

**IMPROVING STUDENTS' VOCABULARY THROUGH FLY
SWATTER GAME AT THE SEVENTH GRADE OF SMP NEGERI
SATAP PONGSAMELUNG LAMASI**



IAIN PALOPO
A THESIS

*Submitted to the English Language Study of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement
For S.Pd Degree of English Education*

By:

NELA SARI

REG NUM : 15.0202.0127

**ENGLISH STUDY PROGRAM OF TARBIYAH AND
TEACHER TRAINING FACULTY OF STATE INSTITUTE
FOR ISLAMIC STUDIES (IAIN) PALOPO**

2020

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**ENGLISH STUDY PROGRAM OF TARBIYAH AND
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2020

THESIS APPROVAL

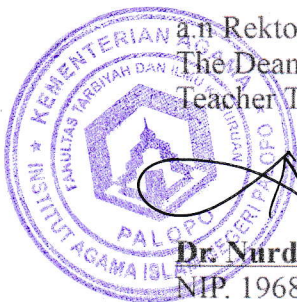
This the sientitled “Improving Students’ Vocabulary through Fly Swatter Game at the Seventh Grade of SMPN Satap Pongsamelung Lamasi” is written by Nela Sari, Reg. Number: 15.0202.0127, S1 English Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Tuesday, May12th 2022 M**, coincided with **11 Syawal 1443 H**. it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, May 12th 2022 M
11th Syawal 1443 H

COMMITTEE OF EXAMINATION

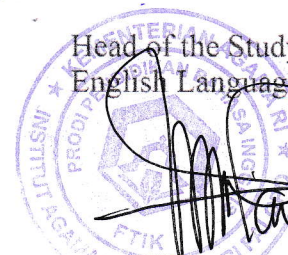
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ABSTRACT

Nela Sari, 2020, “*Improving Students’ Vocabulary Through Fly Swatter Game At The Seventh Grade of SMP NEGERI SATAP PONGSAMELUNG LAMASI.*”.Thesis Tarbiyah Department. Under Supervisor **Amalia Yahya, S.E., M.HUM** the First Consultant and **Dr. Jufriadi, S.S., M.Pd** as the second consultant.

The purpose of this study was to examine if the fly swatter game could help seventh-grade students at SMPN Satap Pongsamelung Lamasi enhance their vocabulary.

Researchers used a pre-experimental strategy in this study. Only one class participated in this study. The population in this study was the seventh-grade students of SMP Negeri Satap Pongsamelung Lamasi for the 2020/2021 academic year. The number of students is 157 people. The research sample for this study was class VII C which consisted of 32 students. The vocabulary test was used as a research tool.

SPSS 20 was used to examine the data from the pre-test and post-test. The students' mean score in the pre-experimental pre-test was lower than the mean score in the post-experimental post-test (28.44<83.91). The researcher discovered that the p -Value was 0.00 and the alpha was 0.05, resulting in $p < \alpha$ (0.00<0.05). The null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted. It means that using a fly swatter game to develop students' vocabulary is successful.

Key Words: *Vocabulary and Fly Swatter Game*

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah RobbilAlamin the researcher would like to give the big thanks to Allah SWT, the Almighty God for blessing guidance, love and mercys that the researcher has been able to start and finish this thesis as there quirement for degree of sarjana pendidikan (S.Pd). Safety and blessing be upon the prophet Muhammad Saw, his companions and his followers.

The researcher realizes that many people have contributed to accomplished this thesis with their help, support, advice, and encouragement. Therefore, the researcher would like to express her appreciation and thanks to:

1. Dr. Abdul Pirol, M.Ag. As the Rector of IAIN Palopo, who always supports and give motivation to the researcher during her studying at IAIN Palopo.
2. Dr. Nurdin K, M.Pd. As the dean of Tarbiyah and Teacher Training Faculty.
3. Amalia Yahya, SE., M.Hum. As the chief of English Study Program IAIN Palopo who always gives support, encouragement and ideas to the writer during her studying at IAIN Palopo.
4. The first consultant, Amalia Yahya, SE., M.Hum. and second consultant, Dr. Jufriadi, S.S., M.Pd. Who have given guidance, suggestion, explanation, and correction preliminary until this thesis completed.
5. All the lectures of IAIN Palopo. Thanks for their guidance, attention,

knowledge and motivation in learning and also for all staffs in IAIN Palopo, thanks for helping and kindness.

6. The entire researcher family, special thanks to my beloved mother and father: Muspin and Sutrisno who always give me sincere prayers for success of my life. My regards also to my beloved grandfathers Paeran, Muslan, grandmothers Mesira, Pinah, aunty and uncle Isna and Suhardi. And for my beloved sister Vitha Pandini, S.Pd, and beloved brothers Deni Suriansya, Aldo Maulana and Aldi Maulana, also to my cousin Doni, Febry Rahmadi. Who always give me support, motivation, strength in pray and sacrifices during I'm studying at IAIN Palopo.
7. The researcher gives special thanks to beloved best friend Asma and my friends Sugiarti, Wahyuni Tobaharu, Irwan Ramli, Kus Aida, Marhama, imma and Helma who have given contributions during the research.
8. All of my friends of English study program especially for academic year 2015 (BIG) thanks for contributions and suggestions.
9. All the teachers and students of SMPN Satap Pongsamelung Lamasi, for their participation as the object of this research especially of the seventh grade.
10. All who have given their help in writing this thesis that researcher could mention one by one.

Finally, the researcher prays to the Allah SWT gives reward to all of people who have helped the researcher and the researcher hopes this thesis can be use full and gives positive contribution for readers and other researchers.

Lamasi, 28 Oktober 2020

The Researcher



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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school. They must master English vocabulary and its grammatical rules to make communicate to another people. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything. It shows that English has a special place in the teaching of the foreign language at school, especially junior high school. Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the 2 other lessons which need a suitable technique and

methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

However, in reality, based on the researcher's observation at SMP Negeri Satap Pongsamelung Lamasi, the researcher found out some problems in the students' vocabulary. Some of the problems are the students do not practice their vocabulary, and the teacher still applies the low strategies.

Presenting exciting tactics, such as games, is one of the teaching strategies that can stimulate students to learn English. Students can learn more quickly and improve their brain's ability to learn by using games in the classroom. The brain, like any other muscle, is made up of cells. Working on, testing, and putting into competitive circumstances is critical. The more engaging and participatory a learning environment can be created by teachers, the more games and activities can be introduced. The teacher alters the shapes and manipulates the language and atmosphere to improve the students' performance. Games allow students can work together, compete with other strategies in a variety of ways, work in a difficult environment while keeping productive, and have fun while doing so. The fly swatter game is one of the activities that can help students enhance their vocabulary.

Fly Swatter game is a game where the students have to get the words that have been prepared according to the instructions from the teacher. Ideally, if the students can play a lot of games in English, their vocabulary will improve. This can be seen from the vocabulary that they don't understand Therefore, I want to

research with the title “**IMPROVING STUDENTS’ VOCABULARY TROUGH FLY SWATTER GAME AT THE SEVENTH GRADE OF SMP NEGERI SATAP PONGSAMELUNG LAMASI**”

B. Problem Statements

Based on the research background above, the problem of this research is that the students do not practice their vocabulary and the teacher chooses to use traditional and boring strategies.

C. Objective of the Research

Based on the problem formulation above, this study aims to determine if the fly swatter game is effective in improving students' vocabulary of students in seventh grade at SMP Negeri Satap Pongsamelung Lamasi.

D. Significance of the Research

This study's findings are expected to have both theoretical and practical implications.

1. Theoretically

The result of this research is expected to be able to improve students' vocabulary through fly swatter games.

2. Practically

The findings of this study are intended to be valuable in the following ways:

1. For students, this game will give students a valuable vocabulary experience as well as the opportunity to expand their understanding of vocabulary and pronunciation in a simple and fun way.
2. For English teachers, who want to apply this method in the classroom to teach vocabulary as an alternative strategy and learn something new experience in using games to teach vocabulary.
3. For researchers, who want to learn more about this game as a way to improve vocabulary.
4. For the readers, who are learning English, the fly swatter game is one of the media that can be used for vocabulary and can as supplementary material from regular practice, such as reading and writing.

E. Scope of the Research

To avoid misinterpretation to the problems, the writer would like to limit the scope of the study. The writer wants to know whether fly swatter game can improve students' vocabulary mastery, or not, especially in noun, adjective and verb.

F. Operational Definition

According to the title, "Improving Students' Vocabulary Through Fly Swatter Game at the Seventh Grade SMP NEGERI SATAP Pongsamelung Lamasi". The researcher defines it as follow:

1. Vocabulary

Vocabulary is the basic unit of language form, without vocabulary someone or students cannot to communicative effectively or express ideas.

Based on a book taught at the seventh grade of SMPN SATAP Pongsamelung Lamasi entitled English(When English Ring a Bell) published by the government of education and culture of the Republic of Indonesia 2016. In which teaches about vocabulary such as:

- a. Saying greetings: hello, good morning! how are you? what is your name?.
- b. Saying goodbye: goodbye sir, see you later, take care.
- c. Saying apologizing: I'm sorry I'm late, I'm sorry I can not help you.
- d. (Noun, verb, adjective) Job, color, hobby, sport, animals.

2. Fly Swatter Game

The flyswatter game involves students using the fly swatter and directions from the teacher to find and complete the sentences throughout the classroom. Students are expected to be active and clever while playing this game such as hitting the picture quickly and completing the sentences that have been prepared correctly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Several studies have been conducted in the process of improving students' vocabulary mastery.

