Charm

8. I went to dentist yesterday because my_____ were in pain.

   a. Hands   c. Fingers

   b. Teeth   d. Ears

9. A : Can you help me?
   B : Yes, of course. What can I do for you?
   A : Please,_____ this bag to my room.
   B : Yes, Sir.
   a. Help   c. Give

   b. Has   d. Bring

10. This exercise was too _____ for me. I got score 100.

    a. Difficult   c. High

    b. Expensive   d. Easy

11. If you study hard , you will be_____ In your examination.

    a. Unsuccess   c. Success

    b. Sad   d. Stupid

12. Cut up meatballs and chicken fillet into small pieces. Kata bergaris bawah bermakna_____

    a. Daging   c. Bakso

    b. Sate   d. Kentang

13. Grind together garlic, paper, and salt. Kata Grind bermakna_____

    a. Uleg   c. Cincang

    b. Campurkan   d. Tambahkan

14. This room is dark, please turn on the_____

    a. Lamp   c. Door

    b. Fan   d. AC

15. The students write their lesson on the_____

    a. Chair   c. Blackboard
    b. Table   d. Cupboard

16. Where is my car _____?
    a. Key   c. Sunday
    b. Want   d. Fly

17. _____ is my favorite colour.
    a. Far   c. Long
    b. Yellow   d. Happy

18. Let's _____fishing.
    a. Eat   c. Go
    b. Tomorrow   d. Next

19. I will be in Bali_____ week
    a. Thursday   c. With
    b. Father   d. Next

20. It's going to be windy _____

a. Tomorrow   c. With

b. Book   d. Star

GOOD LUCK

Key Answer of Post-Test 1

1. C

2. C

3. D

4. B

5. A

6. A

7. C

8. B

9. D

10. D

11. C

12. C

13. A

14. A

15. B

16. A

17. B

18. C

19. D

20. A

Test Instrument and Answer Key in Pre-test

SOAL POST-TEST 2

Name :
Class :

Choose the correct answer with crossing (X) a,b,d, or d!

1. Diana's bag is broken. Diana is very _____ now.
   - e. Confuse
   - f. Happy
   - g. Sad
   - h. Charm
2. Cut up onion and chilli into <u>small</u> pieces. Kata bergaris bawah bermakna _____.
   - e. Panjang
   - f. Kecil
   - g. Besar
   - h. Lembut
3. If you study hard, you will be _____ in your examination.
   - e. Unsuccess
   - f. Sad
   - g. Success
   - h. Stupid
4. Which word is an adjective _____.
   - e. Run
   - f. Eat
   - g. Food
   - h. Pretty
5. This exercise was too _____ for me. I got score 100.
   - a. Difficult
   - b. High
   - c. Expensive
   - d. Easy
6. They are _____ together.
   - a. Happy
   - b. Sad
   - c. Angry
   - d. Slow
7. Our school is _____.

a. Soft
b. Big
c. Dirty
d. Clean

8. The chicken soup is very _____.
    a. Delicious
    b. Short
    c. Ugly
    d. Young

9. How many adjectives are there in this sentence: "I thought the film was very long and boring."
    a. 5
    b. 2
    c. 3
    d. 1

10. Dedi : I'm hardly to sleep _____ Wira. Can you help me?
Wira : Well, actually too much sleeping is not very good also. But, you know it's easy to fall asleep soon.
    a. Lately
    b. Hardly
    c. Easily
    d. Fastly

