

THE EFFECT OF FLY SWATTER GAME ON STUDENTS' VOCABULARY MASTERY (A QUASI-EXPERIMENTAL AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 5 KOTA BENGKULU)

Widia Putri Julianti¹, Syamsul Rizal², Reko Serasi³
^{1,2,3}Tadris Bahasa Inggris UINFAS Bengkulu
[1widiajulianti12@gmail.com](mailto:widiajulianti12@gmail.com), [2 syamsul.rizal42@gmail.com](mailto:syamsul.rizal42@gmail.com),
[3Reko58serasi@gmail.com](mailto:Reko58serasi@gmail.com)

ABSTRACT

This study is aimed to describe the effect of using the fly swatter game on students' vocabulary mastery in class VII at SMP Negeri 5 Kota Bengkulu. The problem faced by students is students experience difficulties in remembering vocabulary and they have low motivation in learning English. Population of this researcher is the seventh-grade students of SMPN 5 Kota Bengkulu. The researcher took two classes as a sample, there were VII-D as experimental group and VII-E as control group (64 students). The sampling technique was chosen by sample random sampling. This research used quantitative method with quasi-experimental design. The researcher design the lesson plan, conducted the treatment and counted the students' score pre-test and post-test. After getting the data, the researcher analyzed the data using SPSS 25 with t-test formula to prove whether the hypothesis was accepted or rejected. Based on the result of analysis, it was found that the pre-test score showed the average score of the experimental class was 42,66 and the control class was 43,28. After being given treatment, a post-test was given. The post-test results show the average score of the experimental class was 75,94 and the control class was 55,63. And then, the sample score of the independent t-test shows the significant value (2 tailed) is $(0.00 < 0.05)$ which means, H_0 is rejected and H_a is accepted. It was proved that there is effect of using a fly swatter game on the student's vocabulary mastery of seventh-grade students of SMPN 5 Kota Bengkulu.

Keywords: Fly Swatter Game, Vocabulary Mastery

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengaruh penggunaan permainan pemukul lalat terhadap penguasaan kosakata siswa kelas VII SMP Negeri 5 Kota Bengkulu. Masalah yang dihadapi siswa adalah siswa mengalami kesulitan dalam mengingat kosakata dan mereka memiliki motivasi yang rendah dalam belajar bahasa Inggris. Populasi dari penelitian ini adalah siswa kelas VII SMPN 5 Kota Bengkulu. Peneliti mengambil dua kelas sebagai sampel, yaitu kelas VII-D sebagai kelompok eksperimen dan kelas VII-E sebagai kelompok kontrol (64 siswa). Teknik pengambilan sampel dipilih dengan cara sample random sampling. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Peneliti merancang rencana pembelajaran, melakukan perlakuan dan menghitung skor pre-test dan post-test siswa. Setelah mendapatkan data, peneliti menganalisis data menggunakan SPSS 25 dengan rumus t-test untuk membuktikan apakah hipotesis diterima atau ditolak. Berdasarkan hasil analisis, ditemukan bahwa skor pre-test menunjukkan nilai rata-rata kelas eksperimen

sebesar 42,66 dan kelas kontrol sebesar 43,28. Setelah diberikan perlakuan, dilakukan post-test. Hasil post-test menunjukkan nilai rata-rata kelas eksperimen sebesar 75,94 dan kelas kontrol sebesar 55,63. Kemudian, skor sampel dari uji-t independen menunjukkan nilai signifikan (2 tailed) adalah ($0,00 < 0,05$) yang berarti, H_0 ditolak dan H_a diterima. Hal ini membuktikan bahwa ada pengaruh penggunaan permainan pemukul lalat terhadap penguasaan kosakata siswa kelas VII SMPN 5 Kota Bengkulu.

Kata Kunci: permainan pemukul lalat, penguasaan kosakata

A. Introduction

In Indonesia, English is taught as a foreign language which the first language is not English. In English teaching and learning there are four skills namely speaking, listening, writing, and reading those students should learn and comprehend, but not only four skills, vocabulary and grammar are also important to be learned, both of them are important aspects to link four skills, especially for vocabulary. Wilkins in Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It is strongly supported by Aslanabadi and Rasouli (2013) states that learning the exact vocabulary can be considered to be more important than learning part of grammar as the basic need for learning a language. From the statement, it is clear that vocabulary takes very

important role in language. Then, learning vocabulary at the beginning of English learning is a must. Alqahtani (2015), states vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. In addition, Marianne (2001) vocabulary is central to language acquisition, whether it is a first, second, or foreign language.

McCarthy (1990) vocabulary is defined as words in a specific language or free-standing items of language that have meaning. Vocabulary is the smallest element in English that has to be mastered by students because without vocabulary we could not understand each other and we could not express our opinions, feelings, and ideas.

