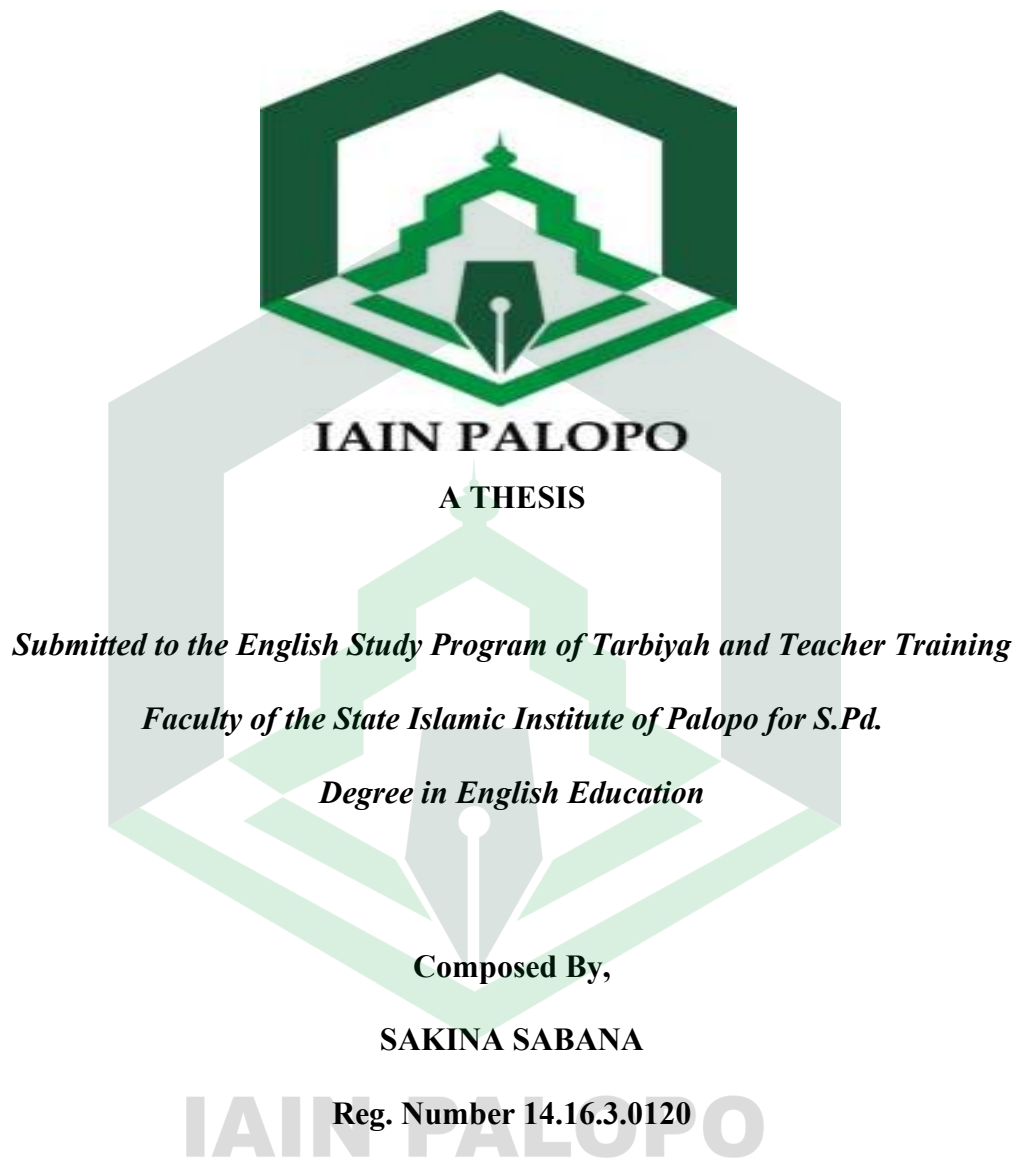


**THE IMPLEMENTATION OF FLYSWATTER GAME TO DEVELOP  
STUDENTS' VOCABULARY AT SMPN 5 PALOPO**



**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER  
TRAINING FACULTY OF THE STATE ISLAMIC INSTITUTE PALOPO**

**2019**

**THE IMPLEMENTATION OF FLYSWATTER GAME TO DEVELOP  
STUDENTS' VOCABULARY AT SMPN 5 PALOPO**



**A THESIS**

*Submitted to the English Study Program of Tarbiyah and Teacher Training*

*Faculty of the State Islamic Institute of Palopo for S.Pd*

*Degree in English Education*

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Palopo, 18<sup>th</sup> September 2019

The Researcher,

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**Nim. 14.16.3.0120**



**IAIN PALOPO**

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## ABSTRACT

**Sakina sabana, 2019, *The Implementation Of Flyswatter Game To Develop Students' Vocabulary At The Seventh Grade Of SMPN 5 Palopo.***

Thesis Tarbiyah Department of the Institute college for Islamic Studies (IAIN) Palopo, Consultant (1) Madehang S.Ag.,M.Pd (2) Muh. Irfan hasanuddin S.Ag.,M.A

**Key Word :** *Develop Students' Vocabulary By Using Flyswatter Game*

This thesis studied about the implementation of flyswatter game to develop students' at the Seventh Grade of SMPN 5 Palopo in academic year 2018/2019. The problem statements of this research as "can the use of flyswatter game can develop students' to vocabulary at the seventh grade of SMPN 5 Palopo by Using Flyswatter Game" the researcher formulate objective of the research as "The Implementation of Flyswatter Game to Develop Students' Vocabulary of Seventh Grade at SMPN5 Palopo". The scope of this research is focusing on implementation of flyswatter game model in teaching vocabulary. The material of vocabulary is limited to nouns, they are Public place, Animals, thing, profession and fruit, by using flyswatter game at the Seventh grade of SMP N 5 Palopo in 2018/2019 Academic year.

This research applied a quasi-experimental design that involving two groups of classes. One group would be treated as the experimental class, and other group was treated as the control class. The number of the sample in this research is 40 students in experimental and controlled class. The sampling technique was choose by using purposive sampling. Sample of this research are VII A and VII B as the experimental class and controlled class. Experimental class taught by using Flyswatter game and controlled class taught without Flyswatter game. The instrument of this research was a test vocabulary such translation word and matching word. It was conducted before and after the students getting treatments. The data was analyzed by using SPSS.

The mean score of experimental class is 77.85 and the mean score controlled class is 70.15 (  $\alpha < \alpha$  (0.00 < 0.05) which mean  $H_0$  is rejected and  $H_1$  is accepted. It was proved that the use Flyswatter game is effective to improve students' vocabulary.

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# CHAPTER I

## INTRODUCTION

### A. Background

Vocabulary is central to English Language learning because without sufficient vocabulary students cannot understand others or express their own ideas. Therefore, the learning of English vocabulary has a very essential role in enabling Indonesia students to master English as their foreign language. English vocabulary mastery, in fact, it has become a big problem for most Indonesian students. If one does not have sufficient number of vocabulary, he will not be able to communicate with his surroundings.

The benefits learning vocabulary not just another thing that mastering English a must. Facts proved that mastering the English language is very important and in learning English language we have to learn vocabulary. As for some of the advantages vocabulary is easier to learn English, meaning more vocabulary before practice reading, speaking, listening and writing<sup>28</sup>. According to Haycraft in Hatch and Brown the vocabulary is defined into two types: receptive and productive vocabulary. Receptive Vocabulary is the words that students recognize and understand when they occur in context, but which ones cannot be produced correctly. The productive vocabulary is Words understood by

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<sup>28</sup> Helena Fariska. *The importance of vocabulary in English learning*  
Universityofibnkhaldunbogor-indonesia.blogspot.co.id/2010/01/importance-of-vocabulary-in-english.html?m=1 (accessed 6<sup>th</sup> January 2010)



students, can be pronounced correctly and correctly Constructive in speaking and writing<sup>29</sup>.

Another expert, Paul Procter, declare that the vocabulary is (a) all words known to a particular person, (b) a set of custom words used in the type of job, business, etc., (c) of a particular list 3 Words, usually in alphabetical order and with explanations of their meaning, are lacking complete from dictionary. Vocabulary deals with words and meanings<sup>30</sup>. Mastery that alone means comprehensive knowledge. Vocabulary mastery is very comprehensive knowledge to recognize, understand, and generate stock of their words and words Means. Along with this, Lado points out that to clarify the idea of vocabulary, three levels of vocabulary are distinguished, namely: (1) vocabulary to operate the pattern and illustrate language pronunciation, (2) vocabulary for communication in the field of broad currency, (3) aesthetics and technical Vocabulary<sup>31</sup>.

In reality, many people learn English especially for beginner level often faced with the problem of vocabulary mastery. They cannot just understand and master well. This is an evident from the observation of pre-research conducted by observers to Seventh grade students of SMPN 5 Palopo. The researcher came to the class and saw the learning process and finally the researcher found that children as learners faced some obstacles in mastering vocabulary. There some problems related to with vocabulary mastery, the indicators are: (1) they have a

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<sup>29</sup>Hatch, Evelyn and Cheryl Brown. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

<sup>30</sup>Procter, Paul. 1978. *Longman Dictionary of Contemporary English*. New York: Longman Group.

<sup>31</sup>Lado, Robert. 1964. *Language Teaching: A Scientific Approach*. New York: McGraw-Hill.

limited number of words, (2) it is difficult for them to memorize the meaning of words, (3) the value of their English test Low.

