

**TEACHING VOCABULARY THROUGH FUN ACTIVITIES AT SEVENTH GRADE OF SMP
NEGERI 4 SIBORONGBORONG IN ACADEMIC YEAR 2022/2023**

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Abstract

This study intended to show jargon through a pleasant movement utilizing a flyswatter game. This exploration was led utilizing Homeroom Activity Exploration (Vehicle). The subject of this review was class VII'3 of his SMP Negeri 4 Siborongborong for the scholarly year 2022/2023, which comprised of 35 understudies. The reason for this study was to expand understudies' jargon through a tomfoolery flyswatter movement. The exploration was led in two cycles: plan, do, notice, and reflect. Information were gathered utilizing subjective and quantitative information. Subjective information were gotten by assessing meetings and perceptions. Quantitative information were then acquired from understudies' jargon scores from pretests, posttests, and polls. In view of the discoveries of this review, which showed that understudies worked on their jargon, the typical Pre-Grade was 57.82, the normal Post-Test 1 score was 75.77, and the typical score was 85.65 for Pot Test Cycle 2 . Furthermore, she had 3 understudies (8.55%) who passed her Kriteria Ketuntasan Insignificant (KKM), the base capability standard, on the pretest. In the mean time, 25 understudies (0.84%) passed the Base Dominance Metric (KKM) in Cycle 1, and 31 understudies (88.57%) passed the Base Authority Metric (KKM) in Cycle 2 subsequent to testing . Achievement rules met. The consequences of the survey uncovered that positive reactions were further developed in the jargon educating/growing experience utilizing the flyswatter game. The primer review normal was 47.09%. Then, the normal worth of the post-survey was 94.8%. 47.71% improvement. Moreover, the perception and interview results showed that understudies were persuaded during the execution of the flyswatter game in the educating educational experience.

Keywords: *Catchphrases: jargon, flyswatter game*

INTRODUCTION

Language is one of the main parts of the language to focus on English. Without a commensurate expansion of language, anyone will have trouble speaking, looking, tuning in and doing. After all, it is important to be a genius for the language student when it comes to learning the language, especially English, the language. It recommends that language learning is fundamental, especially for students at the focal school. They must master the English language and its syntactic rules to give to other individuals. Furthermore, the language must encourage the four boundaries of language, specifically to tune, to speak, to investigate and to shape. Without language structure very little can be conveyed, without language nothing can be conveyed. Just when we simply discover the language without learning the language, we cannot give anything away. This shows that English has a bright place

in dark public education in school, especially in the focus school.

One of the ways to deal with instructional methods of reasoning that can make students stimulated to learn English is to sing the reasonable system as a game. The use of games will not only change the dynamics of the class, but also help study concentration effectively and help the brain learn much more in real life. The mind is a muscle much like any other. It must be toil, toil and put under difficult circumstances.

The more independent and skilled the instructor succeeds in creating a learning climate, the more the teacher will try to present games and exercises more. The teacher changes the forms and controls both the language and the climate, the best situation for the substitute students.

Games allow students to work in an enjoyable way, struggle with other structures in different ways, work in a more disruptive and

favorable climate, and allow students to celebrate the good life. One of the games that can also stimulate students' language is the fly cracker game. Based on the background, the researcher would like to state the problem : Can students vocabulary increase through fun activities.

REVIEW OF RELATED LITERATURE

Teaching Vocabulary

Showing language is a fundamental perspective in language learning, because language is dependent on words (Alqahtani, 2015). It is indeed difficult to know a language without words; even correspondence between people depends on words. Late research shows that showing language can be dangerous, as different educators have little or no familiarity with best practices in language teaching and, at times, don't have the remotest clue where to start moving toward an emphasis. learning (Berne and Blachowicz, 2008).

Showing the language is seen as one of the most scrutinized pieces to show English as a dark dialect. As the instructional and informational experience takes place, problems arise for teachers. They have problems with how to plan replacements to achieve satisfactory results. Teachers should be concerned that showing language is something new and cannot be compared to the language close to the learner. They also need to keep in mind that teaching English to young learners is not exactly the same as teaching English to adults. The teacher must prepare and discover the appropriate methods, which will be delivered to the students.