Guskey (1994) Vocabulary mastery is a term used by all educators and they believe they understand it well. But when

pressed to describe exactly what is meant by mastering a concept, skill, or subject, everyone has a different definition. And then Lewis and Hill (1997) states that vocabulary mastery is important for students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words. Without having a proportional English vocabulary, students will get some difficulties in using English. Vocabulary mastery can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it). Knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.

Paul (1987), vocabulary is (a) all the words known by a particular person, (b) a set of special words used in a type of work, business, and so on, (c) a list of words that are usually arranged alphabetically and accompanied by an explanation

of their meaning. Vocabulary relates to words and meanings, while mastery means comprehensive knowledge. Vocabulary mastery is a very comprehensive knowledge to recognize, understand, and produce supplies of words and their meanings.

Based on the observation of pre-research conducted at the seventh-grade students of SMP Negeri 5 Kota Bengkulu, the researcher found some problems that are some students feel difficulties in remembering vocabulary, they are less able to understand and also have difficulty in learning vocabulary. Even though students enjoy learning English, in some circumstances when learning English some students feel uninterested and less motivated because they feel difficulties without any effort to try to understand English lessons. Based on explanations from the students, there are some students when in elementary school there was no learning English. In line with what was conveyed by the teacher

students' vocabulary skills are still low and there are still students who cannot distinguish numbers in English correctly and there are still many students who have difficulty finding the meaning of words in the English dictionary, which triggers students' ignorance of the meaning of a word. There are many ways to make the learner understand vocabulary and as a teacher. The kind of activities should be simple, interesting, and enjoyable, for example games. Nguyen and Khuat (2003) who point out games help learners to learn and retain new words more easily. Fly swatter games are game where the students have to get the word on the whiteboard by using the teacher's instruction. In this game, students play in small groups and play the game using a fly swatter, or in Indonesian it is called a "*pemukul lalat*". According to Haring Fly Swatter is a device used to kill flies that consists of a small square of material or netting tied to the end of a short flexible stick and makes a loud impact sound when struck against a wall or

similar surface. In addition, Flores (2000) emphasized that the goal of the game is that the teacher will say a word, and the students will turn and run to hit the word that has a bug on it. The student who kills the fly has to spell the word and then they will get a score for their team. Fly swatter can be applied to all levels of students. According to Hembree (2008), this game can be used with any level of students who need to practice and improve their vocabulary. It is an exciting activity in the classroom, especially for warming up the class. In the classroom, the atmosphere will be different from usual. Students will make a little noise in the classroom but that's the point of the game as students will have more fun and get addicted to the game.

Rezqiah & Zul (2013) states that it is an exciting activity in the class, and students will feel more enjoyable and they will get addicted to the game. This study can be able to improve students' vocabulary mastery by using one of the teaching strategies (fly swatter). For teachers, fly swatter

game can be an alternative classroom teaching that can be used in students' learning problems related to vocabulary. Then for students, this game will enrich their vocabulary mastery in an easy and fun way and also it can be a good experience for vocabulary learning. Further Other researchers might find the research's findings useful as a reference. Some related studied had done by previous researchers. The first was from Ika Rahmadani Lubis (2017) conducted a study entitled "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTs Persatuan Amal Bakti (Pab) 1 Helvetia". The design of the study is Classroom Action Research (CAR). In the study, the result shows that implementation of Fly Swatter can improve the students' vocabulary because there is significance from the pre-test to the post-test besides the questionnaire result showed that the implementation of this technique got positive responses from the students in the teaching-learning process of vocabulary, it

could be seen from the mean of pre-questionnaire was 47,09%, then the mean of the questionnaire was 94,8%.

The second is from Evi Nurjanah (2015) entitled "Influence of Fly Swatter Game on Improving Students' Vocabulary at the First Grade of Mts Ma'arif Cikedung". This study uses a quantitative approach. Research findings showed the students' vocabulary knowledge was improved after conducted treatment in which the control class learned vocabulary using the conventional method and the experimental class using the fly swatter game strategy, the post-test result of the control class was good enough, that the control class was the average score 75,25 while in the post-test of the experimental class has good result the class got 83,85 it increased than before.

The third study was done by Ita Kurniawati entitled "Improving Students' vocabulary mastery through mind-mapping Strategy". The design of the study is Classroom Action Research (CAR). This research aimed to

describe the students' interest in learning vocabulary to explain the procedure of mind-mapping strategy when it was implemented in teaching-learning processes and also to find out the improvement of students' vocabulary mastery through pre-test and post-test. The mean score of the pre-test in cycle I was 54 and cycle II was 56, 33, while the score of the post-test in cycle I was 65,66 and cycle II was 76,66.