11. The carpet is _____. I want to clean it.
    a. Large
    b. Shiny
    c. Dirty
    d. Soft

12. This exercise was too _____ for me. I got score 100.
    a. Difficult
    b. Expensive
    c. High
    d. Easy

13. The carpet is _____ I want to clean it.
    a. Large

    b. Dirty

    c. Shiny

    d. Soft

14. If you study hard , you will be_____ In your examination.

    a. Unsuccess

    b. Success

    c. Sad

    d. Stupid

15. My shoes are _____.

    a. Clever
    b. Soft
    c. Angry
    d. Fast

16. Those students are _____.
    a. Intelligent
    b. Lazy
    c. Bad
    d. Ugly

17. Harry's motorcycle is _____.
    a. Fast
    b. Angry
    c. Delicious
    d. Sad

18. My mom's spaghetti is very _____.
    a. Rich
    b. Delicious
    c. Strong
    d. Dillligent

19. The _____ children has no place to sleep.
    a. Delicious
    b. Slow
    c. Rich
    d. Poor

20. Which word is an adjective _____.
    a. Run
    b. Eat
    c. Food
    d. Pretty

GOOD LUCK

Key Answer of Post-Test 2

1. A

2. D

3. D

4. B

5. B

6. C

7. C

8. B

9. D

10. B

11. A

12. D

13. D

14. B

15. B

16. C

17. C

18. B

19. D

20. D

APPENDIX V

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle I

No.	Point Observation	1	2	3	4
1.	Beginning Activities : - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning				•
2.	Main Activities : - Teacher explain about adjective - Teacher give example - Teacher give oppurtunities for students to ask if they not understand - Teacher uses teaching media				•
3.	Organizing time, students and learning resources : - Teacher pairs the students - Teacher give task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources				•
4.	Doing assessment process and result : - Teacher doing assessment process during learning process - Doing assessment in the last learning process				•
5.	Last Activities : - Teacher concludes the material				•

	- Teacher provide to follow up				

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

(Siska Wulandari Lubis)

APPENDIX VI

OBSERVATION SHEET

The Observation Sheet of Teachers' activity in Cycle II

No.	Point Observation	1	2	3	4
1.	Beginning Activities : - Teacher comes on time - Teacher greets the students - Teacher absents the students - Teacher motivate the students in learning				
2.	Main Activities : - Teacher explain about adjective - Teacher give example - Teacher give oppurtunities for students to ask if they not understand - Teacher uses teaching media				•
3.	Organizing time, students and learning resources : - Teacher pairs the students - Teacher give task to the students - Teacher monitors all group - Teacher organizing the students - Teacher manage and use learning sources				•
4.	Doing assessment process and result : - Teacher doing assessment process during learning process - Doing assessment in the last learning process				•

5.	Last Activities : - Teacher concludes the material - Teacher provide to follow up					•

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

(Siska Wulandari Lubis)

APPENDIX VII

OBSERVATION SHEET

The Observation Sheet of Students' activity in Cycle I

No.	Point Observation	1	2	3	4
1.	Students comes to the class on time				•
2.	Students answer the teacher's greeting				•
3.	Students are enthusiastic in learning learning process				•
4.	Students listen to the students explaination attentively				•
5.	Students do all the task cooperatively				
6.	Every group always using English in group discussion				
7.	Students are actively involved in the class				•
8.	Students actively give their opinion				
9.	The students ask question if they do not know				•
10.	Student's pay attention to the teacher explanation				

Note :

Put cheecklist (√) in column 1, 2, 3 and 4 based on your observation.

1 : Bad 2 : Enough 3 : Good 4 : Very Good

Score = the value number of activity

Observer

(Siska Wulandari Lubis)

Appendix VIII

The Result of Interview before First Cycle with Teacher

The researcher   : Menurut ibu, bagaimana kondisi siswa selama proses

pembelajaran bahasa inggris di kelas ?

The collaborator   : kurang aktif dalam pembelajaran English vocabulary

The researcher   : Bagaimana kemampuan siswa ibu dalam pelajaran bahasa

inggris terutama English vocabulary ?

The collaborator   : Menurut saya, English vocabulary siswa itu masih rendah.

Dapat

terlihat dari respon para siswa yang kurang baik dan tidak

kondusif ketika saya sedang mengajarkan mereka tentang

pelajaran tersebut

The researcher   : Ketika belajar vocabulary bahasa inggris, kesulitan apa

yang

sering dialami siswa ?