Vocabulary

Jargon is a strong transporter of importance. A student, perceiving the open force of jargon, could sensibly plan to obtain a functioning information on an enormous number of words. Jargon is every one of the words. that an individual knows or uses. Besides, Averil expressed that jargon is a focal piece of language. The more words understudies know well and can utilize, the additional significance they can impart in a wide assortment of conditions.

The definition about jargon is clear enough that is nearly instances of human existence, they utilize set of words. The utilization of words itself separated by the field, individual, class, or calling. It implies that bum utilize set of words to request a cash to rich individuals, the instructor likewise utilize set of word when their understudies order. The essayist has assessment that jargon is one part of language which is significant in learning language since jargon conveys meaning which is use in correspondence.

The Types Of Vocabulary

There are two sorts of jargon, they are dynamic and passive vocabulary. While learning new words, individuals need a ton of training and setting associations with learn them well, store the jargon in the memory and recall it while talking or composing. Subsequently two primary gatherings of individual's jargon are dynamic and latent jargon.

Dynamic jargon (useful) is utilized in discourse or composing and is comprised of words that surface to individual promptly when the person needs to deliver a spoken or composed sentence. Then again, inactive jargon (open) is known yet not utilized by an individual. Individuals comprehend it when it is heard or perused.

The gathering of detached jargon is typically bigger than the one of dynamic jargon. Clearly, the two sorts of jargon mix together. The dynamic jargon might appear to be more significant in correspondence, but the point of showing unknown dialect is to extend both the understudies' latent and dynamic jargon and foster all the four fundamental language expertise; speaking, writing, perusing, and tuning in.

How to Teach Vocabulary

Jargon is essential to correspondence. In the event that individuals don't perceive the importance of the watchwords utilized by the people who address them, they can pass on the discussion. If they have any desire to communicate thoughts or request data, they should have the option to deliver words to convey their importance. Consequently jargon learning is extremely vital in creating skill in a moment or unknown dialect.

Showing jargon is plainly something beyond introducing another word. In showing jargon, the educators are expected to have a strategy to make understudies acquainted with the jargon so they see new word without any problem. The methods capabilities not exclusively to assist the understudies with getting a handle on the significance of new words effectively, yet in addition to fluctuate the training movement to keep away from the weariness with respect to understudies.

Fun Activities

Showing jargon is a marvelous method for voyaging more while accomplishing significant work. With most showing positions, there's a decent opportunity that example arranging will be an aspect of your responsibilities portrayal, and coordinating games for English class into your day will be an unquestionable necessity. Intriguing and fun homeroom games for showing jargon are a fundamental piece of your instructor tool stash and can make a customary illustration vital for your understudies.

METHODOLOGY OF RESEARCH

Research Design

This examination led by applying Homeroom Activity Exploration (Vehicle). Class activity research is an activity research directed by educators in the homeroom. Homeroom activity research is an examination planned to work on the nature of learning practice, that emphasis on the most common way of instructing and learning in the class. Other than that, study hall activity research is one of procedures for tackling issue which utilize genuine activity and investigate each impact from the circumstance.

Population and Sample

Population

The population of this research is students which will be taken from the seventh grade students at SMP Negeri 4 Siborongborong in academic year 2022/2023. There are seven classes, namely class VII'1 consists of 25 students, VII'2 36 students, VII'3. 35 students, VII'4 36 students, VII'5 35 students, VII'6 36 students, VII'7 34 students So, the total of the population is 237 students.

Sampel

It was considering representative enough and relevant to what Arikunto (2010: 134) says if number of population is less than 100, it is better

for the researcher took all the population. If number of population more than 100, the researcher can be taken between 10% - 15% or 20% - 25% based on the quality of the researcher, limitation of the time, personal and fund, searching area. Based on the quotation above, the researcher will be taken 15% of the population. So there are 35 students who become the sample.