By considering the problems as mentioned above, the researcher conducted more observation to the students in another class to get more information. By doing so, the researcher found some factors causing those problems. They are: (1) the teacher's ways to teach the material is conventional. Students are only required to read, repeat and write all the time. Indication, teaching techniques of the teachers vary, (2) their motivation low and (3) they get bored with the 'atmosphere' monotonous class. After having the instructional process in seventh grade students of SMPN 5 Palopo, it can be seen that some of these happened during the teaching and learning activities. They are: (1) Techniques employed by Teachers do not quite fit the topic or material, situation and condition, (2) Teachers only depend on writing skills. Students are asked for keyword words, write down the words that the teacher thinks, (3) Students have no more chance to understand the meaning or less challenge in finding meaning words. They can comprehend them easily without mistakes. Teacher should teach and explain them clearly to the students to make them understand.

Bender in Sylvia Rockwell (1995: 54) defines direct instruction as a teacher-led instructional procedure in that students are provided with specific instructions on the task, modeling, teacher-led practice, independent practice, and frequent feedback on their performance. It establishes clearly defined parameters for lesson completion and mastery as well as providing a success-oriented procedure with sample practice and evaluation. It uses more controlled and

repetitive delivery of instruction. It provides teachers with strict guidelines for lesson presentation, their introduction of successive skills, and the use of support materials or lesson variations.

Based on the background that has been made above, the research was conducted to determine the increase students' vocabulary ability by using Flyswatter game. This study demonstrated the seventh Grade at SMPN 5 Palopo entitled "The Implementation of Flyswatter Game to Develop Students' Vocabulary of Seven Grade at SMPN5 Palopo"

#### **B. Problem Statement**

Based on the previously background, the problem statement of this research is "The students' can use flyswatter game to develop vocabulary at the seventh grade at SMPN 5 Palopo?"

#### **C. Objective of the Research**

In the relation to the problem statement above, the researcher formulated objective of the research as "to find out whether on using this method can develop students' vocabulary of seventh grade at SMPN 5 Palopo"

#### **D. Scope of the Research**

The scope of this research is focusing on implementation of flyswatter game model in teaching vocabulary. The material of vocabulary is limited to nouns they are Public place, Animals, thing, profession and fruit, by using flyswatter game at the Seventh grade at SMP N 5 Palopo in 2018/2019 Academic year.

## **E. Significances of the Research**

The result of this research is expected to give contribution for the students in the elementary school. The researcher would be given information to teachers, that Flyswatter Game to can be develop students' vocabulary of seventh grade at SMPN 5 Palopo. Secondly, for further research, it will contribute more information to solve the same problem in different field/skill.

## **F. Operational Definition**

Based on the title that is "The Implementation of Flyswatter Game to Develop Students' Vocabulary of Seventh Grade at SMPN5 Palopo" the researcher gives definition as follow:

- Flyswatter Game is one of the games in vocabulary learning. In this game, students play in a small groups and they play the game by using Fly swatter or in Indonesia is called "alat pemukul lalat". In Fly Swatter Game the students have to guess what the teacher says by hitting the answer in the whiteboard. The students who can find the right answer will get the points. Then students have to spell and say what the meaning of that word is.
- Vocabulary is a competence to master basic daily vocabulary such as fruit, animal, school, house, and market, etc. Than can be assessed by test. The mastery only focuses on the students' ability in pronounce, write, know the meaning or the word and know to use the word in sentence.

## CHAPTER II

### REVIEW OF RELATED LITERATUR

#### A. Previous Research Findings

In writing this research, the researcher finds some researchers related which make the writer eager to hold the research, those are :

The first was from Ika Rahmadani Lubis (2017) in her thesis *“Improving students vocabulary by using flyswatter Game in the first grade of Mts Persatuan Amal Bakti”* the result of the research show that the implementation of Flyswatter can improve the students’ vocabulary because there significant from pre-test to the post-test besides that the questionnaire result showed that the implemantion 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 questionnaire was 94,8%.<sup>32</sup>

The seceond from Evi Nurjannah (2015) in her thesis *“The influence of flyswatter Game on Improving Students’ Vocabulary at the First Grade of Mts Ma’arif Cikeding”* Research finding resulted the students vocabulary knowledge was improve after conducted treatment which the control class learning vocabulary using conventional method and experimental class using flyswatter game strategy, the post-test result of control class was good enough, which the

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<sup>32</sup>Rahmadani Lubis, *Improving students’ vocabulary by using flyswatter Game in the first Grade of Mts Persatuan Amal Bakti* A thesis S1 (Medan: UIN ,2010),p.71

control class got the average score 75,25 while in the post-test of experimental class has good result the class got 83,85 it was increase than before.<sup>33</sup>

The third by Ahmad (2015) in his thesis *“The effectiveness of Flyswatter Game at the Twelve year Students’ of SMAN 1 Wotu in improving students’ Ability in Mastering Adjective Clauses”* He concluded that by using flyswatter can increase students’ knowledge about Adjective clauses, the students also more active, confidence, enthusiasm, and motivation.<sup>34</sup>

Based on the previous researchers above, the researcher conclude there some difference between those previous thesis and the writers’ research there are; (1) in Rahmadani Lubis’s thesis she used Classroom Action Research (CAR) method for getting the result of research, her research was done in Mts Persatuan Amal Bakti. (2) in Evi Nurjannah thesis’s her research was done in Mts Ma’arif Cikedung (3) in Ahmad thesis’s, he focused for teaching Adjective clauses by using flyswatter game, his research was done in SMAN 1 Wotu.

The similarity of the previous research with this research is the same independent variable by teaching technique using Flyswatter game.

Based on the research and experience above the researcher assumes that by using flyswatter game can help students to increase their vocabulary mastery and also make students more active and motivation in the teaching learning process so the researcher will use flyswatter game to improve vocabulary of students.

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<sup>33</sup>Evi Nurjanah *“The influence of fly swatter game on Improving students’ vocabulary at the first grade of Mts Ma’Arif Cikedung”* A thesis S1 (Cirebon: IAIN, 2015),P.56

<sup>34</sup> Ahmad *“The effectiveness of Flyswatter Game at the Twelve year Students’ of SMAN 1 Wotu in improving Ability in Mastering Adjective Clauses”* (unpublished thesis). IAIN Palopo.p.70

## **B. Pertinent Ideas.**

### **1. Vocabulary**

Vocabulary is one of language elements which important in English. Vocabulary is the main element for people, especially the students, in the process of learning, mastering and using language. Vocabulary is set of words in English that used to express our ideas, feeling and information to the others. Hiebert state Vocabulary is the knowledge of meanings of words. We must master vocabulary to be able using language. In learning vocabulary we have to know the meaning of words itself and can use it in sentences. Vocabulary is one of the major problems uncouncted by teaching of English as a foreign language. Vocabulary is foundation or a basic of a language

Vocabulary is all the words that a person knows or uses, all the words in a language, list of their meanings especially in a book for learning a foreign language (*Oxford learner's pocket dictionary*,; )<sup>35</sup>. Fauziati, vocabulary is central to language and of critical importance to typical language learner. In other opinion that is from Hornby stated that vocabulary is list of words used in a book with definition or translations<sup>36</sup>. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French<sup>37</sup>. Vocabulary is a

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<sup>35</sup>*Oxford Learners's Pocket Dictionary*, Oxford University Press.

<sup>36</sup>Fauziati, Endang. . *Teaching of English as A Foreign Language (TEFL)*, Surakarta: Era PustakaUtama.

<sup>37</sup>Allen, Virginia. F. 1983. *Technique in Teaching Vocabulary*. Oxford: Oxford University Press.

fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language. Burns and Broman define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different<sup>38</sup>. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English. From the definition above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses.

Swannel defines mastery as comprehensive knowledge or use of a subject or instrument<sup>39</sup>. This definition is supported by Hornby who defines mastery as skill or thorough knowledge. From these definitions, it comes to the conclusion that mastery means the competency to understand and apply something learnt<sup>40</sup>.

Vocabulary mastery is always being an essential part of English. Lewis and Hill say that vocabulary mastery is important for the students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words<sup>41</sup>. Without having proportional English vocabulary, students will get some difficulties in using English. Vocabulary

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<sup>38</sup>Burn, Paul C and Betty L. Broman. 1975. *The language Arts in Childhood*

<sup>39</sup>Swannel, Julia. 1992. *The Oxford Modern English Dictionary*. Oxford:Clarendon Press.

<sup>40</sup>Hornby, A.S. 1984. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.

<sup>41</sup>Lewis, Michael and Hill, Jamie. 1997. *Practical Techniques for Language Teaching*. London: Commercial Colour Press.



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. Further, Madsen states the purpose of vocabulary test is to measure the comprehension and production of words used in speaking or writing. It can be said that vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language.

## **2. The Importance of Vocabulary**

Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin states that vocabulary is central to language and critical importance to the typical language learner<sup>42</sup>. McCharty states that the importance of vocabulary in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way<sup>43</sup>.”

## **3. Types of Vocabulary**

In learning vocabulary there are some types that always used by the learners as follows:

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<sup>42</sup>Coady and Huckin. 1997. *Second Language Acquisition. A Rational for Pedagogy*. Cambridge: Cambridge University Press.

