THE USE OF THE FLY SWATTER GAME TO TEACH VOCABULARY MASTERY TO THE SEVENTH-GRADE STUDENTS

Sherly Marliasari[1], Dita Adawiyah[2], Shely Yolanda[3],
Erwan Dirgantara[4], Mgs Sulaiman[5]

[1,2,3,5] *Universitas Muhammadiyah Palembang*
[4] *SMK Negeri 1 Sungai Lilin*
sherlymarliasari@ymail.com [1], dita.adawiyah@gmail.com[2]
shellyyolanda51@gmail.com[3] , dirgantaraerwan297@gmail.com[4] , mrshu.ok@gmail.com[5]

Abstract

Vocabulary is one of language elements that are needed in learning and communication. The aimed of the study was to find out whether teaching vocabulary mastery using fly swatter game in vocabulary mastery significant or not. The method used quasi experimental method. The population of this research was all the seventh grade' students of SMP Negeri 6 Palembang with total was 372 students. The samples took out were 68 students from 372 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The mean in posttest of experimental group was 72.71, it was higher than the mean posttest of the control group which was 58.65. The result of T-Test obtained significance (sig. 2 tailed) was 0.002, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_o was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students' vocabulary mastery taught using Fly Swatter game than those who are not.

Keywords: *Teaching, Vocabulary Mastery, Fly Swatter Game*

Introduction

In learning English, vocabulary was the one of the important components that support our learning when we were going to start learning English. Anyone would have problems, speaking, writing, reading and listening, when they did not have a good amount of vocabulary mastery. Susanto and Fazlinda (2016) tates that when one learns foreign language, he would first time refer to the word list of the target language. Nevertheless, a language learner is not able speak, read, write, or understand a foreign language without knowing vocabulary. The more he knows the words, the better he could be (p. 166). It showed that it is important to mastery vocabulary when we learned a language.

According to Dawamuddin (2021), English vocabulary have some different characteristics with students' language, like the grammar, pronunciation, vocabulary, etc. It makes English vocabulary very different with students' language (p. 54). Thus, it can be concluded that, vocabulary was the one item that must be mastered while learning English, because we cannot speak the language unless we mastered it. No matter how well we learned grammar or how well we mastered the sound of the foreign language, communication in the foreign language cannot occur in any meaningful way unless we had words to express a wider range of meanings.

A research by Reskiawan, Andas, and Hajra (2020), here are some factors that cause students difficulties in vocabulary mastery the first is different between written word and the pronouncing of English, the second is

rarely to interact using English, it's rarely to practice, the third, the writing the word or sound-spelling mismatches, the fourth some word similar but different meaning, and the fifth wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian (p. 34).

Based on researcher observation and interview with the teacher and seventh grade students' at SMP Negeri 6 Palembang, the researcher found that students had many problems in their English learning. There were (1) Less of vocabulary in English (2) students found difficulties to memorize and pronounce vocabulary in English (3) then they felt bored because they only memorize vocabulary through a dictionary. To solved the problems teacher needed to have many strategies such as using songs, pictures and games to make are interesting. In keeping with this reason, the researcher would use game for doing this research.

Literature Review

Vocabulary is a group of words and phrases which is alphabetically arranged and consists of definition. Vocabulary acquisition is hard since English is seen as a foreign language in Indonesia and students are not exposed to English vocabulary. First, learning vocabulary in a foreign language is unequal and slower than learning it in one's native tongue. The majority of EFL teachers in Indonesia are clueless about vocabulary assessments, words that need to be taught, and how to teach them. Secondly, there's just too much to discover. Teaching vocabulary should be a top priority in teaching English. Learners or students must be trained properly to increase vocabulary knowledge. At the initial level of learning English, it is better to teach vocabulary than grammar, and learners or students can learn grammar when looking for the meaning of words in the vocabulary itself if the learner or

students have a proper or sufficient vocabulary base (Susanto, 2017).

Using games as a teaching tool is one way to impart strategies that have motivated pupils to learn English. The addition of games would not only enhance the learning environment in the classroom but also facilitate students' study habits and accelerate brain development. According to Hashemi (2021), games will create a friendly atmosphere in the classroom where every student is interested in a fun and competitive way of creating a supportive learning environment (p. 152). The used of games were not only changes the dynamic of the teaching, but also helped students research more easily and helped the brain learn more effectively. Games enable students to worked cooperatively, compete with other strategies in novel ways, and work in less stressful and more productive environments. Teyssier (2016) states that games have lots of advantages, there were enhance motivation, more flexible, setup engaging scenario, establish educational goals, then evaluate our learners with many ways. One activity that can be anticipated to increase the pupils' mastery of vocabulary is the fly swatter game. Students of any level can use Flyswatter. Any level of student who needs to practice and expand their vocabulary can utilize this game. There will be some commotion from the students in the classroom, but that is the whole purpose of the game—to make the students feel more engaged and to make them become addicted to it.