B. Research Method

This research uses quantitative methods with a quasi-experimental design. A quasi-experimental design aims to investigate the cause and effect between the object of research. This was related to the objectives of the study to find the effect of using a fly swatter game on students' vocabulary mastery. The population of this study were students of SMP Negeri 5 Kota Bengkulu which numbered 369 students class VII. Based on the design of the study, the researcher only takes two classes as a sample, that are classes VII-

D and VII-E that each class consisting 32 students. Researcher use a simple random sampling technique. According to Creswell (2016), the sampling technique uses simple random sampling which is a simple random sampling method with the assumption that certain characteristics possessed by each population is not considered in research.

In this study, the researcher held eight meetings, at the first meeting a pre-test was conducted for both classes in the form of multiple choice questions to students before giving treatment to students, at the second until sixth meetings the researcher taught by giving treatment to experiment class by using the fly swatter game. At the last meeting, the researcher gave a post-test to both of the classes. Then students do the test, to get the correct data, the researcher can see the score between the pre-test and post-test tests. In this study, the researcher corrected the results of the multiple-choice test that had been given to students and gave a

score for each answer sheet that had been done by students.

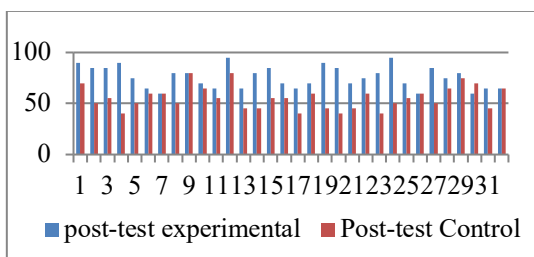
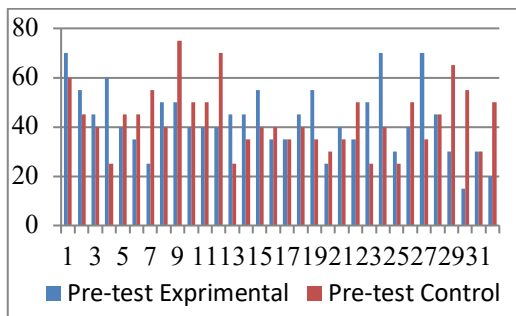
According to Creswell (2012), there are several interrelated steps used in the process of analyzing quantitative data, such as preparing the data for analysis that consists of scoring the data, determining the types of scores to use, selecting a computer program, inputting the data into the program for analysis, and clearing the data. After the data from the instruments (pre-test and post-test) are obtained, the data were analyzed to answer the research questions. Analyzing data is the last step in the experimental procedure. This is done to find out whether there is a difference in the vocabulary mastery scores of students who are who were taught in the fly swatter game and students who were taught using conventional method. The researcher used the t-test formula with the SPSS (social science statistical package for social science) version 25 to calculate the pre-test and post-test results.

C. Research Result and Discussion

This research used quasi experimental that consists of two groups the are experimental class and the control class, both of class has been given pre-test and post-test In this research. From the data that was collected from 32 students in the experimental class, it could be explained that the average of the pre-test before using the media fly swatter game in vocabulary was 42.66 with the lowest score of the pre-test was 15 and the highest score of the pre-test was 70. While the average of the post-test after giving treatments using a fly swatter game in learning vocabulary was 75.94 with the lowest score of the post-test was 60 and the highest score of the post-test was 95. Meanwhile, the students' scores in the control class which was taken from 32 students, could be explained that the average of the pre-test was 43.28 with the lowest score of the pre-test was 25 and the highest score of the pre-test was 75. While the average of the post-test after teaching text with the conventional method was 55.63

with the lowest score of the post-test was 40 and the highest score of the post-test was 80.

After doing the pre-test treatment and post-test, the result of the protest before the fly swatter game was implemented was lower than after the fly swatter game was implemented. After getting the treatment and posttest, it was found there were significant differences between the experimental class and control class. It can be seen from table 9 that sig (2-tailed) the score was 0.000 smaller than 0,05. Therefore, it could be seen that $p < \alpha$ ($0.00 < 0.05$).



Tabel 1 Independet sample test statistics

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Experimental	32	75,94	10,583	1,871
	Control	32	55,63	11,412	2,017

D. Conclusion

After conducting quantitative research in class VII SMPN 5 Kota Bengkulu and based on the data analysis and discussion in the previous chapter, it can be concluded that there is any effect before and after using fly swatter games on students teaching vocabulary. That is, the use of fly swatter games in learning is very helpful. This can be seen from the results of the pre-test and post-test showed the average score of the experimental class was 42,66 and the control class was 43,28. After being given treatment, a post-test is given. The post-test results show the mean score of the experimental class was 75,94 and the control class was 55,63. And then, the sample score of the independent T-test shows the significant value (2 tailed) is ($0.00 < 0.05$) which means, H_0 is is rejected and H_a is accepted. It was proved that there is effect of using a fly swatter game on the student's vocabulary mastery of seventh-grade students of SMPN 5 Kota Bengkulu.

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