1. Ika Rahmadani Lubis in her research entitled **“Improving Students’ Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia”** the research proved that fly swatter game can retain students’ vocabulary. It can be seen from the improvement of the students score. The students’ average score of pre-test was 53.3. After the implementation of fly swatter game, the average score of post-test 1 cycle 1 was 70.9. Then, the researcher continued to the second cycle with the average post-test 2 were 83.5 or 85.7% passed the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined. Besides, improving the students’ score, the implementation of fly swatter game got positive responses from students in their teaching-learning process of vocabulary.¹

2. Evi Nurjanah in her research entitled **“The influence of Fly Swatter Game on Improving Students' Vocabulary at the First Grade of MTs Ma'Arif Cikedung”** the researcher received vocabulary-based learning the fly swatter game can be an alternative in teaching English, especially for teaching

¹Ika Rahmadani Lubis *Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia*

vocabulary. The advantage of this game is that supports students to improve their sight-word dictionary and can be a valuable tool, besides that students will get interesting learning through this game, because games make the atmosphere fun.²

3. Ita Kurniawati entitled **“Improving Students’ Vocabulary Mastery Through Mindmapping Strategy (A Classroom Action Research at the Second Year students of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011)”**. She used quantitative approach to describe the students’ interest and to explain the procedure of mind-mapping strategy when it was implemented in teaching learning processes. She also used quantitative approach to find out the improvement of students’ vocabulary mastery through pre-test and post-test. The mean score of pre-test in cycle I was 54 and cycle II was 56, 33, while the score of pos-test in cycle I was 65,66 and cycle II was 76,66.³

Based on previous research, the researcher determined that teachers can utilize a variety of methods or techniques to help students enhance their vocabulary mastery. To assess students' ability to pay attention while vocabulary, the researcher used a novel learning strategy, namely the Fly Swatter game.

² Evi Nurjanah *The influence of Fly Swatter Game on Improving Students' Vocabulary at the First Grade of MTs Ma'Arif Cikedung*

³ Ita Kurniawati Entitled *Improving Students’ Vocabulary Mastery Through MindMapping Strategy (A Classroom Action Research At The Second Year Students Of Smp Negeri 2 Polanharjo, Klaten In The Academic Year Of 2010/2011)*

B. Vocabulary

1. Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.⁴ Generically, vocabulary is the knowledge of meanings of words.⁵ Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.⁶ Vocabulary is all the words that a person knows or uses.⁷ Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.⁸ The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students

⁴ Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285.

⁵ Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc., p. 3

⁶ Jim Scrivener, (1194), *Learning Teaching*, English: Heinemann Publishers Oxford, p.74

⁷ 4 Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

⁸ Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

2. The Types of Vocabulary

Types of vocabulary, they are active and passive vocabulary⁹. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary.¹⁰ Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skills; speaking, writing, reading, and listening.

⁹ John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

¹⁰ Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit.*, p. 3

Different from John, Wiji divides vocabulary into four groups as follows:¹¹

a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.

b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. Its means that is a link among words.

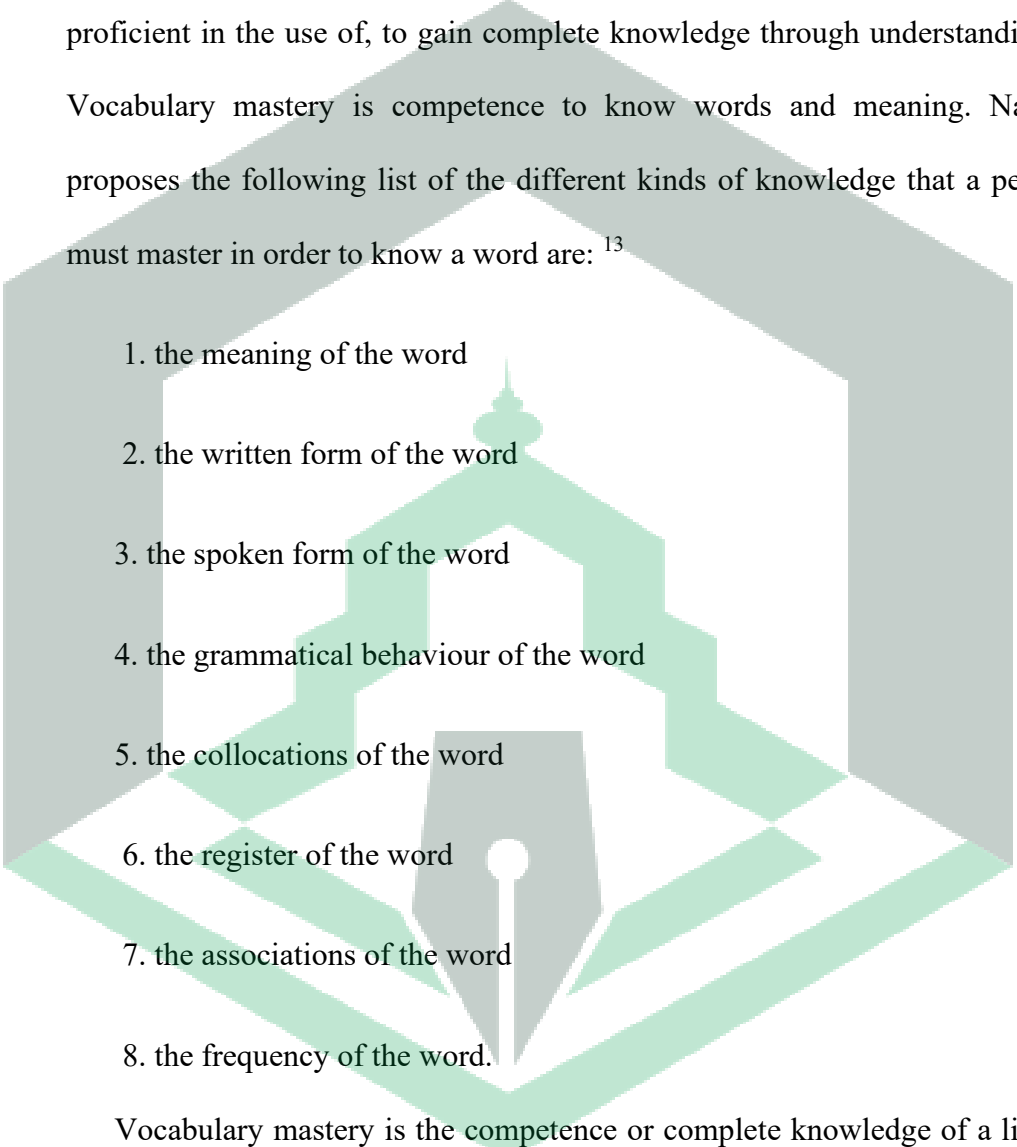
c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. Too means that Anton also can speak English well. although the sentences does not show immediately that Anton can speak English well.

d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

¹¹ Wiji Lestari, (2013), *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

3. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding.¹² Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:¹³

- 
1. the meaning of the word
 2. the written form of the word
 3. the spoken form of the word
 4. the grammatical behaviour of the word
 5. the collocations of the word
 6. the register of the word
 7. the associations of the word
 8. the frequency of the word.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master

¹² William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

¹³ Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, New York: Cambridge University Press. p. 5.

English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.¹⁴

4. The Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities.¹⁵ Many problems faced when Indonesian students learn a target

¹⁴ Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

¹⁵ 2 Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication. Term used to classify word based on their functional categories are called part of speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.¹⁶ Noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities.¹⁷ Verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.¹⁸ Adjective is a word used to qualify a noun or pronoun.¹⁶ Adverb is a word which modifies a verb, adjective or another adverb.¹⁹

C. Game

1. Definition of Game

Jill Hadfield stated that “a game is an activity with rules, a goal and an element of fun”. Meanwhile Julia Dobson has her own opinion about games "I have found that a good language game is a wonderful way to break the routine

¹⁶ Hall J. Eugene, (1993), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

¹⁷ Random House Webster’s Collage Dictionary, (2001), America: United States of America, p. 842

¹⁸ *Ibid.* p. 1358

¹⁹ A.J. Thomson and AV. Martinet, (1986), *A Parctical English Grammar*, Oxford: Oxford University Press, p.10

of classroom drill because it provides fun and relaxation while remaining very much within the framework of language learning and my even reinforce that learning”.

Andrew Wright, David Betteridge, and Michael Buckby stated in Games for Language Learning Book" game to an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. It means that games are interesting things because games might make students enthusiastic to play them, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and it is also entertaining because students are fun and enjoy playing and interacting each other.

Based on the previous explanation, it can be said that the game is part of the fun activities that can be done in the classroom as a secret plan or trick to entertain students and both teachers and students will benefit from increased effectiveness and a sense of fulfillment in the teaching and learning process.

2. Types of Game

Wincenty Oko describes the game as a type of play that follows a set of rules. In this situation, achieving a certain score is a crucial component of the game. He also emphasizes the game's educational functions: respect for rules, the ability to compete, and teaching how to win and lose. The didactic game, on the other hand, is a game having a specific didactic objective, such as a teaching tool.

simulation games – the task is to present a specific fragment of reality in a simplified manner, which makes it easier to observe or manipulate it;

situational games – the idea is to challenge children and the youth to solve fictional tasks,

staging games – they require the reproduction of past events or create new plans of those events.

Franciszek Szlosek provides a slightly different classification of didactic games, which he ranks among activating teaching methods. He distinguishes the following game types:

simulation-based – actions taken by players resemble actions taken by people in real situations in everyday life;

decision-based – role play by students with the presentation of thoughts, statements, and attitudes;

psychological – based on interactions between individuals or groups striving to achieve set goals (Szlosek, 1995).²⁰

3. The Function of Game

Many studies have also shown that video games have a favorable and beneficial impact on foreign language learning (cf. Carrier, 1985; Chen,

²⁰Type of game based on the teaching method (Szlosek, 1995).

2005; Jacobs, n.d. b; or Kupeckova, 2010). The following are the reasons behind this assertion:

- games get students involved in their learning; they motivate them
- games encourage creative and spontaneous use of language (cf. Chen, 2005)
- games introduce a change informal learning situations
- games create a pleasant stress-free and relaxing atmosphere in a language class
- games unconsciously promote and practice all four basic language skills, such as listening, reading, speaking, and writing
- games help the teacher to create contexts in which the language is useful and meaningful (cf. Wright, Betteridge, & Buckby, 2005)
- Why Games reduce students' fear of speaking in front of their peers; they are less intimidated in this less formal learning environment.
- Games are student-centered.
- Games can encourage student collaboration.
- Games can appeal to a wide range of intelligence (Garndner, 1999, as cited in Jacobs, n.d. b).²¹

²¹<http://cometaresearch.org/educationvet/didactic-games-as-teaching-method/>

D. Fly Swatter Game

1. Definition of Fly Swatter Game

One of the activities in mastering vocabulary is the Fly Swatter game. The fly swatter game is an interesting activity for students because it can learn through play. Fly Swatter is an object used to kill flies which consists of a flat piece of plastic on a long handle²². The fly swatter game is a game where students must find and complete sentences on the blackboard or the wall around the classroom with using the teacher's instructions. Fly Swatter is a tool to kill insects.