<sup>43</sup>Mc Charty, Michael. 1990. *Vocabulary*. Oxford: Oxford University Press

a. Reading vocabulary

A person reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other.

b. Listening vocabulary

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person's speaking vocabulary is all the words he or she can use in speech. Duo to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gesture.<sup>44</sup>

#### 4. Teaching Vocabulary

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary,

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<sup>44</sup> Supri Bahtiar, *"Improving Students' Vocabulary By Usin Retelling Fable At The Eleventh Year Students of MAN Palopo"*. A thesis (STAIN Palopo,2010).p.60.

teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Teaching vocabulary is one of the ways to develop English competence of a person who is learning English because it is one of the success keys in learning. It plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills: listening, speaking, reading, and writing. It is also include the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding the new words, the students will get the difficulties to studying English language. Therefore, in teaching vocabulary, teachers can use some techniques to facilitate students' need in presenting vocabulary. These techniques are visual technique, verbal techniques, and translation.

In classroom activity, learners have some types of learning such as visual, audiovisual, kinesthetic, and audio.

## **5. Principle of Teaching Vocabulary**

Cameron exclaims about several principles of teaching vocabulary to young learners are:

- a. Types of words that children find possible learn with shift.
- b. Vocabulary development is not just learning more words but it is also importance about expanding and depending word knowledge.
- c. Word and words knowledge can be seen as being linked in network of meaning.

- d. Basic level words are likely to be more appropriate for children or when learning vocabulary for new concept.
- e. Children change in how they can learn words. Whereas the very young learner will learn words as collections, older children are much more able to make connection between the words they learn, organization of the word and concept as a help in vocabulary learning.

## **6. Game**

### **1) Definition of Game**

According to Sudono "The game is an activity that is carried out with or without using a tool that generates the sense or provide information, give pleasure as well as give the imagination of the child"<sup>45</sup>. The game itself by Lewis and Leroad in Sudono defined as "a fun activity that has rules and attended by students, individuals and groups that compete and interact to achieve a certain goal". That goal if it means learning to do with the aim of achieving the learning objectives.

Clark define the concept games as one of the most enjoyable supplementary activities Thus, games are best used to review or practice material that has already been introduced. He explain that a really fun game can wake pupils up and bring laughter back into the classroom. Games help and encourage them to sustain their interest and work. Games also create contexts in which the language is useful and meaningful. The need of meaningfulness in language learning has been accepted for some years. A useful interpretation of

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<sup>45</sup>Sudono.2000. *Sumber Belajar dan Alat Permainan*. Jakarta: Grasindo.

‘meaningfulness’ is that the learners respond to the content in a definite way. They want to take a part and in order to do. If they are amused, angered, challenged, intrigued, or surprised the content is clearly meaningful to them.<sup>46</sup>

Meanwhile, according to Mayke S. Tedjasaputra Playing is Fun activities and a requirement that is inherent in the child. Through the game, can to the development of culture and art. Through the game can be utilized for the development of the physical, motor, intelligence, and emotional. When these three aspects do not get a chance to grow there will be inequality<sup>47</sup>. Playing is a child into the world of work and the rights of every child without age limit.

Based on the explanation above, it can be concluded that the game is a fun activity that involves themselves or others in certain situations to interact with others and to train students to take the initiative and imagination to achieve certain goals. The existence of strong interactions between students in the game will generate strong emotional bonds so that they can exchange knowledge and experience.

## 2) Game types.

It is important to know what types of game are available in order to plan a lesson with a balanced rhythm. There are many different types of games: card games, board games, movement games, game with music, and others, however, many games are difficult to label. Therefore, these following game types are based on their most outstanding feature.

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<sup>46</sup>Clarck and Sharon Elwell, *Match it! A collection of index Card Games for Learners of English*. (United States of America: Pro Lingua Associated, 2000) P.13

<sup>47</sup>Mayke S. Tedjasaputra. 2001. *Bermain, Mainan, dan Permainan*. Jakarta: Gramedia.

a. Movement game.

In this type, the children are physically active. Movement games are generally “rousers” and need to be closely monitored.

b. Card Game.

Children collect, give away, exchange, sort, and count cards. The cards have a meaning or value in game, or simply serve as symbols for objects or actions. Cards are often components of other game types as well.

c. Board game.

Any game which mainly involves moving markers along a path. Boardgames can be made by the children as a fun craft activity.

d. Dice game.

Dice game is incredibly versatile. The dices need not only have numbers on the face. They can have colors, letters of the alphabet-virtually anything that can get children interest.

e. Drawing game

Drawing game is special because it spans a gap between key functions of the brain. On the one hand, drawing requires creativity and sensitivity towards the world. On the other hand, the children must be able to understand instruction and describe their art.

f. Quiz game

Quiz game has many variations. The main features are the students propose guessing. They conduct asking and answering either in pair, groups, or in

a whole class. Well organized quiz games offer opportunity for every student in the classroom.<sup>48</sup>

### 3) Advantages of language games

In an effort to supplement lesson plan in the ESL classroom, teacher often turn to games. The justification for using games in the classroom has been well demonstrated as benefiting students in a variety of ways. These benefits range from cognitive aspect of language learning to more cooperative group dynamics.

Lee Su Kim further elicits the advantages of using games in the classroom.

- a. Games are a welcome break from the usual routine of the language class;
- b. They are motivating and challenging.
- c. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- d. Games provide language practice in the various skill-speaking, writing, listening, and reading.
- e. They encourage students to interact and communicate. They create a meaningful context for language use.<sup>49</sup>

Chen I-Jung also sums the benefits of using games in language learning in points. He says that the games:

- a. Are learner centered.
- b. Promote communicative competence.
- c. Create a meaningful context for language use.
- d. Increase learning motivation.

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<sup>48</sup>Maeryam, *Building up interest towards Learning English at The Elementary School by songs and Quartet game*(thesis UNM: Makassar,2010),P.39

<sup>49</sup>Lee Su Kim *creative game for the language class* ( Forum Volume 33 no 1 January-march) P.35

- e. Reduce learning anxiety.
- f. Integrate various linguistic skill.
- g. Encourage creative and spontaneous use of the language.
- h. Construct a cooperative learning environment.

## **7. Flyswatter Game.**

### **1.) Defenition of Flyswatter Game.**

Flyswatter games are a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. Fly Swatter is a device for killing insects.<sup>50</sup>

Flores, emphasize that the objective of this game is teacher will say a word and students' will turn back or run to "flyswatter" the word that has the bug over it. Students who "kill" the fly have to spell.<sup>51</sup>

Flyswatter can be applied to any level of students. According to Hemberee this game can use in any level of students who need to practice and improve their vocabulary. It is an exciting activity in the class especially to warm up the class. in the classroom, the atmosphere will be different from the usually. Student will make a bit of noise in the classroom but that is the point of this game because the students will feel more enjoyable and get them addicted to the game

Students need to be able to quickly choose the appropriate relative pronoun for each adjective clause they use. One fun way to practice this after it has been introduced in a lesson is with the Flyswatter Game.

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<sup>50</sup>Random House Webster's Collage Dictionary, *Op.cit.*, p. 476  
 Flores,Gullermo Grajale. 2000. "fly swat". *English Teaching Forum*. Retrieved on August 22<sup>nd</sup> 2011, From <http://iteslj.org/games/9972.html/>.



Flyswatter game is a game which used in learning process and suitable for any topics, vocabulary, and even grammar points, e.g. numbers, animals, prepositions of time, time, etc.

## 2.) Rules of the Game.

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed:

- a. Students will compete each other to hit the word by fly swatter.
- b. Two students stand in front of the class and face their friends.
- c. Students listen to what the teacher says work carefully.
- d. They may face the white board and find the word after they listen to the word said by teacher.
- e. The students hit the word.
- f. After they have hit the word, they spell it in front of their friends.
- g. Teacher knows their winner by listen the first sound of fly swatter.<sup>52</sup>

## 3.) Teaching Implementation of Fly Swatter Game

Fly swatter game is a game that can be used by teacher in enriching students' vocabulary. In this case, it will be focused on first grade of junior high school students. The implementation of using fly swatter game is divided into

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<sup>52</sup>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

three steps; they are pre-teaching activity, whilst teaching activity, and post teaching activity<sup>53</sup>.

a. Pre-teaching Activity Pre-teaching activities are done at the beginning of teaching learning process in class, which is used to attract students' motivation and make them ready to learn. In pre-teaching, there are some activities that will be followed. First, teacher introduces and brainstorms a topic. It helps students to consider what they have already known about the topic and presents some vocabularies. There are some ways that can be used in introducing the topic. Second, the teacher checks students' background knowledge by asking some question about the vocabularies that students know. Then, the teacher tells the students that they will play a game. But before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher gives explanation about the rule of the game that must be followed by students. The rules of this game are as follows:

- 1) They should not hit another student by fly swatter.
- 2) They should not throw the fly swatter to anyone.
- 3) They should not "block" another player with their arm or their body to prevent them from getting at a word.

b. Whilst Teaching Activity In this stage, the teacher rechecks students' readiness. It is important to do before the game is started. After students are ready, teacher begins to lead them to the game. The game is played during 30

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<sup>20</sup>Jack C. Richards and Theodore S. Rodgers, (1999), *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, p. 35-37

minutes. There are some important points that should be paid attention along the game.

1) Teacher's role is to establish the successfulness of playing this game. In this game, teacher has several functions they are, teacher as a facilitator, teacher as an instructor, and teacher as the leader.

2) Student's role in this game students are as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by teacher. Moreover, all students should participate in expressing vocabulary they have and also pay attention to their friends' performance in the game. Besides, students should also keep the situation well during the game is played.

c. Post teaching Activity In the post teaching activities, teacher gives exercises. Students do the exercises individually. It can be by writing words as many as possible including the meaning of words based on a certain clues given by teacher. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

#### 4.) Advantages of Using Fly Swatter Game.

There are several advantages of using fly swatter game for student vocabulary mastery. The advantages include:

- a. It is not use a monotonous activity.
- b. It is fun for students.
- c. It helps them learn and acquire new word easily.
- d. It involves friendly competition and keeps students interest.

