Teaching Vocabulary through Fly Swatter Game

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ABSTRACT

The study aimed to find out whether fly swatter game can give influence toward students' vocabulary mastery. The subject of this study was grade VII-2 of SMPN 9 Tangerang Selatan in the academic year of 2018/2019, which consisted of 42 students. The method used in this study is a quantitative method with the design of the pre-experimental study. The data from pre-test and post-test were analyzed statistically using spss 16. The result of this study showed; the students' pre-test mean score was 45.4 and the students' post-test mean score was 86.6. The result of t-test was 21.55 and significant (2-tailed) was $0.00 < p (0.05)$. The hypothesis (H1) was accepted, which means there is a significant difference between pre-test and post-test scores of the experimental group. It can be concluded that applying fly swatter game in teaching vocabulary to 7th grade students of SMPN 9 Tangerang Selatan is effective.

INTRODUCTION

English has been taught in Indonesia from primary school until university. All English skills must be taught so that learners can use English actively and passively. Learners of English language have to master four skills, they are reading, listening, speaking, and writing skills. Learners also have to be taught about other language components such as vocabulary, to support language skill development. Vocabulary is considered as the central of language, and it should be the first thing to learn the English language. Theoretically, baby's first language is from the mother tongue. They learn vocabulary through simple words by listening to people who are talking around them. It is known that learning English vocabulary cannot run successfully without English skills because both of them have important parts in the process of teaching and learning English.

According to Subon (2016) and Ahangari & Abdi (2011), vocabulary is needed to acquire the target language whether the second language or foreign language. Alqahtani (2015) argued, "vocabulary knowledge is often viewed as a critical tool for second language

learners because a limited vocabulary in a second language impedes successful communication." It is not possible to speak without a variety of words. Students cannot communicate effectively without knowledge of grammar, but with no knowledge of vocabulary, it is extremely difficult to communicate.

Another important thing of learning vocabulary is that if students cannot understand the language that is spoken in the classroom, they might lose their confidence to continue their study enthusiastically. According to Friedberg, Mitchell, and Brooke as cited from Nushi & Jenabzadeh (2016), to gain knowledge through independent reading and participate in meaningful discussions in the classroom, students must master the complex words and phrases that characterize the language of school. Therefore to make vocabulary learning process better in Junior High School, the teacher should follow some principals in teaching vocabulary. According to Nation (2013), there are six principles in teaching vocabulary to learners:

a. Simple and clear. Don't explain to them complicated explanations.
b. Make relatable examples of the present teaching and to the past knowledge by showing them patterns.
c. Teach them using oral and written (write it on the whiteboard as the teacher give explanation).
d. Pay attention more to words they are hardly known.
e. Tell the students if the words are important and going to be used in the future.
f. Don't bring up other unknown words of synonyms or opposites.

In reality, Nor, Mazlan, & Rajab (2015) believed that students are lack of vocabulary. The common problems that make students' lack of vocabulary are: first, students get easily bored because they think the teachers are boring in giving them the explanation, teaching them the meaning and grammar, making examples of spelling and pronunciation. Second, students ignore all vocabulary functions because they think vocabulary learning is only to know only the meaning of those words. Third, learners mostly learn new vocabulary using their textbooks or when they were told by the teachers during the lessons. So, they might not use the words properly in other contexts or to correctly pronounce it. Therefore, it would be better if the teacher applies a more effective technique to improve students' vocabulary mastery.

Teachers can use games in teaching. Games can make students more interested to enjoy learning English, instead of stressing about the unfamiliar grammatical structures students have to learn. Teachers often use games in classes because they help students to lower their tension and stress while doing the learning process. Sometimes students get stressed out because they work so hard to master the target language. They are stressed because they feel like they are forced to face unfamiliar words, grammatical structures, and so on. Students often feel discomfort, which affects their learning ability. Games might help them beat their anxieties, and make them feel they want to learn more. Some teachers believed students could relax when they play games. When they are playing fun games, there are

possibilities they want to communicate too. So they are not worried about making a bunch of mistakes and they are not worried to get judgment or corrections from anyone and would likely to correct themselves when they think they make mistakes. When they are not worried and also stressed while playing games, it is believed that students can improve their fluency in English.