This game may be a very useful tool for students who want to develop their vision dictionary. Students are encouraged to be active and imaginative in finding words based on certain clues in this game. This game is entertaining enough to dispel the incorrect judgment that learning English is difficult and uninteresting.

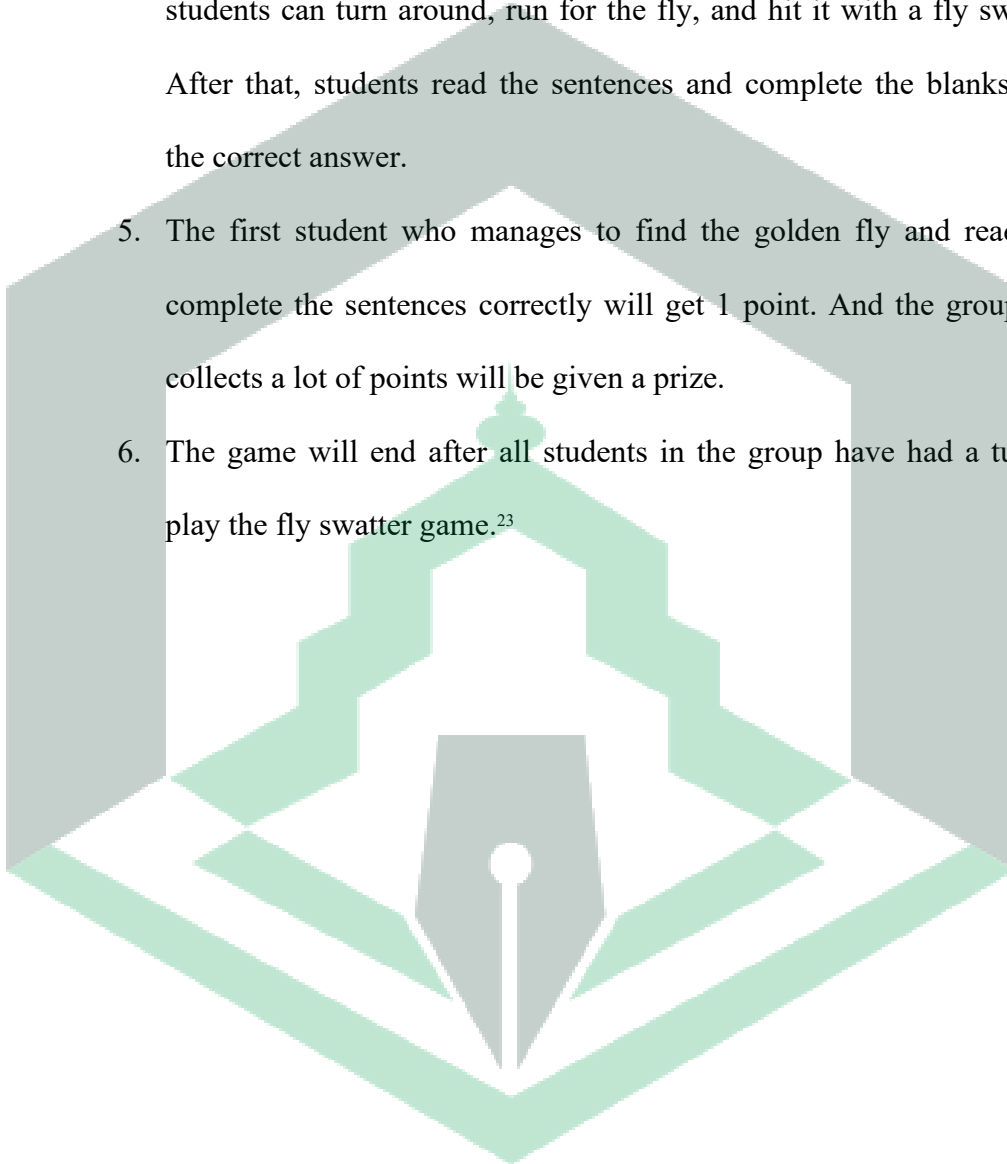
2. Procedure of Using Fly Swatter Game

1. The students are divided into four groups by the teacher.
2. The teacher prepares the material to be used in-game in the form of pictures of flies in which there is an incomplete sentence. In 10 pictures of flies, the teacher only prepares 1 gold fly as extra points and sticks them on the walls of the classroom.
3. The teacher invites one member of each group to come forward and stand in front of the class, facing the blackboard so that he is unable to

²² Macmillan Dictionary, *Definition of Fly Swatter*, Retrieved on November 29th 2016, form <http://www.macmillandictionary.com/dictionary/british/flyswatter>

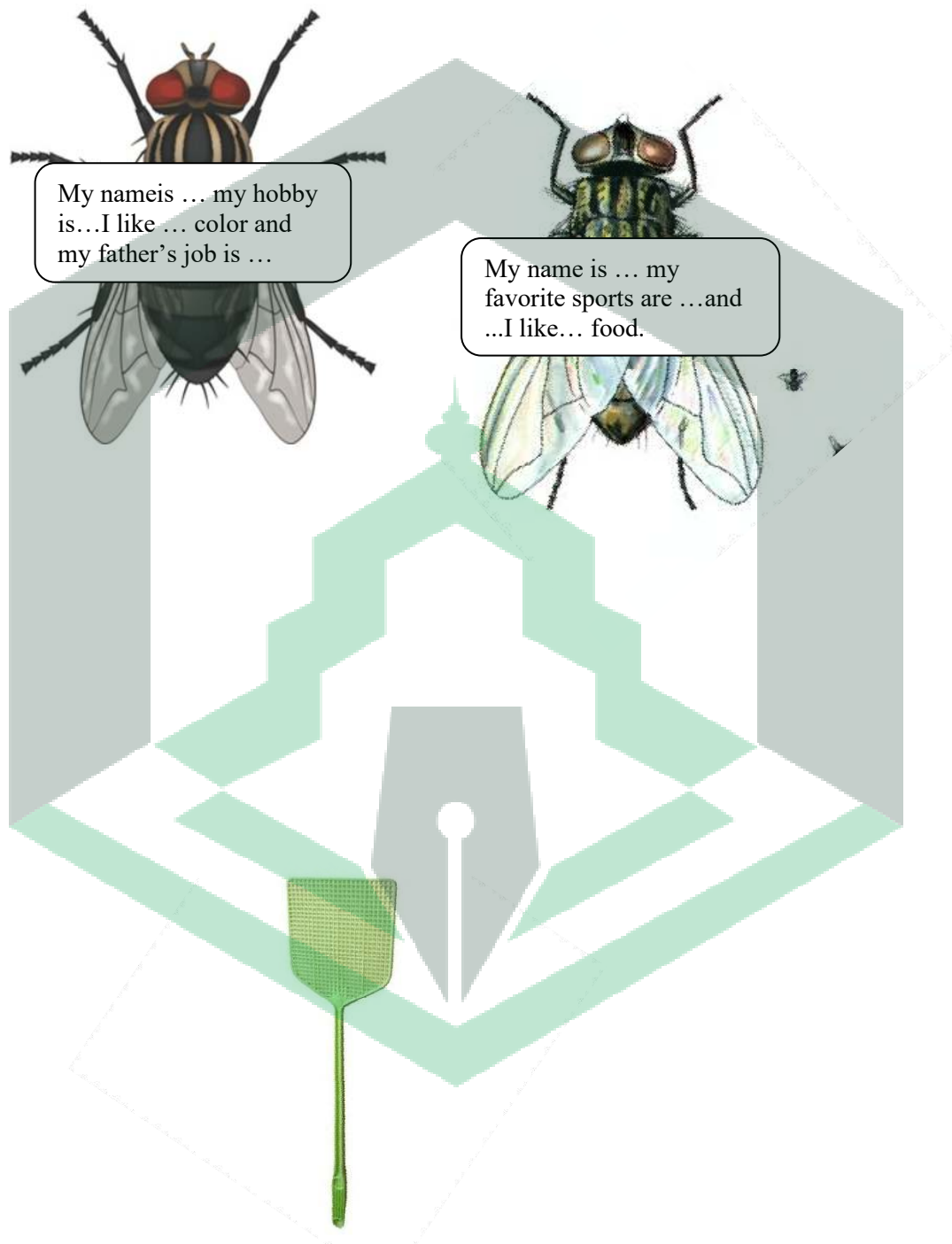
read the phrase taped to the classroom wall. The teacher gives them a Fly swatter to each representative of the group.

4. The teacher gives instructions, such as (1,2,3 find your fly), and students can turn around, run for the fly, and hit it with a fly swatter. After that, students read the sentences and complete the blanks with the correct answer.
5. The first student who manages to find the golden fly and read and complete the sentences correctly will get 1 point. And the group that collects a lot of points will be given a prize.
6. The game will end after all students in the group have had a turn to play the fly swatter game.²³



²³ Helena Rizkiah and Zul Amri, (TT), Jurnal of *Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School*, Padang: Universitas Negeri Padang, p. 4

3. The fly swatter game's tool and picture



4. The Disadvantages of Using Fly Swatter Game

The use of the fly swatter game to increase students' vocabulary has several downsides. Some of the downsides are as follows:

1. Teachers will need more time, such as time to split groups.
2. There was a lot of noise in class.
3. Some students are unconcerned while others play the games.

5. The Advantages of Using Fly Swatter Game

Advantages of playing fly swatter game to improve students' vocabulary. Some of the benefits are as follows:

1. It is not a boring activity to engage in.
2. It is educational and interesting for students.
3. makes learning and acquiring new words simple for students.
4. It involves friendly rivalry and keeps students interested.²⁴

²⁴Wivesunscripted, *The Flyswatter Game*, Retrieved on December 4th, 2016, form <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>

6. Teaching Vocabulary By Using Fly Swatter Game

Teachers can utilize the fly swatter game to assist students to improve their vocabulary mastery. It will be aimed towards junior high school students in this case.