Based on the researcher observation at SMP Negeri 6 Palembang, the researcher was used fun techniques in English learning, by using Fly Swatter Game. According to Rezkiah and Amri (2013), one of the strategies or methods that can be used for teaching vocabulary was fly swatter game (p. 237). The researcher concluded that fly swatter game was one game that could help improve students' vocabulary mastery.

The fly swatter game required students to use the teacher's instructions to get the word on the board. The student's task was to found the words on the board based on the teacher's instructions. If students found the word meant, the student might hit the word with a bat that given, pronounce it in English and spell it. If students could play a variety of games in English, their vocabulary mastery improved. It was evident from the fact that they had memorized less vocabulary and were unable to recall the meaning of simple vocabulary.

Based on the background of the research above, the researcher formulated the question as followed: "Was there any significant difference between the students' who were taught by using Fly Swatter Game as a technique in teaching vocabulary and the students' who were not taught by using fly swatter game at seventh grade students' of SMP Negeri 6 Palembang

The objective of this research "Was to find out significant difference between the students' who were taught by using fly swatter game technique in teaching vocabulary and the students who were not taught by using fly swatter game at seventh grade students' of SMP Negeri 6 Palembang.

Methodology

In this research, the researcher was used a Quasi Experimental design. Specifically, one of the designs was used this research were pretest-posttest. There were two groups, experimental and control groups which both was given the pretest and posttest. The researcher used Fly Swatter Game strategy as treatments to the experimental group only. In this research, the dependent variable was the students' vocabulary mastery of seventh grade students' at SMP Negeri 6 Palembang. seventh grade' students' at SMP Negeri 6 Palembang.

Population and Sample

The population of the study was all students to seventh grade students of SMP Negeri 6 Palembang in academic year of 2022/2023 with the total of the students were 371. For this research the researcher was used non-probability sampling, The researcher selected purposive sampling, from the definition above, it could conclude purposive sampling was mean non-random or teacher's agreement in SMP Negeri 6 Palembang could chose the sample of student who was dominantly active and cooperative.

In this research, the researcher was given the tryout to the one of the classes as a tryout class. The tryout consisted of 40 questions. The score was counted when the students finished the test, analyze by the validity and reliability through SPSS.

Findings and Discussions
Finding

Tabel 1. The Result of Paired Sample Test of Pretest of Control and Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest_control	55.76	34	20.341	3.488
	pretest_experiment	58.29	34	19.855	3.405

Based on Table 1 showed that pretest score of the control group based on mean was 55.76, the standard deviation was 20.341 and standard error mean of pretests was 3.488. While in the experimental group the mean score was 58.29, the standard deviation was 19.855 and standard error mean of pretests was 3.405. It means that H_o (Null hypothesis) was rejected and H_a (alternative hypothesis) was accepted, because the differences between the control and experimental group score were significance.

Tabel 2. the result of paired sample test of Posttest of control and experimental group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_control	58.65	34	19.625	3.366
	Posttest_experimental	72.71	34	15.678	2.689

Based on Table 2 showed that pretest score of the control group based on mean was 58.65, the standard deviation was 19.625 and standard error mean of pretests was 3.366. While in the experimental group the mean score was 72.71, the standard deviation was 15.678 and standard error mean of pretests was 2.689. It means that H_o (Null hypothesis) was rejected and H_a (alternative hypothesis) was accepted, because the differences between the control and experimental group score were significance.

Tabel 3. The Result of T-Test

	categories	N	Mean	Std. Deviation	Std. Error Mean
students_score	Posttest_control	34	58.65	19.625	3.366
	Posttest_experiment	34	72.71	15.678	2.689

Based on Table 3, it showed that N was the sample of research. With the total was 34. In posttest control group mean or average was 58.65, standard deviation was 19.625, and standard error mean was 3.366. In posttest experimental group mean was 72.71, standard deviation was 15.678, and standard error mean was 2.689.