- e. It serves students to learn pronouncing and spelling words.
- f. The students more active then teacher.<sup>54</sup>

#### 5.) Disadvantages of Using Fly Swatter Game.

There are several disadvantages of using fly swatter game for student vocabulary mastery. The disadvantages include:

- a. Needs more preparation for the teacher for time allocation, such as time for divided a group.
- b. The class noisy.
- c. Some students not care when some students play the games.

### 8. Part of Speech.

According to Rusdiana junaid, Rustan santari and Sri Damayanti that in fundamental English the words that from sentence divided into egiht parts (the eight parts of speech they are noun, verb, adverb, adjective, prepositions, conjunction, determiner, and interjection).

#### a. Noun.

Noun is a word used to name person, animal, plant, day, place, idea, and name of an object or things that are dammed.

Example:

- Fajar (name of person)
- Rabbit(name of animal)
- Rose (name of flowers)

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<sup>54</sup>Wivesunscripted, *The Flyswatter Game*, Retrieved on December 4th 2016, form <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>

b. Verb.

Verb is a word used to indicate the action or state of being a subject.

Example:

- He mended the puncture, smile mounted his bicycle and rode away
- We are very sad because they have suffered so much.

c. Adverb.

Adverbs are words that explain how, when, how many times and discuss how to make or play occurs.

Example:

- I went to Labombo beach by a motorcycle yesterday.

d. Adjective.

Adjective is the word used to explain the nature and add meaning of an object or pronoun.

Example:

- Large garden
- This pen
- My pencil

e. Preposition.

Preposition is the word used to indicate the relationship between nouns or pronouns and other words in a sentence. Word that is placed before nouns or pronouns with other part of the sentence. This preposition serves to indicate direction, position and time.

Example:

- My brother jumps into the water
- I live in palopo
- They studies in cokroaminoto palopo University.

f. Conjunction.

Conjunction are words that connect words to words,part of sentences with other sentences in a paragraf or in a discourse or text. The conjunctions are not variable, meaning they do not change either plural or have type such as noun or pronoun.

Example:

- Justin and Mona are students
- Anni and shanty are beautiful girls,but the arrogant.

g. Determiners.

Determiners is words placed in front of nouns that function as markers that clarify the meaning of the noun. For example, the word "people" which means "people", if added "these" in front of them become "these people", it will be easier to know or understand which people are meant. and if it is placed "a lot of people", then we know that what is meant is "people" which are numerous.

h. Interjections.

Interjection is a spontaneous speech intended to express or express a feeling/thought that sudddenly feels or appears: like feelings of surprise, pleasure, pain, sadness, wonder, enthusiasm, reproach, laughter, ridicule, impatience and so on.interjection is followed by an exclamation mark.

Example:

- Oh!
- Help !
- Well !<sup>55</sup>

### **C. Conceptual Framework.**

Vocabulary is one of the essential part of language which are taught for language learner. Without grammer very little can be conveyed, but without vocabulary nothing can be conveyed.<sup>56</sup> In others words, the first thing that has to be mastered by language learners in learning language is vocabulary. It is known that vocabulary mastrey supports the mastery of four language skill. All of those skill will be easily reached if the students understand the meaning of the words or vocabulary well. Therefore, vocabulary is very important in teaching English.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery.

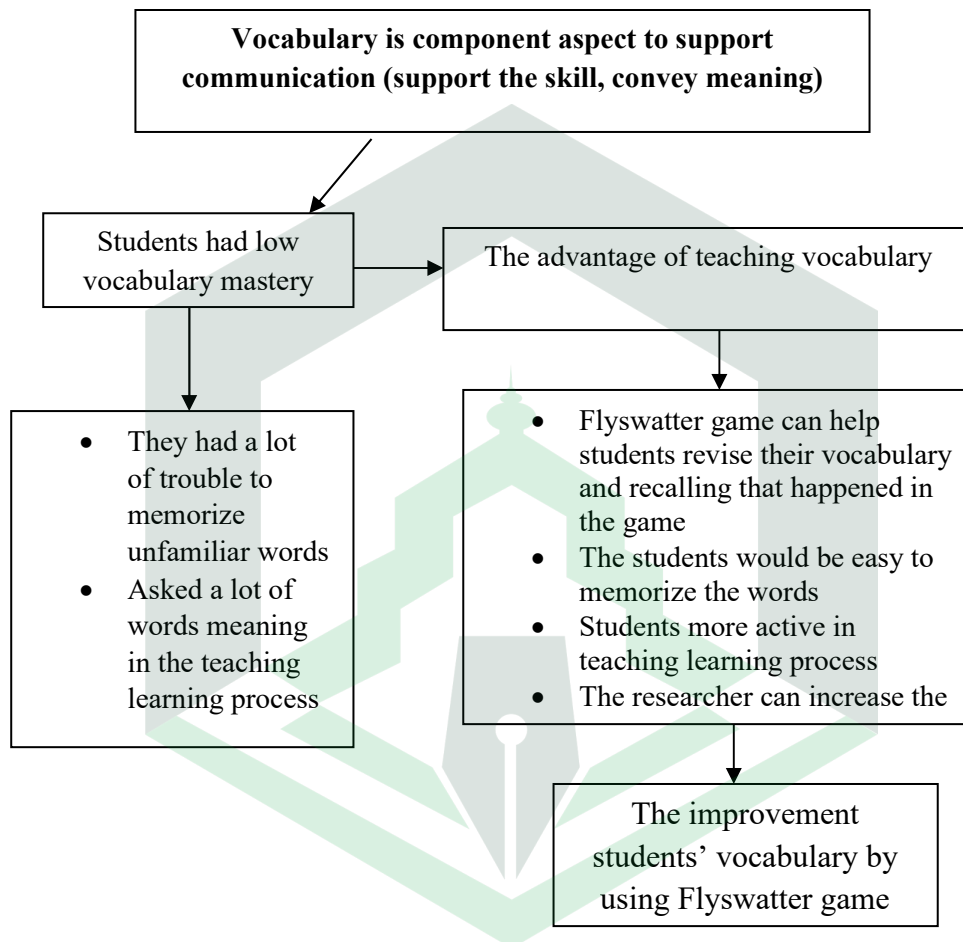
Flyswatter game is considered as an effective, interesting, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Fly swatter game must have hard focus and good listening for answer the teacher instruction.

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<sup>55</sup> Rustan Santaria, dkk. Dasar-dasar Penguasaan Bahasa Inggris.(Intimedia Malang.2014)

<sup>56</sup> Scott Thornbury, *How to Teach Vocabulary*,(Malaysia Longman Group,2008,)P.13

From the discussion above, the researcher proposed that fly swatter in teaching vocabulary in English language can improve students' vocabulary mastery.



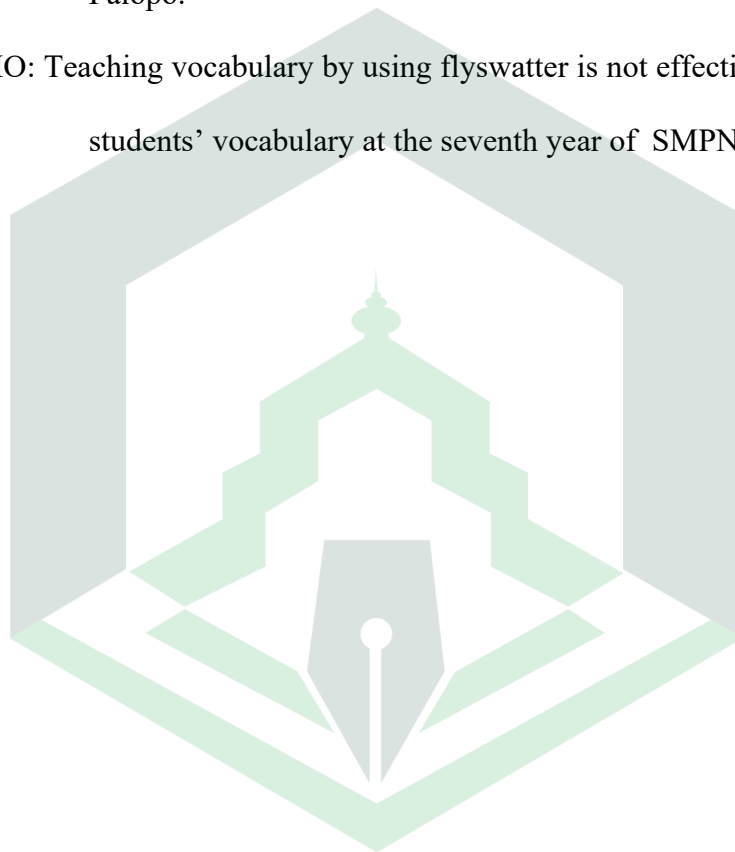
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#### **D. Hypothesis**

In this research the researcher propose the following hypothesis :

1. H1 : Teaching vocabulary by using flyswatter game is effective in improving students' vocabulary at the seventh year of SMPN 5 Palopo.
2. HO: Teaching vocabulary by using flyswatter is not effective in improving students' vocabulary at the seventh year of SMPN 5. Palopo.



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### CHAPTER III

#### METHOD OF THE RESEARCH

In this chapter, the researcher presents the method of the research design, variables, population, instrument of the research, procedure of collecting data and technique of the data analysis.

