

IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME AT SECOND GRADE OF SMP NEGERI 2 AMBULU IN THE 2019/2020 ACADEMIC YEAR

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ABSTRACT

In this research, the problem is “How can Fly Swatter Game be implemented and improve students’ vocabulary at SMPN 2 Ambulu in the academic year of 2019/2020? While the purpose of this research is to know the implementation of Fly Swatter Game for improve student’s mastery vocabulary at SMPN 2 Ambulu in the academic year of 2019/2020. The design of this research is classroom action research. the model of the research uses four component they are planning, action, observation, and reflection. The research subject is VIII B class consisting of 31 students. The data are collected using test method, and the instrument used is test items, field notes and observation checklist. In order to analyze the data-students’ vocabulary score, precentage formula is used. The implementation of Word mapping strategy was done in two cycles. All the students were active in teaching and learning activities, and they didn’t feel bored again because they can compete with each other. Those caused the result of cycle two achieved the criteria of success. Based on the research result, it can be concluded that Fly Swatter Game can be implemented and able to improve the students’ vocabulary at eighth grade students of SMP Negeri 2 Ambulu in the 2019/2020 academic year. The first cycle, mean score 77,82 with percentage 67,74% increased to 85,92 with percentage 87,10% in the second cycle. It is shown that the students’ mastery vocabularies of adjective, noun and verb, related with people, animal and thing around

Key Words: Vocabulary Mastery, Fly Swatter Game.

Vocabulary is one of important language components because it is the central of English language teaching and learning. By mastering the vocabulary, the learners will be able to produce so many sentences in spoken and written. Therefore, vocabulary mastery is important in English language teaching and learning. Without mastering the vocabulary, it will be difficult for the learners to master the language skill (Fitriyani, 2016: p.1).

Fly Swatter is a game where the students have to get words in the whiteboard by using the teacher's instruction. This game helps the students to improve their vocabulary mastery and it can be a useful tool for the students. This game can encourage the students to be more active to find the words based on specific clues (Rizkiah,2013:3).

According to Hembree (2008:3), Fly swatter 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.

Fly swatter game helps the students learn and acquire new words easily. It involves friendly competition and keeps students interested. Students will be more active than teachers. So students can creative and attractive in learning process.

This research will use Classroom Action Research (CAR). There are several

definitions of action research.

Action research has been applied

focus. Similar to mixed methods

research, action research uses

data collection based on either

quantitative or qualitative

methods or both. However, it

differs from action research

addresses to specific, practical

issues and to be downloaded

solutions to a problem

(Creswell, 2012, p.576).

Kunandar (2011, p.46) states

“classroom action research is an

activity carried out by the

teacher in his own class by

designing, implementing,

observing and reflecting actions

through several cycles in a

collaborative and participatory

manner which aims to improve

or improve the quality of the

learning process in his class”.

Class action research was a kind

of research that used in the

classroom area. The research

was a method to develop skills

of group and a way to solve the

problem that appeared in the

class area (Suyadi, 2012).

Kemmis and McTaggart

suggested that components of

Classroom Action Research

were series of activities began

from a plan of action until the

last process was reflection. It

called a cycle research. Each

cycle consists of four stages: (1)

action planning, (2) the

implementation of the action, (3)

observation and interpretation,

and (4) analysis and reflection.

Normally, this research

concluded on the second cycle

(Latief, 2009).

In conclusion, classroom

action research was activities

began from plan until reflection

that did by teacher or researcher.

This was doing in classroom area to solve a problem that came from students, and in teaching and learning process.

Method

preliminary test) and the result of the interview was that the students had problem in vocabulary mastery.

Preliminary test was held on Wednesday, 8 January 2020.

Based on the interview with the English teacher, in that school fly swatter game never used in teaching and learning activity. Therefore, the researcher wants to improve the students vocabulary by using fly swatter game.

1. Choosing the topic and sub-topic based on the curriculum 2013 for Junior High School.

2. Designing the lesson plan for the first cycle. In this

case, the researcher

A preliminary study was conducted using pre designed a lesson plan

based on the curriculum 2013, the institutional level curriculum for Junior High School.

3. Preparing the material that was related to the topic in syllabus that is vocabulary about things around (human, animal, and things).