Tabel 4. Independent Sample T-test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailedd)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	3.331	.073	-3.264	66	.002	-14.059	4.308	-22.660	-5.458
Equal variances not assumed			-3.264	62.930	.002	-14.059	4.308	-22.667	-5.450

Based on the result above, it showed that the significance level was 0,002. The strategy is effective (H_a Accepted, H_o Rejected) when the (sig 2 tailed) less than 0,05 (pallant, J. F, 2005 as cited in Sulaiman., Iskandar, 2019, p. 32). It means that, there was significant difference in score of vocabulary mastery between those two groups. It was that the students in experimental group made achievement.

Discussions

Based on the researcher findings, it was found that students who were taught by using the fly swatter game their vocabulary improved. It was evidenced by the average score between the students' pretest and posttest. In the pretest, the researcher asked 34 students to answered the vocabulary test, based on the questions given in the form of nouns and verbs. The pretest questions gave amounted to 25 questions, with the pretest results obtained the students who made mistakes in finding words, translating words, and choosing the right words.

In conducting the treatment, the researcher gave eight treatments by applied the fly swatter game in the teaching and learning process in the classroom. At this stage the researcher asked the students to divided into two groups and each group gets a fly swatter as a media. Before the game began, the researcher wrote down some words on the board. After that, the researcher showed some pictures then said words in English, and made sounds based on the available words. The student's task was to found the words on the board based on the teacher's instructions. If students found the word, the student might hit the word with a bat that given, pronounce it in English and spelt it. Points would be given to the group that was fastest and most correct in finding the word.

In the posttest, the researcher gave the same vocabulary test pretest. The posttest was carried out after being given eight treatments to students and saw the development of students' vocabulary. Based on the result, the average of the pre-test score in the experimental group (34 students) was 5865. The highest score was 96, while the lowest score was 20. The mean of post-test scores was 72.71. The highest score was 100 while the lowest score was 40 The result showed that t-obtained was 3.264 which was 0,05 of level significance with the degree of freedom (df) was 66. It could be concluded, that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

In addition, the result also supported studies made by Aprilia (2019), Ferawati (2020), and Lubis (2017) where the use of a game in the classroom can help the students easier in learning English vocabulary. Compared to conventional way of teaching, using game in learning English are obviously better. However, based on students' recognition on the questionnaire given that they have some problems with the vocabulary mastery, especially descriptive adjectives. For instance, students cannot memorize well the vocabulary because they did not understand how to read and pronounce words correctly, the most importantly, they perceived that the lack variety of teaching media used was also the main factor for them not to be improved on vocabulary mastery. Therefore, this makes students feel bored in learning English where this confirms Aprilia's (2019) research with the similar result.

based on the researcher observation that students experience difficulties in increasing vocabulary, Then, after they were introduced with the use of the Fly Swatter game, they can develop their vocabularies and memorize more words and enjoying the classroom activity. according to saputri (2022) the fly swatter game can make students more interested and more active in following the class (p.6)

Conclusion And Suggestions
Conclusions

Based on the research who had been done at SMP Negeri 6 Palembang. The researcher concluded that the result of students' score in experiment class who was taught by fly swatter game in teaching vocabulary mastery was higher

than the control class who was not taught by using fly swatter game in teaching vocabulary mastery. It showed from the mean score between experiment and control group. The result of independent sample t-test also showed that t-obtained was higher than value t-table. It could be concluded that it was effective to teach vocabulary mastery by using fly swatter game to the seventh-grade students' of SMP Negeri 6 Palembang. There was significant difference between pretest and posttest in teaching students' vocabulary mastery through fly swatter game. In other words, there was a significant influence of using fly swatter game on teaching the vocabulary mastery to the seventh-grade students of SMP Negeri 6 Palembang.

Suggestion

Based on the research that have been done, some suggestions were presented to teachers, students, and other researchers who were interest in this particular section.

The teacher should be able to use an appropriate method, techniques or media, so they can change the students' mind that learning English is boring. The teacher should be flexible and understand the students' need, so the teaching learning process can be fun, enjoyable, and interesting.

The students should try contributing ideas and becoming an active participant in the learning process in the class. Then, students can be more interested in English and should pay attention to the teacher's explanation. Therefore, they could catch the material given by the teacher. The student should also have high motivation to learn English especially vocabulary, because vocabulary is the basic and most important part of the language.

Hopefully, it will improvement for the next research. It is possible to optimize many sectors of teaching

vocabulary. They can make this research as a reference to conduct another research in the same field.

Simpulan dapat bersifat generalisasi temuan sesuai permasalahan penelitian, dapat pula berupa rekomendatif untuk langkah selanjutnya.

References

Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practices. *International Journal of Research in English Education. 1*(1). (22-30).