The collaborator   : kesulitannya itu ketika mereka mengingat, mengucapkan

dan memahami kata-kata yang mereka tulis, kurangnya

vocabulary dan kurang inspirasi dalam menuliskan sesuatu.

The Result of Interview in the Second Cycle with Teacher

The researcher : Selain pemahaman siswa, apakah dalam siklus II ini ada

hal lain yang menunjukkan peningkatan dalam vocabulary

mereka?

The collaborator : Iya ada, keaktifan siswa sangat meningkat pada siklus II

ini.

The researcher : Apakah siswa semakin tertarik untuk mengikuti proses

pembelajaran vocabulary dengan Fly Swatter Game ini?

The collaborator : Iya, yang tadinya hanya sebagian siswa yang tertarik

dengan strategy ini, pada siklus II ini lebih banyak siswa

yang tertarik mungkin karena media bergambar yang ada

di strategy ini.

The researcher : Dalam interaksi antara siswa dan guru, apakah siswa ikut

berpartisipasi aktif dalam proses pembelajaran?

The collaborator : Tentu, hampir seluruh siswa berpartisipasi aktif dalam

proses pembelajaran, mereka memperhatikan saat guru

menjelaskan materi.

The researcher :Bagaimana hasil belajar para siswa dalam vocabulary

setelah menggunakan Fly Swatter Game?

The collaborator : Ada peningkatan yang signifikan, terlihat cara siswa

mengerjakan soal dengan kemampuan mereka masing-

masing. Antusias mereka juga sangat tinggi dalam belajar

vocabulary dengan menggunakan Fly Swatter Game ini.

Appendix X

The First Interview with Students

The researcher : Apakah kamu suka dalam belajar vocabulary?

The student I : Suka, karena saya suka vocabulary.

The students II : Kurang suka, karena saya kurang tau tentang vocabulary

dan sulit untuk menghapalnya.

The student III : Tidak suka, karena bahasa inggris sangat sulit.

The student IV : Tidak, karena belum terbiasa dan kurang inspirasi jadi

tidak semangat

The student V : Kadang, karena tidak suka sama pelajarannya.

Appendix XI

The Last Interview with Students

The Researcher : Apakah kamu mudah memahami vocabulary dalam materi

adjective ini?

The student I : Ya, karena sudah ada gambar kata-kata di papan tulis jadi

mudah miss.

The student II : Iya, saya sangat memahaminya karena miss karena lebih

gampang kalau ada kata-katanya.

The student III : Mudah, karena sudah dijelaskan miss.

The student IV : Ya, karena miss menjelaskan secara detail menggunakan

game.

The student V : Iya, saya mudah memahami dan lebih terispirasi nggak tau

kenapa mudah aja gitu kalau pakai media dan game.

Mungkin miss,

game menggunakan gambar jadi lebih mudah memahami

dan mengingat   vocabulary miss.

The Result of Students' Pre-Test, Post-Test I, Post-Test

II

Number	Name	Pre-test	Post-test I	Post-test II
1	MHA	70	75	78
2	MK	60	65	75
3	MM	65	67	80
4	MRA	30	60	78
5	MUZ	45	75	80
6	MZY	47	65	75
7	MIH	25	30	75
8	NHJ	60	70	75
9	NKA	75	76	80
10	PW	65	70	75
11	RMG	50	60	80
12	RAL	55	70	78
13	RA	67	75	80
14	REF	60	72	75
15	RAZ	0	30	76
16	RHA	56	68	80
17	RAP	50	67	75
18	REH	30	55	76
19	RIS	60	70	78
20	RG	47	67	75
21	SQS	67	70	75
22	SAB	50	67	75
23	SAR	72	74	76

24	SAS	30	50	75
25	SY	75	76	78
26	SBA	30	50	80
27	TSD	0	67	76
28	WG	30	70	80
29	ZMR	63	75	78
30	NRL	0	75	80
Total		1434	1961	2317
Mean (M)		47,80	65,37	77,23

