
**The Use Of Fly Swatter Game To Improve Students' Vocabulary Mastery At Tenth Grade Students of SMK Negeri 1 Siborongborong In Academic Year 2019/2020.A
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Abstract— The purpose of this research is to improve students' vocabulary mastery by using Fly Swatter Game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was the tenth grade students of SMK Negeri 1 Siborongborong in which consisted of 32 students. The object of this research was to improve the students' vocabulary mastery through fly swatter game. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. 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. Fly swatter game consisted of 25 items to answer was used as instrument to collect the data needed. The result shows that the post-test result was higher than pre-test result. The lowest score in pre-test was 52 and the highest score was 72 with the mean 61; while in post-test I the lowest score was 56 and the highest score was 76 with the mean 66,87; and in post-test II the lowest score was 64 and the highest score was 84 with the mean 74,62. From the result of the test, it was found that the Use of Fly Swatter Game can improve Grade Ten of SMK N 1 Siborongborong Students' vocabulary mastery.

Keywords— Fly Swatter Game, Vocabulary Mastery.

CHAPTER I INTRODUCTION

Vocabulary is very important for the students who learn English as foreign language. Vocabulary is one of the essential language components in studying English. Without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. They must master English vocabulary and its grammatical rules to make communicate to another people. Vocabulary deals with words and meaning. The knowledge of words is very important to learn a certain language. According to Harmer (in Sarosdy, 2006:69), language structures make up the skeleton of a language while vocabulary is the flesh which means that both are equally important and independent. Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. Based on my research experience in SMK Negeri 1 Siborongborong, I found that the students difficult to spell, to pronounce, to express the vocabulary, and the students lack of vocabulary.

The problem of the study, the research problem of this research was formulated as follows : “Does the use of fly swatter game significantly improve the students' vocabulary mastery at tenth grade students of SMK Negeri 1 Siborongborong In Academic Year 2019/2020 ?”

CHAPTER II

REVIEW OF LITERATURE

Vocabulary is about meaning of words or set of words which is needed in all part of language learning. The students should have the knowledge of the meaning in order to make them easy to acquire the new words because all English language components need vocabulary. Without vocabulary, nothing the students can do. Vocabulary will make the students understand all things about English because vocabulary is important.

Learning of Vocabulary: Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002:13), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002:2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Vocabulary mastery Vocabulary is needed by people to understand the meaning of words and it helps them to express precisely (Burton, 1982: 98). Limited vocabulary mastery can give bad influences in the teaching-learning process of a language. Mastering vocabulary well is important for the language learners. Vocabulary mastery is a gradual process. To reach out the good vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. The learners' vocabulary mastery is indicated by their ability in producing and understanding the words in their daily life. The mastery of vocabulary for determines four language skills as it is impossible to use language skill-fully when the students have limited vocabulary in their minds. Learning English vocabulary seems difficult for some Indonesian students, such as difficult to memorize new words and to expand their vocabulary knowledge, because there are many different factors from their mother language, such as grammar, pronunciation, vocabulary, and cultural background.

Defenition of fly swatter game : Fly swatter

game is a vocabulary game where students have to swat a word on the whiteboard based on teacher's instruction, Rezkiah and Amri (2013).

Fly swatter game is the interesting activity for students because they can learn through playing. 2.2.2 Advantages of Using Fly Swatter: 1. *It is not use a monotonous activity.* 2. *It serves students to learn pronouncing and spelling words.* 3. *It is fun for students.* 4. *It helps them learn and acquire new word easily.* 5. *It involves friendly competition and keeps students interest.* 2.2.4 Disadvantages of Using Fly Swatter Game: There advantages of using fly swatter game for student vocabulary mastery include : 1. *Needs more preparation for the teacher for time allocation, such as time for divided the students.* 2. *Some students not care when some students play the games.*

CHAPTER III METHODOLOGY OF RESEARCH

Research Design; This study was conducted by Classroom Action Research (CAR). It is called classroom action research because the research focuses on particular problem of a certain group of students in a certain classroom. Mettetal (2001) promotes that Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. Population and Sample ; The population of this research was the tenth grade of SMK Negeri 1 Siborongborong in Academic Year 2019/2020. 3.3 Instrument of Collecting Data; The instruments was used for collecting data in this study were Interview sheet was used to know students' feelings, problems, and other conditions and to know students' idea or attitude in improving vocabulary by using fly swatter game. Observation sheet was used to measure the level of students' activities during teaching learning process and to measure students' participation level in teaching learning process.

Technique of Data Collection; The technique of collecting data in this research use qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of interview, observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test.