Pre-teaching activity, teaching activity, and post-teaching activity are the three stages of using a fly swatter game.²⁵

1. Pre-teaching Activity

Pre-teaching activities are done in the classroom at the beginning of the teaching-learning process to spark students' attention and prepare them to learn. During pre-teaching, a variety of activities will be carried out.

The teacher begins by introducing and brainstorming a topic. It allows students to reflect on what they already know about the subject and to introduce some vocabulary. Several approaches can be utilized to introduce the issue.

Second, the teacher assesses the students' prior knowledge by asking them questions about the words they are familiar with. The students are then instructed to play a game by the teacher. The teacher must, however, clarify the rules before beginning the game. Finally, the teacher explains

²⁵Jack C. Richard and Theodore S. Rodgers, (1999), *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, p. 35-37

the rules of the game that students must obey. Here are the rules of the game:

- a) They may not use a fly swatter to hit other students.
- b) The fly swatter should not be thrown at just anyone.
- c) They may not use their arms or body to “block” another player from doing something.

2. During Teaching Activities

The teacher assesses the students' present level of preparedness. The teacher begins directing the students to the game once they are ready. It takes 60 minutes to complete the game. There are a few key factors to keep in mind as the game progresses.

- a) The teacher's responsibility is to determine whether or not this game is successful. In this game, the teacher performs various roles, including the facilitator, educator, and leader.
- b) The role of the students in this game is that they are the learning objects. It signifies that students adhere to all game-related instructions. They play the game according to the rules set by the teacher. Furthermore, all students should take part in expressing their speaking skills and pay attention to their peers' success in the game. Additionally, students must have a pleasant mood while participating in the game.

3. Post teaching activity

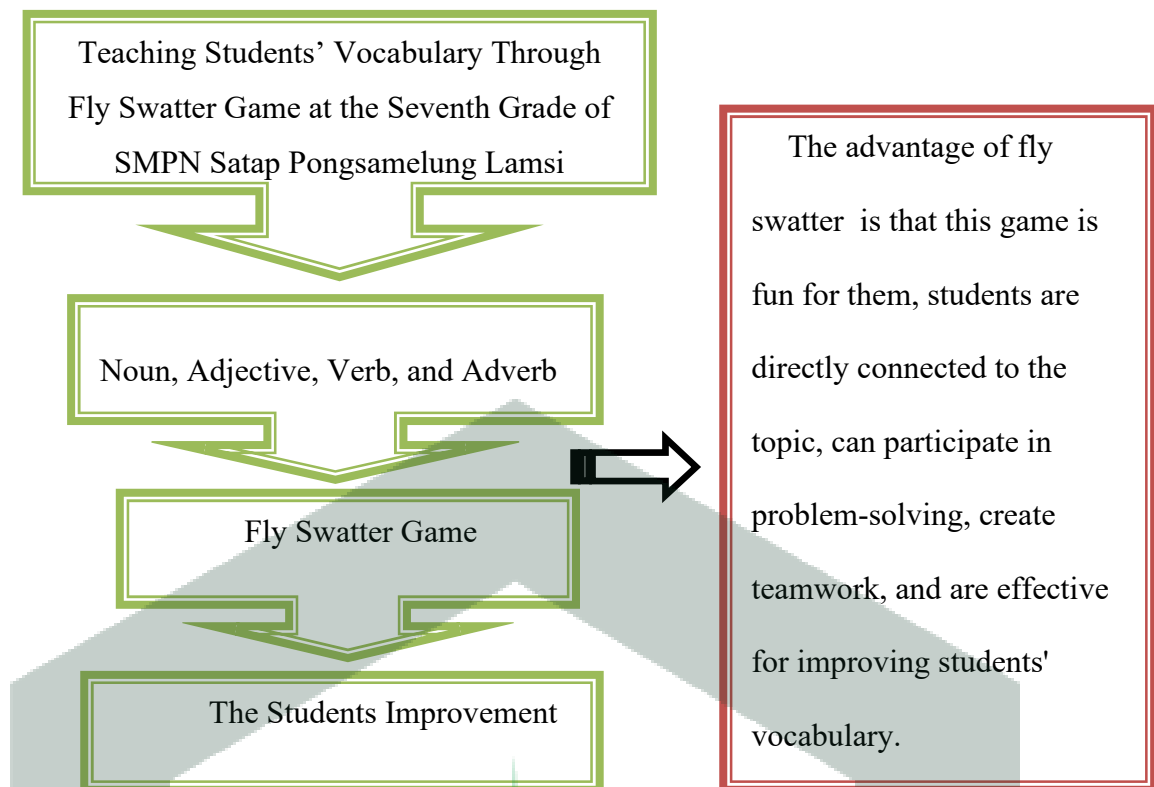
The teacher provides exercises as part of the post-teaching activities. The task is completed by each student independently, based on the teacher's instructions. This activity is required to evaluate students' comprehension of the terms learned during the game.

E. Conceptual Framework

As previously stated, students should have vocabulary mastery. Speaking is communicating with others, knowledge, ideas, opinions, feeling the need to be a concept and take, from what they will say, or can be referred to as through conversation, then find out what is happening. As part of a dialogue or more addressing linguistic transitions, there are phases of interaction and agreement.

To learn the four English skills, the teacher must use an effective technique for teaching vocabulary. It is also necessary for students to acquire English, yet they frequently struggle with vocabulary. The reason for this is that the teaching-learning process is boring. As a result, it's not unexpected that students have trouble mastering their vocabulary.

Students recognize that developing vocabulary is critical to learning English, but they often lack a clear concept of how to learn vocabulary. It is difficult for students to recall new words since words are slippery. For giving new words, the teacher should be innovative and up to date. They are allowed to do whatever they want to improve their vocabulary.



Based on the discussion above, the researcher believes that using the fly swatter game to teach vocabulary can help students improve their language mastery.

F. Hypothesis

In this study, the researcher used statistical hypotheses such as:

1. H0: Using the Fly Swatter game to improve the vocabulary mastery of SMP Satap Pongsamelung Lamasi seventh grade students is ineffective.
2. H1: At SMP Negeri Satap Pongsamelung Lamasi, the usage of the fly swatter game is successful in improving seventh-grade students' vocabulary.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

The researcher used pre-experimental research. The researcher utilized a pre-experimental process and a total population sampling strategy. The effectiveness of the Fly Swatter game in developing students' vocabulary at SMP Negeri Satap Pongsamelung Lamasi's seventh grade was determined using this method.

2. Design

The researcher used a pre-test and post-test strategy. The research design is as follows:

Where :

O1 = Pre-test

X = Treatment

O2= Post-test

O1 X O2

B. Population and Sample

1. Population

The subjects of this study are SMPN Satap Pongsamelung students. There are nine classes, 147 males and 125 females. Therefore, the total number population is 272 students.

2. Sample

Purposive sampling strategies were used in this study because they improved the study's effectiveness. Researchers chose class VII.C for the academic year 2019/2020 research sample for vocabulary. The research took 32 students as samples. Researchers use pre-experimental. The reason researchers chose this class is less active and has difficulty learning English subjects. Some students feel bored and prefer to joke, talk, and some even fall asleep because the learning outcomes are low. In addition, English subject teachers can also help students learn English, in addition to using proper approaches in the process of learning English in class VII C for the 2019/2020 academic year. Therefore, researchers try to play the learning method of the Fly Swatter game to improve students' vocabulary.

C. Instrument of the research

In this study, the researcher uses oral tests. The researcher provided an exam to SMPN Satap Pongsamelung Lamsi in class VII C students in order to conduct the study, by following the questions contained below the picture in

the fly swatter game. From the test, the researchers assessed the ability, fluency, and completeness of the students.

D. Procedure of Collecting Data

1. Pre-test

The researcher conducts a post-test after providing the treatment. The researcher will conduct a 60-minute post-test to learn and identify the students' prior knowledge of vocabulary after teaching them using the Fly Swatter game.

2. Treatment

The researcher assists the students after the pre-test. It's anticipated that students' vocabulary would improve. During the sixth encounter, the researcher carried out the treatment. These steps are as follow:

a. First Meeting

1. The researcher separated the students into four groups.
2. The researcher prepared the material about (Alphabet and Number) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.
 4. The Researcher gave them a Fly swatter to each representative of the group.
 5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
 6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
 7. The game ends after all students in the group have had a turn to play the fly swatter game.
- b. The second meeting
1. The researcher separated the students into four groups.
 2. The researcher prepared the material about (Name, Address, Age) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall. Can't read the sentence that has been pasted on the classroom wall.
 4. The Researcher gave them a Fly swatter to each representative of the group.
 5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
 6. The first students who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
 7. The game ends after all students in the group have had a turn to play the fly swatter game.
- c. The third meeting
1. The researcher separated the students into four groups.
 2. The researcher prepared the material about (Hobby and Favorite sports) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.
 4. The Researcher gave them a Fly swatter to each representative of the group.
 5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
 6. The first students who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
 7. The game ends after all students in the group have had a turn to play the fly swatter game.
- d. The fourth meeting
1. The researcher separated the students into four groups.
 2. The researcher prepared the material about (Family and Profession) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.
4. The Researcher gave them a Fly swatter to each representative of the group.
5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
6. The first students who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
7. The game ends after all students in the group have had a turn to play the fly swatter game.

e. The fifth meeting

1. The researcher separated the students into four groups.
2. The researcher prepared the material about (Favorite Color and animals) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.
4. The Researcher gave them a Fly swatter to each representative of the group.
5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
6. The first students who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
7. The game ends after all students in the group have had a turn to play the fly swatter game.

f. The sixth meeting

1. The researcher separated the students into four groups.
2. The researcher prepared the material about (Favorite Food and Drink) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extrapoints and sticks them on the walls of the classroom.

3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.
4. The Researcher gave them a Fly swatter to each representative of the group.
5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.
6. The first students who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.
7. The game ends after all students in the group have had a turn to play the fly swatter game.

3. Post-test

The researcher conducted a post-test after administering the treatment. The post-test will take 30 minutes, and the researcher will use the fly swatter game to find out and identify the students' basic knowledge on vocabulary after training.