##### *A. Research Method and Design*

This research applied a quasi experimental design that involving two groups of classes. One group would be treated as the experimental class, and other group would be treated as the control class. In experimental class, the researcher applied Flyswatter game in learning vocabulary while in control class use conventional teaching method.

The researcher used pre-test and post-test design in both experimental and controll class. The aim was to find out of the using of flyswatter game in teaching students' vocabulary. To get the significant effectiveness by comparing the pre-test and post-test both of experimental class and controll class. This is a model of Quasi-Experimental Design.

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>		O <sub>4</sub>

Which :

E : Experimental class

C : controll class

O<sub>1</sub> : Result of Pre-test (in experimental class)

- O3 : Result of pre-test (in controll class)
- X : Treatment for experimental class
- O2 : Result of post-test (in experimental class)
- O4 : Result of post-test (in controll class)<sup>57</sup>

### ***B. Variable***

The variable of this research, the researcher was consist of two variables namely independent variable and dependent variable:

1. Independent variable is a flyswatter game
2. Dependent variable is the students vocabulary improvement by using flyswatter game.

### ***C. Population and Sample***

#### ***1. Population***

The population of this research was the seventh grade of SMPN 5 Palopo they are VII A, VII B, VII C, VII D, VII E, with the total population are 117 students.

#### ***2. Sample***

The researcher used sampling technique, two classes as sample and divided into two groups, experimental class and controll class. The researcher was take VII.A consist of 20 students as experimental class and VII.B consist of 20 students as controll class. The reason of the researcher chose this sample because they have a limited number of words and it is difficult for them to memorize the meaning of words.

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<sup>26</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung:Alfabeta)P.2015

#### **D. Instrument of the Research**

The instrument used by researcher is subject test. Vocabulary test consist of 50 items. The test modified into two kinds such as translating words and matching word. 25 items translation word, 10 items translating picture into English, and 15 items matching words.

#### **E. Procedure of Collecting Data**

Collect the data, the researcher use some procedure as follows:

- Pre-test

Pre-test give before the treatment:

- a. The researcher come in the class and explain the purpose of the research to the students.
- b. The researcher give pre-test, it aimed to know students' vocabulary before treatment. The students were given 45 minutes to do the test.
- c. The test modified into two kinds of vocabulary test such as translating words and matching words Indonesia into English.

- Treatment

After giving pre-test, the researcher treated the experimental group through flyswatter game, while the control group was without flyswatter game. Each meeting has different material. The material was the public place, animal, fruit, thing, and profession. In conducting treatment the researcher did five meetings. The steps are as follows:

1. The first meeting, the researcher taught about "Public place" to the experimental class.

a. Pre activity

- The researcher explained about “The public place” to the students before played flyswatter game.
- The researcher explained the rule of game to the students

b. Core activities

- The researcher asked the students to played flyswatter that consists of vocabularies about the kind of public place
- The researcher asked the students to write the vocabulary that they found in the game
- The researcher asked students to memorize the vocabulary about the public place in the classroom.

c. Post Activity

- The researcher evaluated the students improvement.

2. The second meeting, the researcher taught about “Thing” to the experimental class.

a. Pre activity

- The researcher explained about “Thing” to the students before played flyswatter game
- The researcher divided the students into two groups.

b. Core activities

- The researcher asked the students to played flyswatter game that consisted of vocabularies about Thing

- The researcher asked the students to write the vocabulary that they found when play flyswatter game
- The researcher asked students to memorize the vocabulary about thing in the classroom.

c. Post Activity

- The researcher evaluate the students improvement.

3. The third meeting, the researcher taught about “Animals” to the experimental class.

a. Pre activity

- The researcher explained about “Animals” to the students before played flyswatter game.
- The researcher divided the students into two groups.

b. Core activities

- The researcher asked the students to flyswatter game that consisted of vocabularies about the Animals
- The researcher asked the students to write the vocabulary that they found when played flyswatter game
- The researcher asked students to memorize the vocabulary about Animal in the classroom.

c. Post Activity

- The researcher evaluate the students improvement.

4. The fourth meeting, the researcher taught about “Profession” to the experimental class.

a. Pre activity

- The researcher explained about “Profession” to the students before played flyswatter game.
- The researcher divided the students into two groups.

b. Core activities

- The researcher asked the students to played quartet game that consisted of vocabularies about the kind of Profession
- The researcher asked the students to write the vocabulary that they found when played flyswatter game
- The researcher asked students to memorize the vocabulary about Profession in the classroom.

c. Post Activity

- The researcher evaluate the students improvement.

5. The fifth meeting, the researcher taught about “fruits” to the experimental class.

a. Pre activity

- The researcher divided the students into two groups.

b. Core activities

- The researcher asked the students to played flyswatter game that consisted of vocabularies about the kind offruits
- The researcher asked the students to write the vocabulary that they found when played flyswatter game

- The researcher asked students to memorize the vocabulary about fruits in the classroom.

c. Post Activity

- The researcher evaluate the students improvement..

▪ Post-test

After doing the treatments, so the students was be given post test in the last meeting. In post test the researcher distributes the write test that has been given in pre-test. By post-test we can know the improvement students' vocabulary by flyswatter game. The same as pre-test students were given 45 minutes to do the test.

In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 22 and used table distribution to choose the score of  $t_{count}(t_o)$ .

## F. Technique of Data Analysis

### 1. Descriptive Analysis

To analyze the data, the researcher used the following steps:

- a. Scoring the students vocabulary test answer.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

- b. Classification the score of the test were classified into criteria as follows:

1. The score 90 – 100 as Excellent classification
2. The score 80 – 89 as Good classification
3. The score 70 – 79 as Adequate classification
4. The score 60 – 69as Inadequate classification



5. The score below 60 as Failing classification.<sup>58</sup>

c. Calculating the rate percentage of students score by using the following formula as follow:

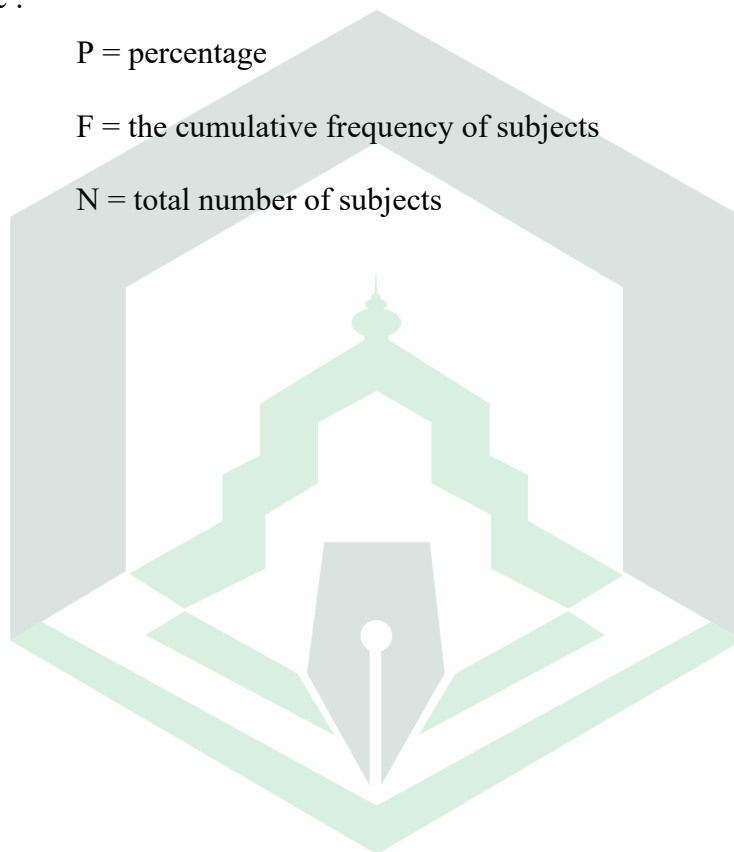
$$P = \frac{F}{N} \times 100\%$$

Where :

P = percentage

F = the cumulative frequency of subjects

N = total number of subjects



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<sup>58</sup>H.Douglas Brown, *Language Assement: Principle and Classroom Pratices*, (San Fransisco, California: Pearson Longman, (2003),P.287

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The researcher achieved the data in the form of score. The score were derived from the test. There were pre-test and post-test. The pre-test was held in 29<sup>th</sup> august, 2019. Before giving the pre-test, the researcher did the treatment to experimental class (VII A) from 3<sup>rd</sup> September to 12<sup>th</sup> September 2019. The researcher discussed the findings gained from both the experimental and control group.

##### **1. Descriptive Analysis**

In the following description, the researcher presented discussed the finding so the students' vocabulary scores from the two groups treatment and control class were not given the treatment.

##### **a. Analysis Students' Score of Experimental Class and Control Class**

##### **1) Students' Pre-test Score of Experimental Class and Control Class**

The pretest was conducted in order to measure the students' vocabulary in experimental and control group before giving treatment by using Flyswatter game in for experimental group and without Flyswatter game in control group. The following are the description of the students' pretest score in the experimental and control class.