4. Preparing fly swatter game and students worksheets.

5. Preparing the

Planning of the action in this study referred to instruments.

In this step the researcher implements the technique in the class. The implementation of the research was planned to be done during the classroom hours. As the teacher, the researcher implements the teaching and learning activities using fly swatter game to present new vocabulary based on the procedure of teaching and lesson material which have been arranged in the lesson plan. In this action phase, the cycle of action arranged in three meetings. In the first and second meetings, the researcher focuses to present the material, and in the third meeting the researcher asked the students to do the test. Moreover, each meeting was done in 2x40 minutes.

This step was aimed to observe the students' activities and responses to the material which was given in teaching and learning process.

In this research, the researcher used field note and vocabulary test to monitor students' activities. Field note are most common data

collection strategy used in action research to provide a record of what is going on during an observation.

The test was multiple choice test which included of four option for each number. The test was used to measure the students vocabulary mastery. The researcher going to give the test after the teaching and learning process to know the implementation of fly swatter game in teaching and learning process can improve students' vocabulary mastery.

In this stage the researcher evaluated the result of the action in order to know whether or not fly swatter game was able to improve the eighth grade students' vocabulary mastery.

If the target of the research had been achieved, the cycle will be stopped. But if the target has not been achieved, the researcher revised the teaching technique of the first cycle and continued to the next cycle, in order to achieve the target.

Results and Discussion

Purpose in this research is to improve students' vocabulary mastery using Fly Swatter Game. Based on the research finding revealed in chapter IV, after implementing the action in cycle 1 and cycle 2, it was proven that Swatter Game was able to improve students' vocabulary mastery. The implementation of swatter game in teaching and learning vocabulary has a positive impact for students in

increasing desire to learn the vocabulary

There are some advantages of playing Fly Swatter Game in teaching and learning vocabulary such as: First, fly swatter game does not use a monotonous activity.

Second, it is fun for students, because they can learn through playing and it can make the students get a new words easily. Third, it involves friendly competition and keeps students interested. Fourth, it serves students to learn pronouncing and spelling words. Fifth, students are more active than teacher. Here, teachers' roles are just to give explanations and corrections about the students task.

Teaching vocabulary using Swatter Game was one of the effective media for students in improving their vocabulary easily because it has a lot of information

(Muadah, 2019). The same thing happens when the action were implemented to the students. The teacher pointed some details in Swatter Game and asked the students to guess what the people are doing, the location where they are in, the things and other details that refer to the vocabulary.

Moreover Hamalik in Arsyad (2017, p. 19) the use of teaching media in the teaching and learning process can built up students curiosity about materials, arouse their motivation and stimulus on learning activities. The same thing happens when the action were implemented to the students. By using Swatter Game in teaching vocabulary and involving the students in teaching and learning process made the interaction between the teacher and the students more effective. This media helped to build

a good atmosphere in the class. Most students felt enthusiastic during this teaching learning process. It proved that media are needed in teaching learning process to make the students more interested in the material taught by the teacher, especially in learning vocabulary. Using the media helped the teacher to increase the students' motivation in the classroom.

The result of this classroom action research were also supported by the previous research findings conducted by Zulkarnaen, Bindarti and Rofiq (2013). The researchers finds that there is significant effect on the students' reading comprehension achievement who were taught using Swatter Game. It proves that use Swatter Game as the media in teaching and learning process can give contribution in students' reading achievement. It means that the use of Swatter Game

also improve the students' vocabulary mastery through reading.

Based on the discussion above, it can be concluded that teaching vocabulary by using Swatter Game can improve student's vocabulary mastery. The result of this action research both cycle 1 and cycle 2 had also verified the action hypothesis that the use of Swatter Game can improve students' vocabulary mastery at VIII grade students of SMP Negeri 2 Ambulu in the 2019/2020 academic year.

Conclusion

Based on the data result, after implementing the action in cycle 1 and cycle 2, it could be reported that the use of Swatter Game can improve students' vocabulary mastery at VIII grade students of SMP Negeri 2 Ambulu in the 2019/2020 academic year.

Based on the result of the researcher, Fly swatter Game can improve students' active participation and it is shown that the students' mastery vocabularies of adjective, noun and verb, related with people, animal and thing around. .

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