E. Technique of data analysis

Before analyzing the data, the researcher collected the data and analyzed

by using procedures follows:

- a. Taking a look at the raw data from the pre-test. Each student received a 1 for the correct answer and a 0 for the incorrect answer.
- b. Scoring the students' correct answers of pre-test and post-test.

$$\text{Score} = \frac{\text{students' correct answer total number}}{\text{Total number}} \times 100$$

- c. Classify student scores based on the following description:

Excellent	85 – 100
Very High	75- 84
High	65 – 74
Middle	55 – 64
Low	35 – 54
Very Low	0 – 34

- d. Calculate the percentage of student level using the formula below.

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

Where:

P = percentage

F = frequency

N = total sample

- e. Using SPSS 20 for Windows, calculate the mean, standard deviation, frequency table, and test the difference between pre-experimental vocabulary mastery achievement.



CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Findings

The results of the statistically examined data were revealed in the research findings. It was made up of the students' pre-test and post-test scores.

1. The Students' Score of Pre-Test and Post-Test

Table 4.1 The Students' Score of Pre-Test and Post-Test

Respondent	Pre-Test	Post-Test
R1	35	90
R2	40	100
R3	25	75
R4	40	100
R5	40	100
R6	40	100
R7	25	75
R8	25	75
R9	30	85
R10	30	85
R11	25	80
R12	20	75
R13	20	75
R14	25	80
R15	35	90
R16	20	75
R17	20	75
R18	20	75
R19	40	100
R20	40	100
R21	20	75
R22	30	85
R23	35	90
R24	20	75
R25	20	75
R26	25	80
R27	25	80
R28	25	80
R29	30	85
R30	30	85
R31	20	75
R32	35	90

As shown in the table above. There is a disparity between the pre-test and post-test outcomes of the students. Because when the students completed the pre-test, the researcher had not yet given them the treatment. Why, then, was the students' post-test score higher? because the researcher had previously administered the treatment.

2. The Rate Percentage of the Students' Pre-test

Table.4.2 The Rate Percentage of the students' Pre-test

Classification	Score	Frequency	Percentage
Excellent	85 - 100	-	0%
Very High	75 - 84	-	0%
High	65 - 74	-	0%
Middle	55 - 64	-	0%
Low	35 - 54	10	31.0%
Very Low	0 - 34	22	69.0%
Total		32	100%

Table 4.2 shows that 10 students (31.0%) received a low grade. There were 22 students (69.0%) who received a very low grade, and no students who received a reasonably good, high, or very good grade.

3. The Rate Percentage of the Students' Post-test

Table 4.3: Post-test Percentage Scores of Students

Classification	Score	Frequency	Percentage
Excellent	95 - 100	15	47.0%
Very Good	85 - 94	17	53.0%
Good	75 - 84	-	0%
Fairly Good	65 - 74	-	0%
Poor	55 - 64	-	0%
Very Poor	0 - 44	-	0%
Total		32	100%

Table 4.3 shows the results of the analysis. 15 students received excellent grade and 17 students received high grade.

4. The Descriptive Statistic of the Students' Pre-test and Post-test

Table 4.4 The Descriptive Statistic of the Students' Pre-test and Post-test

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	20	40	28.44	7.453
Post-test	32	75	100	83.91	9.396
Valid N (listwise)	32				

The maximum score was 40, and the lowest was 20 as shown in Table 4.4. The average pre-test score for students was 28.44, with a standard

deviation error of 7.453. The students had a highest score of 100 and a lowest score of 75. It also shows that students had an average post-test score of 8.391, with a standard deviation error of 9.396.

5. The Paired Samples Statistic of Pre-test and Post-test

Table 4.5 The Paired Samples Statistic o Pre-test and Post-test

Paired Samples Statistic				
	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	28.44	32	7.453	1.317
Post-test	83.91	32	9.396	1.661

The students' pre-test means the score was 28.44, while the post-test mean score was 83.91, as indicated in Table 4.5. The pre-test standard deviation was 7.453 and the post-test standard deviation was 9.396. The utilization of the fly swatter game increased the students' vocabulary.

6. The Paired Sample Correlations of Pre-test and Post-test

Table 4.6 The Paired Sample Correlations of Pre-test and Post-test

Paired Sample Correlation				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	.977	.000

In Table 4.6, the correlation between the pre-test and post-test was 977.

7. The Paired Samples Test of Pre-test and Post-test

Table 4.7: The Paired Sample Test of Pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-55.469	2.652	.469	-56.425	-54.513	-118.333	31	.000

SPSS 20 was used to test the hypothesis. The researcher employed a paired sample t-test (testing significance) in this situation, This is a test to see if there is a significant change between the pre-test and post-test results in the students' mean score.

8. The Probability Value of the Student's Achievement

Table 4.10: Probability value of the students' achievement

Variable	P-Value	(α)
X2-X1	0.00	0.05

Table 4.18 reveals that the Probability Value is less than alpha (α) (0.000 0.05) and the degree of freedom is 31, indicating a substantial difference in post-survey results. The null hypothesis (H_1) was accepted, while the alternative hypothesis (H_0) was rejected out. The Fly Swatter

game was found to increase students' vocabulary and add significantly to their vocabulary when used as authentic material.

B. Discussion

Based on the research findings, data analysis suggests that employing the Fly Swatter game to improve students' vocabulary is effective. It can be observed in the post-survey table before and after continued therapy with the Fly Swatter game.

In determining the results of students' scores on the pre-test, there is respondents get a value of 25 at the pre-test and then get a value of 75 at the post-test. This is because, during the pre-test, the researcher did not administer treatment; however, after the pre-test, the administered treatment six times. The researcher then administers a post-test, with the results indicating that the fly swatter game can improve students' vocabulary. And also there is the respondent in the pre-test got a value of 30 and the students' post-test score increased to 90. This was because in the pre-test the students had not been given treatment for 6 treatments. After therapy, the researcher administer the respondent's test to see if the fly swatter game helped students enhance their vocabulary. This means that the fly swatter game is a good way to help students improve their vocabulary. The student's post-test score increased to 100 after the respondent in the pre-test received a value of 40. This was because the students had not received treatment for six sessions during the pre-test. After therapy, the researcher administered a post-test to see if the fly swatter game helped students enhance their vocabulary. This

means that playing the fly swatter game can help students enhance their vocabulary.

The researcher explained at the start of the study that there were numerous approaches used to determine students' speaking abilities. Many tests were conducted to gather data, including a pre-test and a post-test. Teacher take a pre-test to measure their skill and comprehension of students speaking skills. The researcher administered treatment after administering a pre-test. Six treatments have been carried out by the researcher. In this treatment, researchers explain noun phrases and complete the blank sentence in the fly swatter game. The researcher then gave a different speaking exam in the post-test than in the pre-test. After providing pupils six sessions, a post-test was given to the students to establish their post-test outcomes as well as their development in speaking ability.

In this study, there were previous researchers: the fist, Ita Kurniawati entitled "*Improving Students' Vocabulary Mastery Through Mindmapping Strategy (A Classroom Action Research at the Second Year students of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011)*". She used quantitative approach to describe the students' interest and to explain the procedure of mind-mapping strategy when it was implemented in teaching learning processes. She also used quantitative approach to find out the improvement of students' vocabulary mastery through pre-test and post-test. The mean score of pre-test in cycle I was 54 and cycle II was 56, 33, while the score of pos-test in cycle I was 65,66 and cycle II was 76,66.

The second research Evi Nurjanah in her research *entitled "The influence of Fly Swatter Game on Improving Students' Vocabulary at the First Grade of MTs Ma'Arif Cikedung"* the fly swatter game can be an option in teaching English, especially for teaching vocabulary, according to the study. The benefits of this game include helping students develop their sight-word dictionary and being a valuable tool; also, students will love studying with this game *because it creates a lively and enjoyable environment.*

The third Ika Rahmadani Lubis in her research *entitled "Improving Students' Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia"* the research proved that fly swatter game can retain students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 53.3. After the implementation of fly swatter game, the average score of post-test 1 cycle 1 was 70.9. Then, the researcher continued to the second cycle with the average post-test 2 were 83.5 or 85.7% passed the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal (KKM) 75* as the criterion of success determined. Besides, improving the students' score, the implementation of fly swatter game got positive responses from students in their teaching-learning process of vocabulary

Base on the explanation, vocabulary teaching using fly swatter game at SMPN Satap Pongsamelung Lamasi, The students' vocabulary scores improved significantly. As a result, it can be concluded that using a fly

swatter game to teach vocabulary has solved students' vocabulary problems and enhanced their vocabulary mastery for SMPN Satap Pongsamelung Lamasi seventh grade students. As a result, the study's hypothesis that "the use of an effective fly swatter game to teach vocabulary is approved" is accepted.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the study, the application of the fly swatter game to develop the vocabulary mastery of class VII students of SMPN Satap Pongsamelung Lamasi was successful. It can be shown that students who learn speaking skills through fly swatter games have significantly different learning outcomes than students who do not learn speaking skills through fly swatter games. It may be demonstrated by the students' results, It shows that the pre-experimental pre-test means the score is 28.44 and the post-experimental post-test mean score is 83.91.