DATA ANALYSIS AND RESEARCH FINDINGS

The Qualitative Data

Planning

The examination worked together with her associate (for this situation is the instructor) arranged the activity managing planning flyswatter game, educational materials and media, and deciding the models of achievement. In this stage, the scientist made a making arrangements for the Activity Exploration in view of the issues looked by understudies about jargon.

Action

The action of the main cycle was made through the engagement of the instructive appearance with the perspective of the model arrangement. In the important encounter, which precedes the students' recall of the fly cracker game, the researcher acts as a teacher and concludes by considering the arrangement of the model in advance.

Observation

In the main montage, the viewer saw how the substitute students got excited about the model provided by the fly cracker game, but there the class really struggled to isolate the substitute students in a package that made the class messy. Substitutes could not think with the educator, so they were really confused in the game.

Reflection

The next step is to discuss the substitutes' coordinated effort. From the evaluation of the scores on the substitutes' language worksheets in the basic cycle, it was found that the substitutes do not see well about subject, verb, modifier and qualifier. Consequently, it is necessary to reassess the performance and arrange before finishing to see the next cycle so that the patterns of progress in this study can be made. The preliminary result showed that the activity in the central cycle still did not progress the activity, but needed 3.42% to perform the Criteria Ketuntasan Överflödlig (KKM) Base Strength Measurement (KKM) so

the trainer and scientist expected to move forward with cycling.

After verifying the students' linguistic strength when they completed the test, it was found that the students' scores showed the range. Given the distinction and the results of their test, the students were able to use the fly cracker game as a means of memorizing and retaining their language. In general, it will be understood that students can also promote their linguistic authority with the help of the fly cracker game.

The Quantitative Data

The information was taken from a test that required the replacements for the remainder of each cycle. Taking into account the consistency of the parties at any time and the test in each cycle that was carried out, it was found that the score of the deputies kept the work in the beginning from the first to the last collection.

As a result, alternates' scores ranged from pretest, posttest in Cycle 1 to posttest in Cycle 2. Alternates' scores in Posttest 1 were higher than the pretest. Post-test 2 was higher than post-test 1.

The information showed that posttest 1 was superior to pretest. As a consequence of the deputies' language performance in cycle 1, there was an increase in the deputies' mean scores from the deputies' language performance in the focal review to the deputies' language performance in the main cycle. That was from the average grade of 57.82 base review average score increased to 75.77 or from 3 students ignoring the Base Power Rule score to 25 students. This projects that there was an 88.57% improvement in the average score. The degree of improvement obtained from the condition:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{75,77 - 57,82}{57,82} \times 100\%$$

$$P = 3,10\%$$

The calculation of the improvement percentage is gained from the following formula

$$P = \frac{y_2 - y}{y} \times 100\%$$

$$P = \frac{85,65 - 57,82}{57,82} \times 100\%$$

$$P = 4,81\%$$

Considering the consistency of the substitutes' language scores, there was a better improvement in the substitutes' normal scores than the substitutes' language performance in the

initial study for the substitutes' language in the following cycle. The mean pretest score at baseline was 8.55% and the mean score for the alternates in the subsequent cycle was 71.42%.

Substitutes' scores showed the increase which can be seen that they showed movement little by little. They had the score increase in each cycle. The average score of the substitutes in post-test II was generally high, so it can be said that the language ability of the substitutes when using the fly swatter game improved from 57.82 to 85.65.

The result shows the range of the substitutes' scores from pretest to posttest 1, they present test 1 in posttest 2. In the main test (pretest), the substitutes who passed KKM 75 they were substitutes for 3 substitutes (8.55%). In the resulting test (post-test 1), the substitutes who rose 75 points or passed the KKM were 25 substitutes (71.42%). In the third test (follow-up test 2), the substitutes who were approved in KKM were 31 substitutes (88.57%). The development from pretest to posttest 1 was approximately 0.32% and the extension from posttest 1 to posttest 2 was approximately 0.08%.