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**Table 4.1**

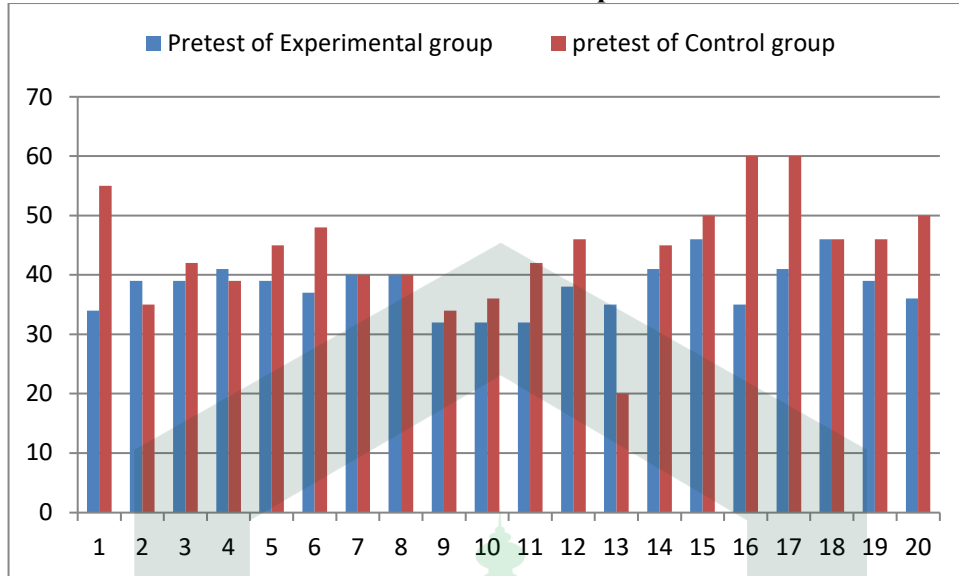
**The students' Pretest Score of Experimental and Control Group**

<b>Responden</b>	<b>Pretest of Experimental Group</b>	<b>Pretest of Control Group</b>
<b>R1</b>	<b>34</b>	<b>55</b>
<b>R2</b>	<b>39</b>	<b>35</b>
<b>R3</b>	<b>39</b>	<b>42</b>
<b>R4</b>	<b>41</b>	<b>39</b>
<b>R5</b>	<b>39</b>	<b>45</b>
<b>R6</b>	<b>37</b>	<b>48</b>
<b>R7</b>	<b>40</b>	<b>40</b>
<b>R8</b>	<b>40</b>	<b>40</b>
<b>R9</b>	<b>32</b>	<b>34</b>
<b>R10</b>	<b>32</b>	<b>36</b>
<b>R11</b>	<b>32</b>	<b>42</b>
<b>R12</b>	<b>38</b>	<b>46</b>
<b>R13</b>	<b>35</b>	<b>20</b>
<b>R14</b>	<b>41</b>	<b>45</b>
<b>R15</b>	<b>46</b>	<b>50</b>
<b>R16</b>	<b>35</b>	<b>60</b>
<b>R17</b>	<b>41</b>	<b>60</b>
<b>R18</b>	<b>46</b>	<b>46</b>
<b>R19</b>	<b>39</b>	<b>46</b>
<b>R20</b>	<b>36</b>	<b>50</b>

Based on the table 4.1 shows the pre-test score of both the experimental and control group. It can be seen from the table that. The data of pretest score of experimental group showed that 2 students achieved score 46, 3 students achieved score 41, 2 students achieved score 40, 4 students achieved score 39, 1 students achieved score 30, 1 students achieved score 37, 1 students achieved score 36, 2 students achieved score 35, 1 students achieved score 34, 3 students achieved score 32. while the data pretest of control group showed, 2 students achieved score 60, 1 students achieved score 55, 2 students achieved score 50, 1 students achieved score 48, 3 students achieved score 46, 2 student achieved score 45, 2 studentachieved score 42, 2 student achieved score 40, 1 student achieved score 39, 1 student 36, 1 student 35, 1 student 34, 1 student 20. The following grafic below was of the students' score in pretest of experimental and control group as follow:

**Chart 4.1.1**

**The Grafik Students' Pretest score of Experimental and Control Group**



Based on the data in chart 4.1.1 shows that the highest and the lowest score of pretest in experimental and control group. The highest score of pretest of experimental group was 46 and lowest score was 32. While the highest score of pretest of control group was 60 and the lowest score was 20.

## **2. Scoring Classification of Students' Pretest of Experimental and Control Group**

The following table was the data achieved from the experimental and control group before giving treatment.

**Table 4.2**  
**Frequency and percentage of Students' pretest of Experimental Group and Control Group**

No	Classification	Score	Pretest of Experimental group		Pretest of Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	90-100	0	0%	0	0%
2	Good	80-89	0	0%	0	0%
3	Adequate	70-79	0	0%	0	0%
4	Inadequate	60-69	0	0%	2	10%
5	Failing	Below 60	20	100%	8	90%
	Total		20	100%	20	100%

Based on the tabel 4.2 shows that the data of pretest in experimental and control group. It can be seen on the table that, there is not students' of the experimental group who got present's scores in an excellent, good, adequate and inadequate categories and 20 students (100%) in failing classification. While the data pretest of control group there is not students' who got present's in an excellent, good, adequate and 2 students (10%) in inadequate classification, 18 students (90%) in failing calssification, and none students of both classes are classified in excellent.

### **3. The Mean Score and Standar Deviation of Students' Pretest in Experimental and Control Group**

In this part, the researcher described the mean score and standard deviation in order to compare the a mean score of pretest in experimental group and control group before giving treatment.

**Tabel 4.3**  
**The Mean Score and Standar Deviation of Students' Pretest in Experimental and Control Group**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_ControlClass	20	50,00	80,00	61,7000	10,28591
pretest_Experimentclass	20	50,00	80,00	65,2500	10,86702
Valid N (listwise)	20				

Tabel 4.3 showed there was a difference between the mean score of pretest in experimental and control group. The mean score of pretest in experimental group was 61.7 and control group was 65.25. It means the mean score of pretest in experimental group was lower than the mean score in control group ( $61.7 < 65.25$ ). Further the statistical hypothesis of the research was described in the table below.

**Table 4.4**  
**Paired Sample Test**  
**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest_Contr olClass - pretest_Exper imentclass	5.85000	9.21826	2.06127	1.53572	10.16428	2.838	19	.011

Based on the result of data analysis as summarized in the table 4.4 above in pretest of experimental and control group, The researcher found that the probability value is higher than alpha ( $\alpha$ ) ( $0.11 > 0.05$ ) which means that there is no significant difference in pretest of both groups.

#### 4. Students' Posttest Score of Experimental and Control Group

The posttest was conducted after giving treatment in order to find out the influence of Flyswatter game toward students' vocabulary in experimental and control group. The following were the description of the students' posttest score in the experimental and control group.

**Table 4.5**  
**The Students' Posttest Score of Experimental Group and Control group**

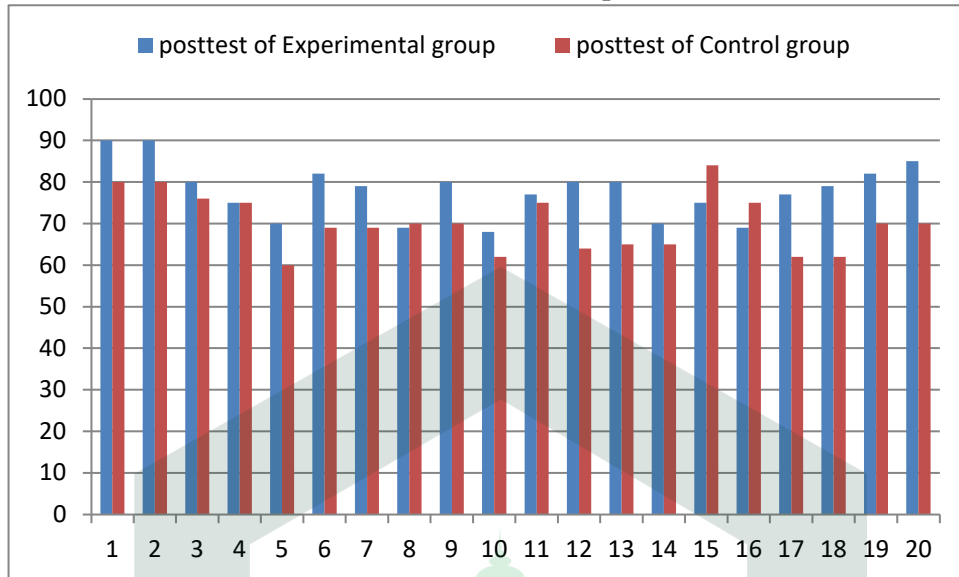
<b>Respondent</b>	<b>Posttest of Experimental Group</b>	<b>Posttest of Control Group</b>
R1	90	80
R2	90	80
R3	80	76
R4	75	75
R5	70	60
R6	82	69
R7	79	69
R8	69	70
R9	80	70
R10	68	62
R11	77	75
R12	80	64
R13	80	65
R14	70	65
R15	75	84
R16	69	75
R17	77	62
R18	79	62
R19	82	70
R20	85	70

Erase it. Begin with table 4.5 shows that the data result indicates the students' posttest score of experimental and control group. The data of posttest score of experimental group showed that 2 students achieved score 90, 1 students achieved score 85, 2 students achieved score 82, 4 student achieved score 80, 2 student achieved score 79, 2 students achieved score 77, 2 students achieved score 75, 2 students achieved score 70, 2 student achieved score 69, 1 students achieved score 68. While the data posttest of control group showed, 1 students achieved score 84, 2 students achieved score 80, 1 students achieved score 76, 3 students achieved score 75, 4 student achieved score 70, 2 student achieved score 69, 2 student achieved score 65, 1 student achieved score 64, 3 student achieved 62, 1 student achieved 60. The following grafic below was of the students' score in pretest of experimental and control group as follow:



**Chart 4.1.2**

**The Grafik Students' Posttest score of Experimental and Control Group**



Based on the data in chart 4.1.2 above, showed that the highest and the lowest score of pretest in experimental and control group. The highest score of pretest of experimental group was 90 and lowest score was 68. While the highest score of pretest of control group was 84 and the lowest score was 60.