APPENDIX XIII

Diary Notes

No   : 01

Topic   : Observation

Day, Date   : Saturday, 8 August 2020

Time   : 10:40 am – 11:50 pm

It was held on Saturday, 11 August 2020 in VII-3 class of MTs Hifzil Qur'an Medan. The bell rang at 10:40 am, the English begun. The researcher and Fitriani, S.Pd came into VII-3 class. Fitriani, S.Pd was as an observer. She was sitting at the backside of the class. Teaching and learning process was conducted by the researcher and the observer, Fitriani S.Pd. After checking the students' attendance all of the students of class VII-3 were present. The researcher started the class by greeting, praying, checking attendance, and giving motivation. Then the researcher explained about what the material that would be studied and they would use Fly Swatter Game. After that, the researcher explained about adjective. It was to stimulate them about vocabulary, one of the important features on adjective.

The researcher asked the question how the description of this picture then the students answer in various answers. After giving some questions to the students, the teacher wrote down the list of sentences. Here the sentences were the answers of the previous question given. After explaining adjective, the researcher asked to the students whether there is any material that the students did not understand. The students answered that they understood. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 11:40 am and the researcher gave motivation to the students. Then the researcher asked the students to study more about descriptive text at home. The researcher closed the meeting by saying hamdalah and salam.

Diary Notes

No   : 02
Topic   : Pre-test I (before treatment)
Day, Date   : Tuesday, 11August 2020
Time   : 10:50 pm – 14:00 pm

Second meeting was held on Tuesday, 11August 2020. The researcher and the collaborator came to class VII-3 at 10:50 am. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about adjective. Then the researcher gave example about adjective. For checking the students understanding, the researcher asked the students to do the task by describing the picture in the black board and students one by one. Some of the students still had difficulties in pronouncing a meaning of English words. And then the researcher stimulated them about vocabulary. The researcher explained again about adjective, then gave the example again. After the students understood, the researcher told the students make a sentence to compose an adjective.

The researcher help the students by asking the students about theFly Swatter Game. During the teaching and learning process, the researcher observed every students to know the problem faced by the students. Most of the group didn't know the meaning of the word in English and low in grammatical and they were cheating to their friends. The students always asking every meaning of the english word. And some students still asking the meaning of the word just to make sure if it is true or not. The students has a problem with trust -- and the person he has trouble trusting is himself. Because of that, the atmosphere of the class is not condusive and chaos. There were some students did not do the task that the researcher given and playing games on their phone. The time was up. The task was collected. After that the teacher and the students discussed about their answers whether it is correct or false. The researcher asked the students to present in front of the class, no one wants to present. Finally the researcher choose one students to present in front of the class. After that, the researcher gave the students

motivation to learn more of descriptive text at home. Then the bell rang in the middle of discussion. The researcher ended the meeting by greeting and salam.

Diary Notes

No   : 03
Topic   : Introduction Fly Swatter Game
Day, Date   : Saturday, 15 August , 2020
Time   : 10:40 am – 11:50 pm

Third meeting was held on Saturday, 15 August , 2020. The researcher and the collaborator came to class VII-3 at 10:40 am. Then the researcher opened the meeting by praying together, greeting, and checking students' attendance. On that day, all of the students were present. First, the researcher and the students reviewed the last materials in first meeting about adjective. Then the researcher gave example about adjective. For checking the students understanding, the researcher asked the students to do the task by writing the answer in the black board one by one. Some of the students still had difficulties in understanding the used of vocabulary in adjective. The researcher explained again about to be then gave the example again. After the students understood, the researcher told the students about Fly Swatter Game including the procedure to use Fly Swatter Game. Then the researcher gave the Fly Swatter Game of all the words in the whiteboard.