Research Finding

The result showed that there was an escalation in the strength of the students' language with the help of the fly cracker game. The main cycle average was 71.42%. The average of the second cycle was 88.57%, which shows that the score and average of the second cycle was higher than that of the essential cycle.

In addition, the level of students who scored above 75 or passed the KKM regularly grew. In the pre-test, the scholars who got 75 points were 3 scholars (8.55%). In the post-test, 1 substitute who scored 75 points was 25 substitutes (71.42%). After exam 2, the students who passed KKM 75 were 31 students (88.57%).

From the above information presented with the application of this strategy, the language scholar's score continued to increase from the pretest to the posttest in each cycle. The students' linguistic transcendence improved and proved to be perfect in the essential part for the meeting not only took place there from the students' brain scores, but also the students' articulation, interest and energy showed that there was an improvement. It will usually be found in the study, journal entries and wisdom sheets. Most of the deputies were even more impressive and enthusiastic during the demonstration of enlightening experiences. He suggested that the

use of the fly cracker game could manufacture the language of the scholars and also help the English teacher to prepare the language.

Discussion

This part takes up the conversation about the language of appearance through the fly cracker game. The conversation depends on how the master of flies game can contain the substitute language.

The results of the evaluation showed that the fly cracker game can contain the substitute language. In general, it will be seen by the improvement in the deputies' scores. The substitutes' pre-test normal score was 57.82%. After running the fly cracker game, the regular score after test 1 cycle 1 was 75.77. Then, at that point, GM proceeded to the second cycle with the normal post-test 2 where 85.65 or 88.57% passed the Kriteria Ketuntasan Insignificant Base Strength Standard (KKM) 75 as the model set not for all time. In addition, by managing students' scores, the fly cracker game drove positive reactions from students in its demonstration creating language encounter experience for the social event occurred not only in the students' scoring mind, but also in the verbalization, interest and energy of the substitutes. that there has been an improvement. It may well be found in the study, in the journal entries and in the insight sheet. By far most of the students were even more remarkable and loving during the educational experience demonstration. He suggested that the use of the fly cracker game could develop the students' language and help the English instructor in language teaching.

CONCLUSION AND SUGGESTION

Conclusion

Subsequent to leading Vehicle at 1st grade of SMP Negeri 4 Siborongborong, it tends to be inferred that flyswatter game can work on the understudies' jargon and can assist them with recalling and keep their jargon. It tends to be demonstrated from the accompanying realities.

However, in relation to the performance of the deputies, it was 88.57% who passed The Base Power Standard Kriteria Ketuntasan Immaterial (KKM) 75 with the improvement in the mean score of the deputies from the pre-test to the post-primary of the subsequent cycle being 57.82%. In the pre-test, only 3 students passed the KKM. Meanwhile, after starting the first cycle, there were 25 students who passed the KKM or 75.77%. So, at that time, in the post-test result of

cycle 2, 23 deputies or 85.65% deputies were acquired who passed the Kriteria Ketuntasan Immaterial (KKM) Base Strength Rule where the average language score chose 85, 65. So the standards are moving forward.

Second, the overall result showed that the implementation of this philosophy received positive reactions from the students by showing enlightening language experience, which can be well seen from the pre-review mean was 47.09%. So at that point the average after review was 94.8%.

Finally, the results of the interview with the English language educator showed that the teacher showed positive reactions after playing the fly swatter game in the language demonstration, as it may well be an optional method to use in language preparation.

Suggestion

There are a few ideas to propose to the English educators and different specialists in light of examination discoveries.

1. Fly swatter game is full of feeling to work on understudies' jargon.
2. Fly swatter game can be choice to conquer understudies' weariness.
3. This methodology or procedure is recommended to the English educator or other analyst who need to lead in comparable examination or study.

Last, the scientist trusts the consequence of this examination can be utilized as an extra reference, there will be a further exploration with various conversation which can make a correction inside improvement of this flyswatter game.

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