Technique of Data Analysis The analysis qualitative data was used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action research (CAR). Wallace (1998)

states “the quantitative data is broadly use to describe what can be counted or measured and can therefore be consider objective”. The quantitative data was collected from scores in meeting which will be done by researcher by using writing test. The students was tested by asking them to answer a test based on teacher’s instruction. Qualitative was used to describe data which are not able to counted or measured in an objective way and therefore subjective (Wallace : 1998). The qualitative data is collected by using interview sheet, and field notes. The data from test is analyzed by using calculating the mean of pre-test and post-test by the formula as follows : $X = \Sigma x/N \times 100 \%$

Where: X = The mean of student’s score

Σx = The total of student’ s score

N = The total number of student

it is also analyzed by using percentage method, it is as follows :

$$P = R/(T) \times 100 \%$$

Where : P = The percentage of the student in getting improvement

R = The number of students who get the score up 72

T = The total of student taking the test

CHAPTER IV DATA AND DATA ANALYSIS

Data : The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students’ score in taking vocabulary test. The qualitative data were taken from observation result and interview. This research was conducted in one class of SMK NEGERI 1 SIBORONGBORONG that class X TITL 2 with 32 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle includes orientation test before starting the first meeting. 4.2.1 The Quantitative Data The students test score showed the significant improvement on the students vocabulary mastery. The students score kept improving during the cycle. The improvement can be seen from the

mean of the students test score from the pre-test and post-test cycle. The improvement of student score in doing the test can bee seen from the mean of the students score in each cycle. The mean of pre-test and post-test can be calculated with the formula as follows :

$$X = \Sigma x/N \times 100 \%$$

Where: X = The mean of student’s score

Σx = The total of student’ s score

N = The total number of student

The calculation of the mean can be seen as follows :

The mean score of pre-test

$$X = \Sigma x/N \times 100 \%$$

$$= 1952/32 \times 100 \%$$

$$= 61$$

The mean score of post test cycle I :

$$X = \Sigma x/N \times 100 \%$$

$$= 2140/32 \times 100\%$$

$$= 66,87$$

The mean score of post test cycle II

$$X = \Sigma x/N \times 100 \%$$

$$= 2388/32 \times 100\%$$

$$= 74,62$$

From the calculation above, it can be seen that the mean of the pre-test was 61 ; the mean of post-test I was 66,87 ; the mean of post- test II was 74,62. After getting the mean of students’ score per action, the researcher will identify whether or not there might the students’ improvement score in pre-test, cycle 1 and cycle 2 by using the formula :

Percentage of students who reached KKM in pre-test

$$P = R/(T) \times 100 \%$$

$$= 3/32 \times 100\%$$

$$= 9,37\%$$

Percentage of students who reached KKM in post-test I

$$P1 = R/(T) \times 100 \%$$

$$= 8/32 \times 100\%$$

$$= 25\%$$

Percentage of students who reached KKM in post-test II

$$P2 = R/(T) \times 100 \%$$

$$= 26/32 \times 100\%$$

$$= 81,25\%$$

Based on the data analysis, all the students got scores improvement from cycle I and cycle II. It can be conclude that fly swatter game can improve students' vocabulary mastery. 4.3 Research Finding; The result indicated that there was an improving on the students' vocabulary mastery by using fly swatter game. In cycle I test, the score of pre-test showed that the students who got the score up to 72 were 3 students but in post test I showed that the students who got score up to 72 were 8 students and in post test II showed that the students who got score up to 72 were 26. In this case that there was improvement in the test cycle I. After collecting data could be seen that the mean of pre-test was 61; the mean of post test cycle I test was 66,87; the mean of post test cycle II was 74,62. it was improved significantly the cycle I test and cycle II test. Based on quantitative data, it was simple that fly swatter game was significantly to improve the students' vocabulary mastery. Next, the qualitative data which were taken from observation sheet showed that the students participated effectively during this study.

CHAPTERV CONCLUSION AND SUGGESTION

Conclusion : After conducting the research, there are some points which could be taken as the conclusion. The use of this game to teach vocabulary to the tenth grade students of SMK Negeri 1 Siborongborong in academic year 2019/2020 run well. All of the students liked the fly swatter game. It was proved by students' answer while interview. They liked fly swatter game because Fly Swatter Game was fun and interesting.

It also made them enjoy in Learning English. By playing the game, the students could understand and remember new vocabulary easily. Secondly, based on the data analysis, the writer found that there were significant differences in the mean scores of both test. The mean score in pre-test was 61 ; however, after being treated using fly swatter game, the mean score post test cycle I was 66,87; the mean score post test II was 74,62.

Suggestions. Based on the conclusion of the result of the study, the writer would like to suggest that:1.The teacher should give the interesting method to the students. It is order to make them fun and enjoy in learning English, especially in learning vocabulary.The teachers also should have something new and interests in order to make the students are not bored. 2. the writer hopes that this researcher could be the one of the references for the further research dealing with vocabulary. The writer also hopes that this research can give more information about the use of Fly Swatter Game in teaching English vocabulary. 3.The students should use Fly Swatter Game to help them improve their English vocabulary mastery. Pedagogically, students are expected to be able to improve their English vocabulary easily through a fun way.

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