After that, the researcher ordered the students to the task make a text based on the Fly Swatter Game. They had to fill the blank dialogue in the text then after that compose a adjective. The researcher help the students by asking the students about the adjective. During the teaching and learning process, the researcher observed every student to know the problem faced by the students. Most of them still didn't know the meaning of the word in English and need help from dictionary. The atmosphere of the class still practically under control compared with pre-test. The time was up. The task was collected. The researcher gave the students motivation to learn more of narrative text at home. Then the bell rang in

the middle of discussion, it indicates that the time was ended. The researcher ended the meeting by greeting and salam.

Appendices XIII

Diary Notes

No   : 04
Topic   : Post-test I
Day, Date   :Tuesday, 18August 2020
Time   : 10:50 pm – 14:00 pm

The third meeting was held on Tuesday, 18August 2020. The researcher and the collaborator entered the VII-3 class. The researcher opened the meeting by praying together. After that the researcher checked students' attendance and gave motivation. In that day, the students asked to do post test. Today, the researcher gave post-test 1. Before the researcher gave worksheet. The teacher explained again the Fly swatter Game about the adjective in order the students the students had the clear understanding.

After that the researcher gave post test I to the students. During post test, the researcher observed every students. The class were condusive and under control. The researcher ask the students' about their obstacle in mastering vocabulary through Fly Swatter Game. After finishing the researcher collected the students' worksheet there were problems about grammar and punctuation. Then, the researcher explained it. So, the students more understood about the material.

Diary Notes

No   : 04
Topic   : Post-test II
Day, Date   : Saturday, 22 August , 2020
Time   : 10:40 am – 11:50 pm

The fiveth meeting in cycle 2 was held on Saturday, 22 August , 2020. The researcher and the observer entered together in VII-3. In that day, all of the students were present. The researcher started the lesson by praying together and gave motivation. On that day, the researcher asked the students made sentences about adjective. Today, the researcher gave post-test 2. Before the researcher gave students worksheet to make adjective by using fly swatter game, first the researcher explained again about adjective in brief. After that the researcher gave worksheet to the students. The researcher asked the students to gather in their group to work on the fly swatter game that was given by the researcher. It was they must wrote the sentence of theirself.

In learning process, the students still felt shy to express their inspiration in adjective. Then after they finished the worksheet. Then the researcher asked the students to write the sentence of theirself using the fly swatter game that was given by the teacher. During the post test, the researcher observed every student. Time was up the researcher collected the students' worksheet. At 09:30 am the bell was ringing. The researcher closed the meeting by saying hamdallah together. Besides that, the researcher reminded the students to always study hard and respect to others.

APPENDIX XIV

DOCUMENTATION

Picture 1 : The researcher start to share the test to the students in VII-3

The researcher explained the material to the students

The students was doing the test

The students listen to the researcher's instructions

The students run and swat the vocabulary in the whiteboard

SURAT KETERANGAN

Nomor : 154/ MTs/YIC-SU/X/2020

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama	:	SISKA WULAN DARI LUBIS
T.T./Lahir	:	Kota Pematangsiantar, 02 Maret 1997
NIM	:	34154139
Sem/Jurusan	:	IX (Sembilan) / Sembilan
Alamat	:	Jl. Melanthon Siregar gg. IR 64 Kelurahan Pematang Marihat

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 20 Juli s/d 30 September 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

" **THE ADOPTION OF FLY SWATTER GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTs. HIFZIL QUR'AN MEDAN** " .

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 16 Oktober 2020
Kepala Madrasah,

DAHRIN HARAHAP, S. Pd I. M.SI

BIOGRAPHY

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Reg. Number : 34.15.4.139

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Advisor : 1. Rahmah Fithriani, Ph.D
2. Drs. H.A.Ramadhan, MA

Thesis Title : The adoption of fly swatter game to improve students vocabulary mastery at mts hifzil qur'an medan

Motto : Sa'ah wa sa'ah. Means that everything has its season, so do your best!