### **5. Scoring Classification of Students' Posttest of Experimental and Control Group**

The following table was the data achieved from the experimental and control group after giving treatment.

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**Table 4.6**  
**Frequency and precentage of Students' Posttest of Experimental Group and Control Group**

No	Classification	Score	Posttest of Experimental group		Posttest of Control group	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	90-100	2	10%	0	0%
2	Good	80-89	7	35%	3	15%
3	Adequate	70-79	8	40%	8	40%
4	Inadequate	60-69	3	15%	9	45%
5	Failing	Below 60	0	0%	0	0%
	Total		20	100%	20	100%

Based on the tabel 4.5 showed that the data of posttest in experimental and control group. The data posttest of experimental group were 2 students (10%) in excellent classification, 7 students (35%) in good classification, 8 students (40%) in adequate classification, 3 students (15%) in Inadequate classification. While the data posttest of control group were 3 students (15%) in good classification, 8 students (40%) in adequate classification, 9 students (45%) in inadequate classification.

#### **6. The Mean Score and Standar Deviation of Students' Pretest in Experimental and Control Group**

In this part, the researcher described the mean score and standard deviation in order to compare the a mean score of posttest in experimental group and control group after giving treatment

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**Table 4.7**  
**The Mean Score and Standar Deviation of Students' Pretest in**  
**Experimental and Control Group**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_controlclass	20	60.00	84.00	70.1500	6.83085
posttest_experimentalclass	20	68.00	90.00	77.8500	6.47485
Valid N (listwise)	20				

Tabel 4.7 showed there was a difference between the mean score of posttest in experimental and control group. The mean score of posttest in control group was 70.15 and experiment group was 77.85. it means the mean score of posttest in experimental group was higher than the mean score in control group ( $70.15 < 77.85$ ). The standar deviation of posttest in experimental group was lower than the standar deviation in control group ( $6.83 > 6.47$ ).

## **2. Inferential Analysis**

### **a. Test of Hypothesis**

In this stage, in order to know whether there a significant difference in the result of the pretest and posttest after giving the treatment to experimental group. More over, to test this hyphotesis of this research, the researcher used SPSS 22. Nevertheless, to measure and calculate the data the posttest score of experimental and control group were input. Moreover, 0,05or 5% was determined as the significant value ( $\alpha$ ) following the formula. The result of the T-test is presented in the table below:

**Table 4.8**  
**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1				
posttest_controlclass	70.1500	20	6.83085	1.52742
posttest_experimentalclass	77.8500	20	6.47485	1.44782

The table 4.8 described the statistical result of the experimental and control group. From the group as table above, N was the total of the subject data which was 20 from the experimental and 20 from control group. It could be seen between experimental and control group there was significant different. The mean that acquire by the control group was 70.15 while the mean score of experimental group was 77.85. Further the statistical hypothesis of the research was described in the table below:

**Table 4.9**  
**The Paired Sample test**  
**Paired Samples Test**

		Paired Differences				T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower			
Pair 1	posttest_controlclass - posttest_experimentalclass	-7.70000	7.42046	1.65926	-11.17288 -4.22712	-4.641	19	.000

From the data of the paired sample test in table 4.9 based on the output, it was achieved that sig. (2-tailed) the score was 0.00 smaller than 0.05. Which means that there

is significant difference in posttest of both groups. Thus, Flyswatter game was effective in improving students' vocabulary.

## **B. Discussions**

This is research used quasi experimental that consist of two groups they are experimental class and control class. Both of class has been given pre-test and post-test. In this research, the research teach to vocabulary was limited to noun they are public place, thing, animal, profession and fruit of the seventh grade at SMPN 5 Palopo. We can compared the result students in pre-test before flyswatter game was implemented was lower that after flyswatter game was implemented. After doing the treatment and post-test, it was found that there were significant difference between the experimental group and control group. It can be seen from table 4.9 that sig. (2-tailed) that score was 0.00, smaller than 0.05. Therefore, it could be seen that  $p < \alpha$  ( $0.00 < 0.05$ ) which mean  $H_0$  is rejected and  $H_1$  is accepted. It was proved that using flyswatter game is effective to improve students' vocabulary.

The using flyswatter game in teaching vocabulary can make the process of teaching and learning vocabulary mastery more enjoyable. the students were highly motivated in doing the activity and they like it very much. Hansen said that, "game are highly motivating and entertaining, and they can give shy more students opportunity to express their opinions and feeling."<sup>59</sup> This result was supported by the previous researcher, by Rezkiah and Amri entitled "Using Flyswatter Game to Improve Students' Vocabulary at Fifth Grade of Elementary School". Based on the researcher activities,

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<sup>59</sup>Hansen, The use of games for Vocabulary presentation and Revision, <http://www.teflgames.com/why.html>.

students could improve their vocabulary because first the students learning while playing. In elementary school, students usually doing something fun.<sup>60</sup>

In collecting data, the researcher did several procedures as follow: students were given a pretest to determine their ability. After that they were given treatment as a vocabulary learning process through flyswatter game. In the pretest, the researcher asked the students to answer the vocabulary test. Based on thematic question teach noun they were, the public place, animal, thing, profession and fruit. In part A of the test (translate word), the students difficult to answer questions number 24 and 25. In other number the students can answer but they did not know to write the word well. The question number 10 was the easier question because the word was familiar. In part B of the test (matching word) the students difficult to distinguish words between magician and judge. While in part C of the test (translate picture into English) the students found difficult to translate picture number 8 and 9. In the posttest, the researcher gave test vocabulary which had different content with pretest. Posttest done after giving five times to get the students' score.

In this research, there are some difference between those previous theses and the writer's research, they are;

(1) in Ika Rahmadani Lubis thesis, She was at Mts persatuan amal bakti (PAB) 1 Hevetia and she applied the CAR method, while researcher was at SMPN 5 Palopo and applied Quasi Experimental method.

(2) in Evi Nurjannah tesis, she was research at Mts Ma'arif Cikedung and she applied the Experiment method, while this researcher was at SMPN 5 Palopo and applied Quasi Experimental method.

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<sup>60</sup>Rezkih and Amri. 2013. Using Flyswatter Game to Improve Students' vocabulary of Grade Fifth of Elementary School

(3) Ahmad's thesis took adjective clause. His research was done in SMAN 1 Wotu the Twelve high students. The different between this research was in the research material he taught adjective clause while this research taught vocabulary mastery. The similarity of the previous research with this research is the same independent variables by teaching technique using flyswatter game.

Based on the explanations of the previous research above, the result of pretest before flyswatter game was implemented was lower that after flyswatter 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 4.9 that sig (2-tailed) the score was 0,000 smaller than 0, 05. Therefore, it could be seen  $p\alpha < (0,000 < 0,05)$  which mean  $H_0$  is rejected and  $H_1$  is accepted. It means, using flyswatter game is effective to develop students' vocabulary.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion at the previous chapter, the researcher can conclude that using spelling bee game is effective to develop students' vocabulary of seventh grade at SMPN 5 Palopo. It was proven by a 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 4.9 that sig (2-tailed) the score was 0,000 smaller than 0, 05. Therefore, it could be seen  $p\alpha < (0,000 < 0,05)$  which mean  $H_0$  is rejected and  $H_1$  is accepted.

#### B. Suggestion

Based on the result of the research, there some suggestion for the English teacher, students, and further researcher, the suggestions are as follows:

##### 1. Suggestion for the Teacher

The researcher suggests for the teacher to use some technique for teaching vocabulary and of the technique is playing flyswatter game in teaching learning. It is an interesting media because it could attract the students' interest. Students are easy to memorize the material and motivated in learning. English teacher should make the teaching learning process enjoyable, because students like to play and learn best when they feel enjoyable.

##### 2. Suggestion for the Students

For the students have to study to master vocabularies, because by mastering vocabularies all skill of English can be reached. Therefore, students should develop their knowledge of vocabulary using interesting media like flyswatter because flyswatter can attract the students' interest and motivation in learning process.



### 3. Suggestion for the Researcher

The researcher hopes the result of this research can be used and additional reference; there will be a further researcher with different discussion which can make a revision within development of this flyswatter.

After getting the result of the research, the researcher stated some implication of the research as follows.

- a. This game is one of technique can applied in teaching learning
- b. Flyswatter game is an interesting game and make students motivated in learning process
- c. The students can use this media (flyswatter) as a stimulation to develop their vocabulary mastery.
- d. The game can encourage the students to be actively involved in vocabulary mastery
- e. The English teacher can used flyswatter game as a guideline to improve the students' ability in mastery vocabulary.