B. Suggestion

The researcher recommends the following parties based on the study's findings:

1. For the Teacher

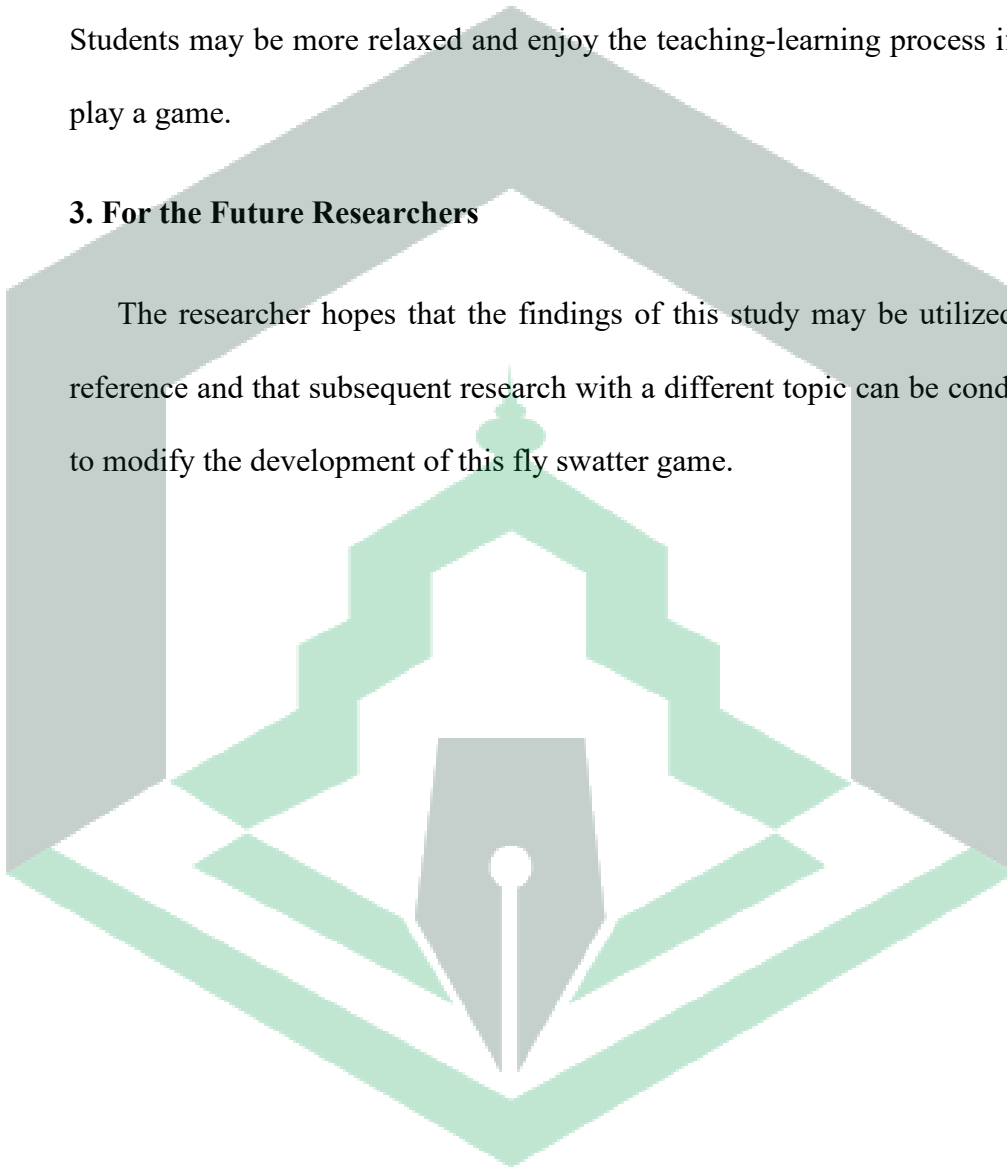
The findings of this study can assist English teachers in using the fly swatter game to teach students speaking skills, as well as updating the old way to a new, more engaging method.

2. For the Students

The result of this research can motivate the students to improve their speaking skills. Teaching vocabulary through the "Fly Swatter Game" Students may be more relaxed and enjoy the teaching-learning process if they play a game.

3. For the Future Researchers

The researcher hopes that the findings of this study may be utilized as a reference and that subsequent research with a different topic can be conducted to modify the development of this fly swatter game.



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APPENDIX 1. SPSS

1. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	32	20	40	28.44	7.453
Post-test	32	75	100	83.91	9.396
Valid N (listwise)	32				

2. The Mean Score and Standard Deviation of Pre-test and Post-test

Paired Samples Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	28.44	32	7.453	1.317
Post-test	83.91	32	9.396	1.661

3. The Mean Score Correlations of Pre-test and Post-test

Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	32	.977	.000

4. The Paired Samples Test of Pre-test and Post-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			
Pre-test Pair 1 - Post-test	-55.469	2.652	.469	-56.425	-54.513	-118.333	31	.000

5. The Cumulative Percent of test of Pre-test and Post-test

Table 4.8 Pre-test Cumulative Percentage Test

Pre-test					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	20	9	28.1	28.1	28.1
	25	8	25.0	25.0	53.1
	30	5	15.6	15.6	68.8
	35	4	12.5	12.5	81.3
	40	6	18.8	18.8	100.0
Total	32	100.0	100.0	100.0	

Post-test Cumulative Percentage Test

Post-test

	Frequency	Percent	Valid Percent	Cumulative Percent
75	12	37.5	37.5	37.5
80	5	15.6	15.6	53.1
85	5	15.6	15.6	68.8
90	4	12.5	12.5	81.3
100	6	18.8	18.8	100.0
Total	32	100.0	100.0	

APPENDIX. 2 Lesson Plan

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 07:30-08:30AM

Date: 23 /4/2020

Book: Bahasa Inggris

(When English Rings a Bell)

The First Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none"> • Introduction Activity <ul style="list-style-type: none"> - Greeting - Pray - Check the students list of students • Motivation <ul style="list-style-type: none"> - Warming up activity - Explain how important the 	10 m	- A Clock	- Some students may arrive late

	<p>next competence learning that should be master by the students</p>			
<p>II. Pre-Speaking</p>	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (Alphabet and Number) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	<p>10 m</p>	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
<p>III. Production</p>	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures 1. The researcher separated the students into four groups 2. The researcher prepared the material about (Alphabet and Number) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one member of each group to come 	<p>35 m</p>	<ul style="list-style-type: none"> - Fly Swatter - Fly pictures 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (Alphabet and Number) - During activity in play game some

	<p>forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		<ul style="list-style-type: none"> - Marker - White board 	<p>students many not give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning process 	<p>5 m</p>		

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 08:30-09:30AM

Date: 27/4/2020

Book: Bahasa Inggris

(When English Rings a Bell)

The Second Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none">• Introduction Activity<ul style="list-style-type: none">- Greeting- Pray- Check the students list of students• Motivation<ul style="list-style-type: none">- Warming up activity- Explain how important the next competence learning	10 m	- A Clock	- Some students may arrive late

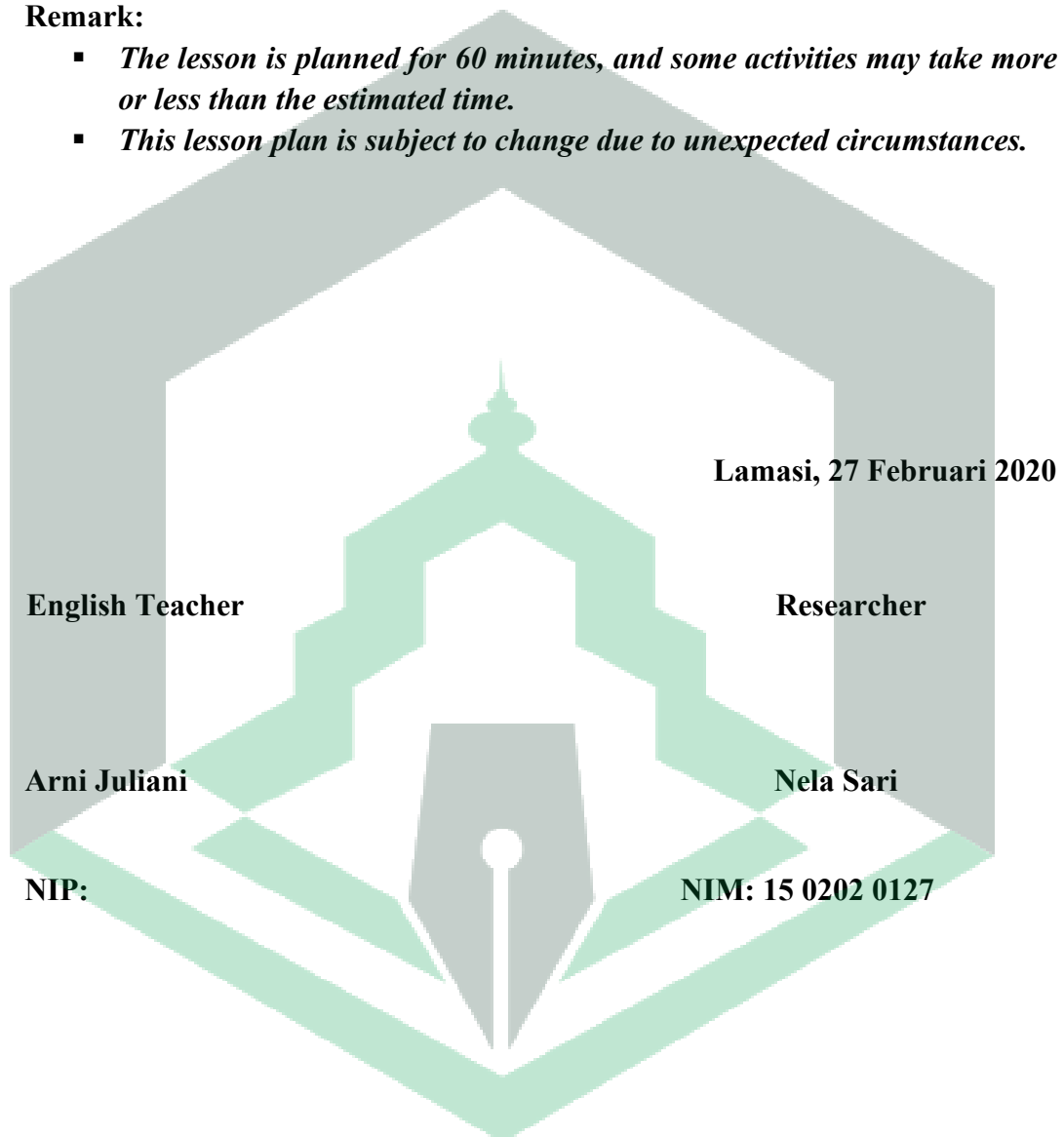
	that should be master by the students			
II. Pre-Speaking	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (name, address, age) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	10 m	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
III. Production	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures 1. The researcher separated the students into four groups 2. The researcher prepared the material about (Name, Address, and Age) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one member of each group to come forward and stand in front of the class, facing the blackboard, so 	35 m	<ul style="list-style-type: none"> - Fly Swatter - Fly pictures - Marker - White 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (Name, Address, and Age) - During activity in play game some students many not

	<p>he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		board	<p>give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning process - Giving the conclusion about the lesson Giving motivation for 	5 m		

	students			
	- Closing the lesson by praying and giving closing- greeting			

Remark:

- *The lesson is planned for 60 minutes, and some activities may take more or less than the estimated time.*
- *This lesson plan is subject to change due to unexpected circumstances.*



Lamasi, 27 Februari 2020

English Teacher

Researcher

Arni Juliani

Nela Sari

NIP:

NIM: 15 0202 0127

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 07:30-08:30AM

Date: 30/5/2020

Book: Bahasa Inggris

(When English Rings a Bell)

The Third Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none">• Introduction Activity<ul style="list-style-type: none">- Greeting- Pray- Check the students list of students• Motivation<ul style="list-style-type: none">- Warming up activity- Explain how important the next competence learning	10 m	- A Clock	- Some students may arrive late

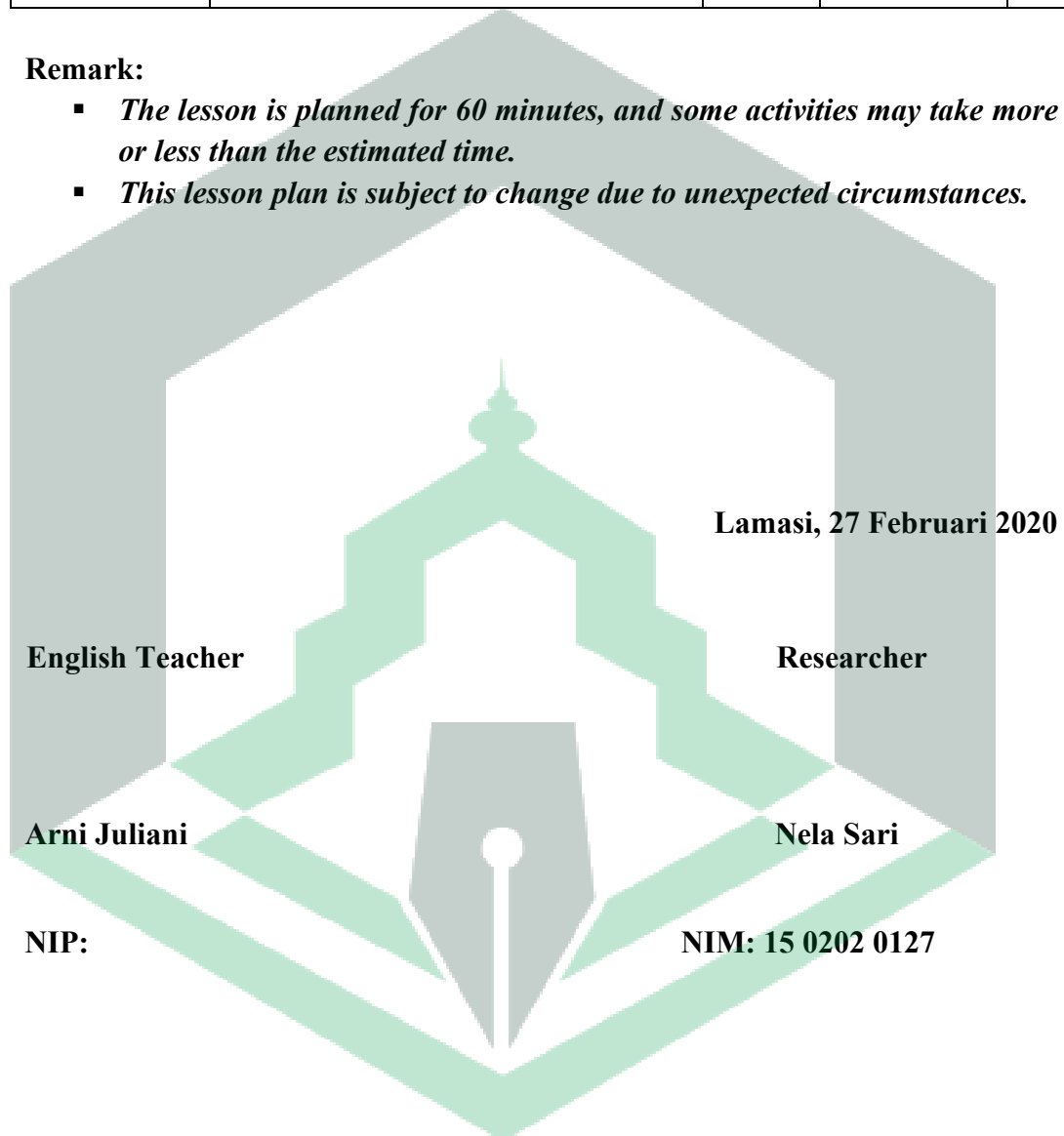
	that should be master by the students			
II. Pre-Speaking	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (hobby and favorite sport) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	10 m	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
III. Production	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures 1. The researcher separated the students into four groups 2. The researcher prepared the material about (Hobby and favorite sport) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one member of each group to come forward and stand in front of the 	35 m	<ul style="list-style-type: none"> - Fly Swatter - Fly pictures - Marker 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (Hobby and favorite sport) - During activity in play game some students

	<p>class, facing the blackboard, so he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		<ul style="list-style-type: none"> - White board 	<p>many not give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning process - Giving the conclusion about the 	<p>5 m</p>		

	lesson Giving motivation for students - Closing the lesson by praying and giving closing- greeting			
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Remark:

- *The lesson is planned for 60 minutes, and some activities may take more or less than the estimated time.*
- *This lesson plan is subject to change due to unexpected circumstances.*



Lamasi, 27 Februari 2020

English Teacher

Researcher

Arni Juliani

Nela Sari

NIP:

NIM: 15 0202 0127

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 08:30-09:30AM

Date: 4/6/2020

Book: Bahasa Inggris

(When English Rings a Bell)

The fourth Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none">• Introduction Activity<ul style="list-style-type: none">- Greeting- Pray- Check the students list of students• Motivation<ul style="list-style-type: none">- Warming up activity- Explain how important the next competence learning	10 m	- A Clock	- Some students may arrive late

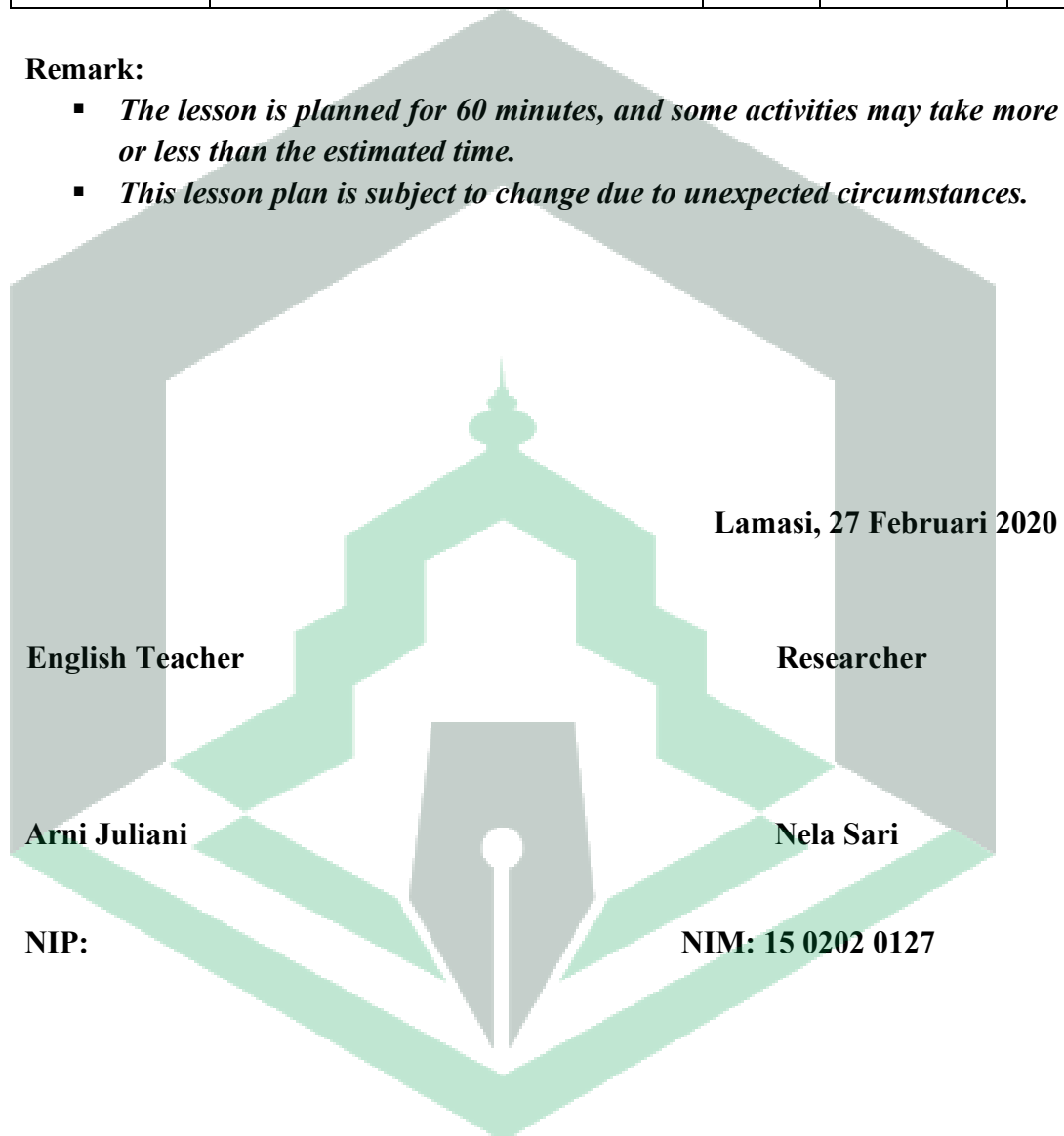
	that should be master by the students			
II. Pre-Speaking	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (family and profession) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	10 m	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
III. Production	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures 1. The researcher separated the students into four groups 2. The researcher prepared the material about (family and profession) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one member of each group to come forward and stand in front of the 	35 m	<ul style="list-style-type: none"> - Fly Swatter - Fly pictures - Marker 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (family and profession) - During activity in play game some students