Basir. D., & Amrina. E. D. (2017). *Pengantar Metode Penelitian Pendidikan*., edisi pertama. Universitas Sriwijaya., Palembang.

Cresswel, J. (2012). Educational Research: *Planning, Conducting, and, Evaluating Quantitative and Qualitative Research* (4th ed). Boston.

Dawamuddin. Y. (2021). The Effectivenes of Teaching Vocabulary by Using Picture Media Toward Students' Speaking Ability at Eight Grade Students of SMP IT AL- Asror Sekampung. *Journal of English Development*, *1*(1), (53-61).

Gushendra. R. (2017). An Experimental Research: Improving Students' Vocabulary Mastery by Using English Songs. *Indonesian Journal of Integrated English Language Teaching, 3*(1), (53-64). DOI: https://10.1598/RT.61.2.3

Hashemi. A. (2021). The effects of using games on teaching vocabulary in reading comprehension: a case of gifted students. *Journal for the*

Education of Gifted Young Scientist.,*9*(2), (151-160).

Hiebert. E. (2010). *A Focus on Vocabulary*. As cited Fitria,M. (2021*). The Influence of Jeopardy Game on Students Vocabulary Mastery In Descriptive Text to the Seventh Grade Students at SMP Negeri 1 Prabumulih*

Lubis, I, R., (2017). *Improving Students Vocabulary Mastery by Using Fly Swatter Game in the first grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia*. UIN Medan

Michael J. K., & Nonie K. L. (2007). Breaking Down Words to Build Meaning: Morphology, Vocabulary, and Reading Comprehension in the Urban Classroom. *International Reading Association*. , *61*(2), (134–144).

Muzdalifah. I. (2018). Rising English Vocabulary Matery: Crosswords Puzzle Games for Computer Science Students. *IOP Conference Series.*

Nilawati. C. S. (2009). *The Effectivenes of Teaching Vocabulary by Using Puppet at Elementary School Students*. Universitas Negeri Semarang

Paramita. W. D. (2021). *Metode Penelitian Kuantitatif.*, edisi Ketiga., Widyagama Press., Jawa Timur.

Reskiawan. B., Andas. H. N., & Hajra. (2020). A research on students' difficulties in vocabulary mastery at first grade students of SMPN 1 Baula. *Jurnal bahasa sastra dan budaya tamadun life*, *19*(1), (34-54).

Rezkiah. H., & Amri. Z. (2013). Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School. *Journal of English Language Teaching. 1*(2), (236-242).

Richard. J. C., & Schmidt. R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics.* (4th ed). London: Longman (Pearson Education).

Saputri, T. D. (2022). Teaching vocabulary using fly swatter game at the seventh grades of secondary school. *Ebony :Journal of English Language Teaching, Linguistics, and Literature*, 2 (2) 2022, (1-8).

Sari. P. S. (2018). *The Use of Games as a Strategy to Teach English to Young Learners*, Universitas Sanata Darma

Shima. N. S. Paris. T., & Yussof. L. R. (2012). Enhancing Grammar Using Board Game. *Procedia Social and Behavioral Science. 68*, (213-221).

Sulaiman, M., Iskandar. (2019). Basic Statistics : *How to Analyze the statistical data through SPSS program.*, (3rd ed). Palembang.

Susanto, A. (2017). The Teaching of Vocabulary: The Perspective. *Jurnal Kata.* 1(2), 182-191. https://doi.org/10.22216/jk.v1i2.21 36

Susanto, A., & Fazlinda., (2016). English Vocabulary Acquisition through Vocabulary Learning Strategy and Socio Edycational Factors: A Review, Applied Science and Technology. *Applied Science and Technology.*, *1*(1) , (166-173).

Tanjung. S. Rahmansyah. H., & Siregar. R. S. (2019). The Effect of Hangman Game on Students' Vocabulary Mastery. *Jurnal Liner, Institut Pendidikan Tapanuli Selatan, 2*(3), (77-89).

Teyssier. Y. (2016). *5 advantages of using game for learning.* eLearningindustry, Retrieved from https://elearningindustry.com/5adv antages-games-for-learning

Winarno. M, E. (2013). *Metodologi Penelitian dalam Pendidikan Jasmani.*, edisi ketiga., Universitas Negeri Malang.

Melalui Pembelajaran Biologi. (2008) *Prosiding, Seminar dan Musyawarah Nasional MIPA yang Diselenggarakan Oleh FMIPA UNY,* Yogyakarta: Universitas Negeri Yogyakarta.