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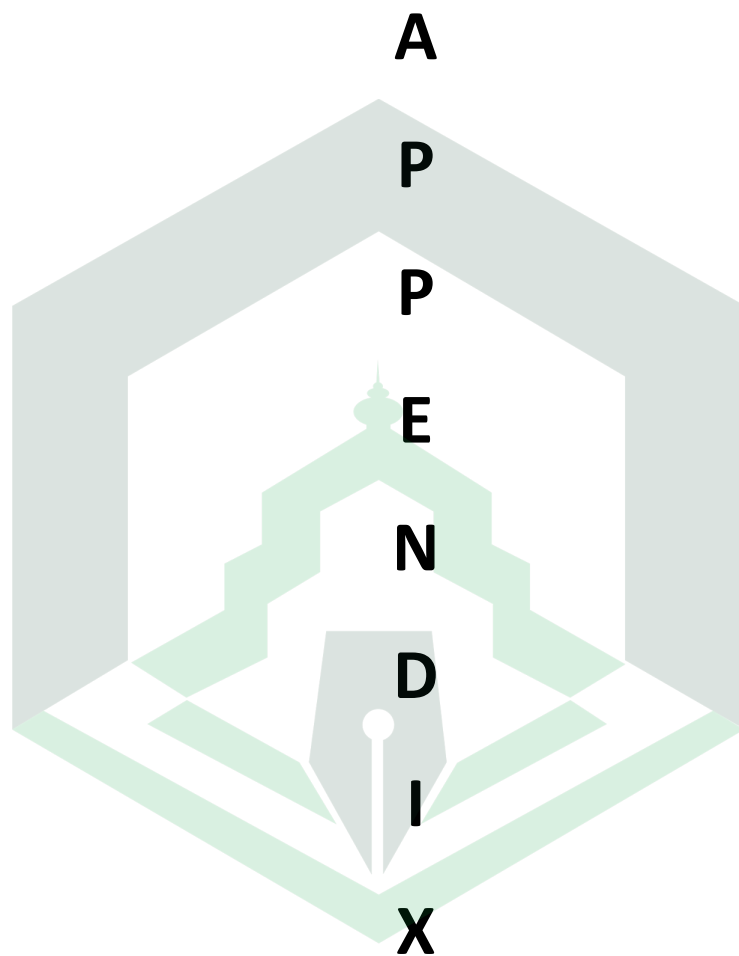
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**E**  
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Picture 1.1 Gave pre-test

❖ Control class :



❖ Experiment class:





Picture 1.2 Teaching in the class.

❖ Control class:





❖ Experimental class:



Picture 1.3 Students playing flyswatter Game:

❖ Experimental class









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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan	: SMP
Kelas/Semester	: VII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Public Place
Pertemuan Ke-	: 1
Alokasi Waktu	: 2 x 40 menit

### **A. Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. Kompetensi Dasar**

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar, Komunikasi internasional.
- 2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (instruction), Kosa kata ( vocabulary ), Tempat umum (Public place ), lisan dan tulis, sangat pendek dan sederhana.

4.10 Menyusun teks khusus berbentuk instruksi (instruction), Kosa kata ( vocabulary ), Tempat umum (Public place ), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.4.11 Menangkap makna dalam teks instruksi (instruction Kosa kata ( vocabulary ), Tempat umum (Public place ), lisan dan tulis.

3.12 Mengetahui nama nama tempat umum.

4.11 Dapat menulis nama tempat umum menggunakan bahasa inggris .

### **C. Indikator Pencapaian Kompetensi**

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi bentuk instruksi.
3. Mengidentifikasi bentuk pemberitahuan pendek.
4. Mengidentifikasi bentuk peringatan.

### **D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami dan spelling kosa kata yang berkaitan dengan Tema
2. Memahami kosa kata yang berkaitan dengan Tema

### **E. Materi Pembelajaran**

1. Definisi Playswatter game.

Flyswatter games are a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. Fly Swatter is a device for killing insects.

2. The steps of using flyswatter game:

- b. Students will complete each other to hit the word by fly swatter.
- c. Two students stand in front of the class and face their friends.
- d. Students listen to what the teacher says work carefully.
- e. They may face the white board and find the word after they listen to the word said by teacher.
- f. The students hit the word.
- g. After they have hit the word, they spell it in front of their friends.
- h. Teacher knows their winner by listen the first sound of fly swatter.

**F. Model/Metode Pembelajaran**

1. Tanya jawab
2. Tugas
3. Role play
4. Cooperative learning.
5. Pembelajaran langsung.

**G. Kegiatan Pembelajaran**

1. Kegiatan Awal (10 menit)
  - Menyapa Siswa
  - Berdoa sebelum belajar
  - Mengecek kehadiran siswa
  - Memberi motivasi agar siswa Antusias dalam mengikuti pelajaran
2. Kegiatan inti core (75 menit)
  - Menjelaskan kosa kata Mengenai Public place
  - SGuru menyuruh siswa membentuk 2 kelompok untuk memainkan flyswatter game.
  - etelah permainan berakhir guru meminta siswa untuk menyebutkan berbagai macam kosa kata mengenai public place yang mereka dapatkan selama game berlangsung.
  - Menyuruh siswa mencatat kosa kata yang ia temukan dalam permainan dibuku catatan.
3. Kegiatan Akhir (5 menit)

- Mereview kembali mengenai materi yang telah diberikan
- Menugaskan siswa untuk menghafal kosa kata yang berkaitan dengan tema.

#### **H. Media Pembelajaran**

Media: Buku, *White board*, *board marker*, *flyswatter Game*

#### **I. Penilaian**

- Test tertulis dan lisan.



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### Contoh Latihan

No.	Public places	Terjemahan
1	Beach	Pantai
2	River	Sungai
3	Cinema	Bioskop
4	Harbour	Pelabuhan
5	Park	Taman
6	Shop	Toko
7	Zoo	Kebun binatang
8	Park	Taman
9	Library	Perpustakaan
10	Temple	Candi
11	Hotel	Hotel
12	Prison	Penjara
13	Inn	Penginapan
14	Café	Kafe
15	Station	Stasiun
16	School	Sekolah
17	Churh	Gereja
18	Gas stasiun	Pom bensin
19	Air port	Bandara
20	Mosque	Mesjit

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Pre-test

No	INDONESIA	ENGLISH
1	Beruang	
2	Katak	
3	Pasar	
4	Sepatu	
5	Kelinci	
6	Kacang	
7	Telur	
8	Cacing	
9	Pepaya	
10	Singa	
11	Ikan	
12	Bioskop	
13	Badut	
14	Motor	
15	Pintu	
16	Batu	
17	Mesjit	
18	Semut	
19	Anggur	
20	Buah naga	
21	Sendok	
22	Polisi	
23	Guru	
24	Tentara	
25	Badut	



**Make words for the picture below:**

 1.....	 2.....	 3.....
---	---	---

 4.....	 5.....	 6.....
---	---	---

 7.....	 8.....	 9.....
---	---	--

 10.....
--

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### Matching Words (memasangkan kata)

- |                  |         |              |
|------------------|---------|--------------|
| 1. Semut         | (.....) | A. Ball      |
| 2. Beruang       | (.....) | B. Snake     |
| 3. Ular          | (.....) | C. Grape     |
| 4. Bola          | (.....) | D. Bear      |
| 5. Anggur        | (.....) | E. Ant       |
| 6. Mentimun      | (.....) | F. Fireman   |
| 7. Juru masak    | (.....) | G. Tailor    |
| 8. Pemadam       | (.....) | H. Designer  |
| 9. Perancang     | (.....) | I. Chef      |
| 10. Tukang jahit | (.....) | J. Cucumber. |

### Matching Words (memasangkan kata)

- |             |             |
|-------------|-------------|
| 1. Wolf     | Majalah     |
| 2. Megazine | Bandara     |
| 3. Hospital | Srigala     |
| 4. Turtle   | Kura-kura   |
| 5. Aiport   | Rumah sakit |







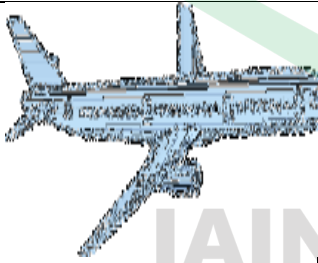


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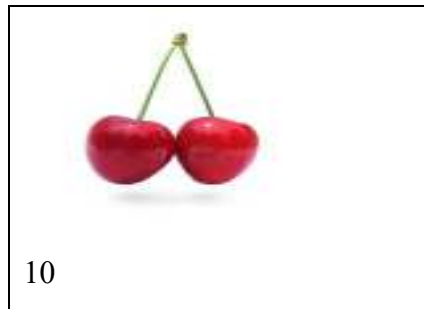
Post-test

No	INDONESIA	ENGLISH
1	Penghapus	
2	Kuda	
3	Semangka	
4	Batu	
5	Kepiting	
6	Pisang	
7	Monyet	
8	Sepatu	
9	Bebek	
10	Gelas	
11	Gereja	
12	Lebah	
13	Pasar	
14	Manggis	
15	Kunci	
16	Singa	
17	Sekolah	
18	Ikan	
19	Payung	
20	Pintu	
21	Perawat	
22	Polisi	
23	Guru	
24	Mentimun	
25	Pemadam kebakaran	

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Make words for the picture below:

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>
 <p>7</p>	 <p>8</p>	 <p>9</p>



### Matching Words (Memasangkan Kata)

- |              |         |               |
|--------------|---------|---------------|
| 11. Harimau  | (.....) | A. Stone      |
| 12. Kambing  | (.....) | B. Office     |
| 13. Batu     | (.....) | C. Tiger      |
| 14. Kantor   | (.....) | D. Orange     |
| 15. Jeruk    | (.....) | E. Sheep      |
| 16. Penyanyi | (.....) | F. Magician   |
| 17. Hakim    | (.....) | G. Watermelon |
| 18. Atlit    | (.....) | H. Judge      |
| 19. Pesulap  | (.....) | I. Athlete    |
| 20. Semangka | (.....) | J. Singer     |

### Matching Words (Memasangkan Kata)

- |            |            |
|------------|------------|
| 6. Bicycle | Cermin     |
| 7. Miror   | Kereta Api |
| 8. Hummer  | Kura-kura  |
| 9. Train   | Sepeda     |
| 10. Turtle | Palu       |