	<p>class, facing the blackboard, so he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		<ul style="list-style-type: none"> - White board 	<p>many not give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning process - Giving the conclusion about the 	<p>5 m</p>		

	lesson Giving motivation for students - Closing the lesson by praying and giving closing- greeting			
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Remark:

- *The lesson is planned for 60 minutes, and some activities may take more or less than the estimated time.*
- *This lesson plan is subject to change due to unexpected circumstances.*



Lamasi, 27 Februari 2020

English Teacher

Researcher

Arni Juliani

Nela Sari

NIP:

NIM: 15 0202 0127

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 07:30-08:30AM

Date: 7/6/2020

Book: Bahasa Inggris

(When English Rings a Bell)

The fifth Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none">• Introduction Activity<ul style="list-style-type: none">- Greeting- Pray- Check the students list of students• Motivation<ul style="list-style-type: none">- Warming up activity- Explain how important the	10 m	- A Clock	- Some students may arrive late

	<p>next competence learning that should be master by the students</p>			
<p>II. Pre-Speaking</p>	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (favorite colors and animals) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	<p>10 m</p>	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
<p>III. Production</p>	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures 1. The researcher separated the students into four groups 2. The researcher prepared the material about (favorite colors and animals) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one member of each group to come 	<p>35 m</p>	<ul style="list-style-type: none"> - Fly Swatter - Fly pictures 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (favorite colors and animals) - During activity in play game some

	<p>forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		<ul style="list-style-type: none"> - Marker - White board 	<p>students many not give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning process 	<p>5 m</p>		

Rencana Pelaksanaan Pembelajaran

Teacher's Name: Nela Sari

Room: 02

Time: 07:30-08:30AM

Date: 11/6/2020

Book: Bahasa Inggris
(When English Rings a Bell)

The sixth Meeting

Aim: Teaching Speaking Skills - Fluency and Accuracy Practice

Objective: By the end of the lesson, the students will be able to:

- The students are able to pronounce the words correctly
- The students are able to spell the words correctly
- The students are able to make a good sentence

Strategy: Fly Swatter Game

Stages	Techniques / Activities	Time	Material	Comments
I. Opening	<ul style="list-style-type: none">• Introduction Activity<ul style="list-style-type: none">- Greeting- Pray- Check the students list of students• Motivation<ul style="list-style-type: none">- Warming up activity	10 m	- A Clock	- Some students may arrive late

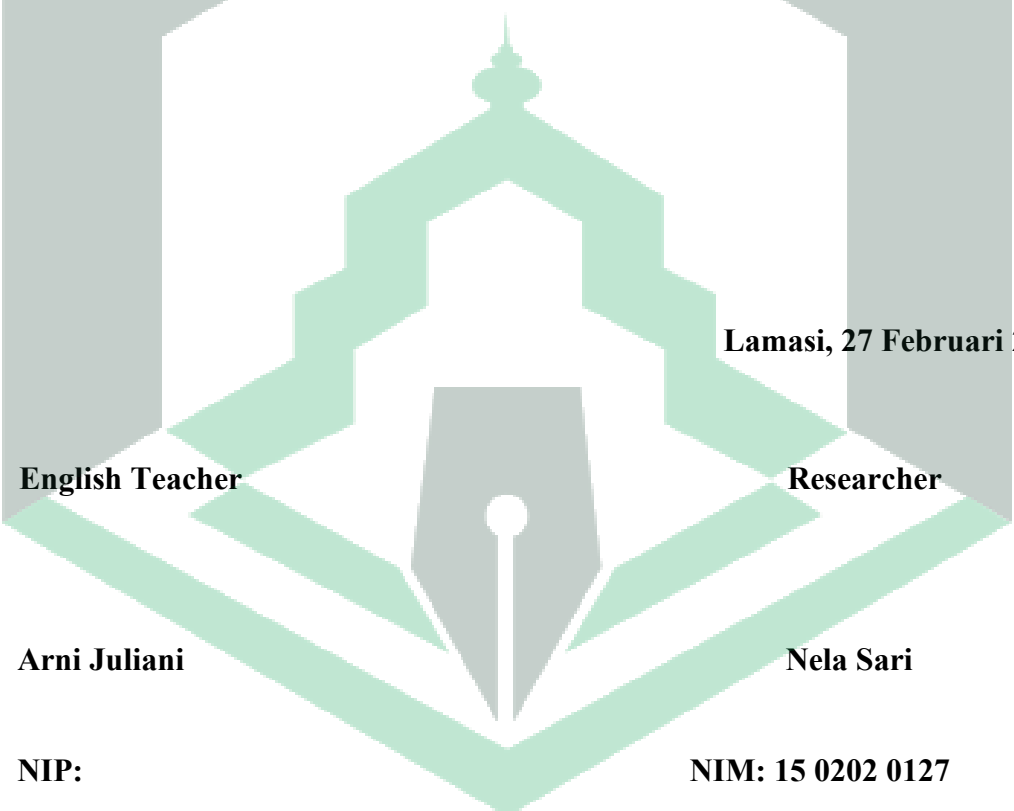
	<ul style="list-style-type: none"> - Explain how important the next competence learning that should be master by the students 			
II. Pre-Speaking	<ul style="list-style-type: none"> • Technique: Pronunciation <ul style="list-style-type: none"> - Introduction of topics to students (favorite foods and drinks) - Asking students about their previous knowledge related to the topic - Ask students to interpret all the words in the sentence 	10 m	<ul style="list-style-type: none"> - Teacher's File - Book - Marker 	<ul style="list-style-type: none"> - Some students do not pay attention to what the teacher explains
III. Production	<ul style="list-style-type: none"> • Technique: Play game • Elaboration <ul style="list-style-type: none"> - Introducing the fly swatter game and its procedures <ol style="list-style-type: none"> 1. The researcher separated the students into four groups 2. The researcher prepared the material about (favorite foods and drinks) to be used in-game in the form of pictures of flies in which there are incomplete noun phrases, in 10 pictures of flies the researcher only prepared 1 gold fly as extra points and sticks them on the walls of the classroom. 3. The Researcher instructed one 	35 m	<ul style="list-style-type: none"> - Fly Swatter - Fly 	<ul style="list-style-type: none"> - at the fourth meeting the teacher discussed the material about (favorite foods and drinks) - During activity in play game

	<p>member of each group to come forward and stand in front of the class, facing the blackboard, so he couldn't read the statement on the classroom wall.</p> <p>4. The Researcher gave them a Fly swatter to each representative of the group.</p> <p>5. The Researcher gave instructions, for example, the Researcher said (found the golden fly) and the students can turn around, then complete to found the gold fly and hit it with a fly swatter, after that the students read and complete the sentence in which there are empty words with the correct answered.</p> <p>6. The first student who manage to found the golden fly and read and complete the sentences correctly gotten 1 point. And for the group that collected a lot of points given a prize.</p> <p>7. The game ends after all students in the group have had a turn to play the fly swatter game.</p>		<p>pictures</p> <ul style="list-style-type: none"> - Marker - White board 	<p>some students many not give the best presentation or talk, so teacher encourages students to present what they can without interrupt them at all so that teacher helps students to improve their fluency.</p>
<p>IV. Closing</p>	<ul style="list-style-type: none"> - Teacher Asking the difficulty during the teaching and learning 	<p>5 m</p>		

	process - Giving the conclusion about the lesson Giving motivation for students - Closing the lesson by praying and giving closing- greeting			
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Remark:

- *The lesson is planned for 60 minutes, and some activities may take more or less than the estimated time.*
- *This lesson plan is subject to change due to unexpected circumstances.*



Lamasi, 27 Februari 2020

English Teacher **Researcher**

Arni Juliani **Nela Sari**

NIP: **NIM: 15 0202 0127**

APPENDIX 3. TEST INSTRUMENT

Name :

Class : VII SMPN Satap Pongsamelung Lamasi

SOAL POST- TEST

A. Choose A, B, C or D as the best answer!

1. Now my mother is _____ food in the kitchen.

- a. swimming b. cooking c. sleeping d. working

2. Sari is _____ a book now.

- a. cooking b. swimming c. reading d. washing

3. I am so hungry. I want to _____

- a. sing b. sleep c. eat d. drink

4. Before November is _____?

- a. july b. april c. june d. october

5. Today is Monday, tomorrow is _____?

a. Sunday

b. Tuesday

c. Wednesday

d. Friday

B. Look for the correct pair of sentences in the sentence below!

Hi Mia, good morning, how are you?

A

Morning, I am fine.
Thank you

What are you doing here?

B

Of course if you don't mind accompanying me

Maybe I can accompany you to the market?

D

Yeah, I like vegetables

You like vegetables?

F

I want to go to market

What is your favorite vegetable?

G

I like cabbage and carrot

APPENDIX4. TEST INSTRUMENT

Name :

Class : SMPN Satap Pongsamelung Lamasi

SOAL PRE- TEST

A. Choose A, B, C or D as the best answer!

2. Rina is _____ television with her brother.
a. playing b. flying c. watching d. reading
2. My mother has just made some fried chickens. They are still _____
a. cold b. hot c. spicy d. sweet
3. Lina _____ the match in Olympic Game. She is so sad.
a. won b. lost c. jumped d. happy
4. I went to dentist yesterday because my _____ were in pain.
a. hands b. fingers c. teeth d. ears

5. This exercise was too _____ for me. I got score 100.

- a. difficult b. easy c. expensive d. high

B. Choose the correct answer a, b, c, or d!

1. After eating or drinking in the restaurant, you give the bill to the ...



- | | |
|-------------|------------|
| a. Waiter | b. Cashier |
| c. Waitress | d. Manage |

2. We often watch ... in the evening.



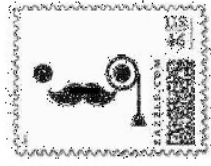
- | | |
|--------------|---------------|
| a. Newspaper | b. Television |
| c. Radio | d. Magazine |

3. I often listen some newa from the...



- | | |
|--------------|---------------|
| a. Newspaper | b. Radio |
| c. Magazine | d. Television |

4. We need... to send a letter...



- | | |
|---------|----------|
| a. Glue | b. Stamp |
| c. Coin | d. Pen |

5. What do you wear to go to bed...?



- | | |
|------------|------------|
| a. Dress | b. Jacket |
| c. Uniform | c. Pajamas |