In selecting the game, Mubaslat (2011) suggested that the game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. One of the English games which teachers can use in teaching vocabulary is Fly Swatter game. Rezkiah & Amri (2013) states that Fly Swatter game is a vocabulary game where students have to swat a word on the whiteboard based on the teacher's instruction. Rezkiah & Amri (2013) also state "Fly Swatter Game is a kind of activity that students do in the classroom by using fly swatter, and the students use it to hit the word on the whiteboard that teacher says before". In Indonesia, it is called "alat pemukul lalat".

Playing Fly Swatter Game in the classroom needs preparation and procedure. Each description is presented below: *Material,* the first thing that should be considered by the teacher is to prepare material. The teacher prepares lesson plan for the activity of Fly Swatter game. Lesson plan is an important thing as a guide for the teacher in teaching the students. Before the game begins, the teacher explains to the students how to play the game using Fly Swatter, then the teacher explains the topic they have been learned before. The teacher should prepare the media and the resources to teach and play the game: Fly Swatter, texts/questions, and some words written on the whiteboard.

Media. After the teacher chooses the material, then the teacher should prepare the whiteboard as the place for the answers. The teacher can also use LCD projector as the teaching tools. The teacher uses whiteboard to place the words. The teacher should make sure that the words on the whiteboard can be seen by the students, so it can make the students easy to find the answer or the word. Besides, the teacher also needs to prepare markers and fly swatters for students to hit the words (the answer is on the whiteboard).

In addition to preparation, there are some Fly Swatter Game procedures that the teacher can be demonstrated.

1. The teacher asks one member from each group to come forward and stand in front with their back facing the whiteboard so they can't read the words written on the whiteboard.
2. The teacher gives both of them a Fly Swatter.
3. The teacher gives instruction or questions to the players randomly from the words that the students have been learned before from the material.
4. When the teacher finishes reading the instruction, the players at the front

can turn around, face the whiteboard and then they have to find the word that is the correct answer. When they find the word, they have to swat it with Fly Swatter. First student that swats the correct answer will get points for his/her team.

5. After that, both of the players sit down and change with two new students from each group.

6. The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a chance to play the game (Amanda in Muadah, 2019).

In details, these are the implementation of teaching vocabulary through Fly Swatter Game: *Pre-teaching Activity.* This activity is done at the beginning the lesson, the purpose of this activity is to attract students' motivation in learning, and show the students of what is going to be learned in the meeting. These are some activities that will be followed in pre-teaching. First, the teacher will introduce the topic which is going to be learned. It will help students to remember their own experience on the topic. The teacher can also use some other ways to introduce the topic. Second, the teacher tests the students' knowledge about vocabularies that they may have already known by asking some questions. Before the game begins, the teacher tells them that they are going to play a game.

Whilst Teaching Activity. The teacher needs to check on the students' readiness before the teacher starts the game. The teacher shall begin the game after the students are ready. There are some important aspects that the teachers should pay attention to in the game: First, teacher's role is to manage the class and make the game they are playing is a success. In this game, teacher's functions are as facilitator, as an instructor, and as the leader. Second, In this game, student's role is as the objects of learning. It means the students have to follow instructions that were given by the teacher related to the game. Students have to follow the rules that have been explained by the teacher. And all students should participate to express vocabulary they know and have learned. Besides that, they also need to pay attention to other performance in the game. By playing this game, students can also learn how to manage a good situation during the game.

Post-teaching Activity. This is the last teaching activities. The teacher will give exercises and do it individually. The exercise can be writing vocabularies and the meaning or definitions that they know as many as they can. It can be based on certain clues the teacher has given. Because teachers need to check on their knowledge and understanding about the lesson after they have learned through the game.

RESEARCH METHODOLOGY

This study was conducted at SMP Negeri 9 Tangerang Selatan which is located at Lontar Martil street, Benda Baru, Pamulang, Tangerang Selatan, Banten 15414. The population of the study is the seventh grade students of SMP Negeri 9 Tangerang Selatan in academic year 2018/2019. Total of the seventh grade is 298 students. One of these classes is an experimental group that was class of VII-2 which consisted of

42 students. This research is purely quantitative in the form of pre-experimental design. In this study, the writer uses pre-experimental as the method to find out the effectiveness of using variable X (Fly Swatter Game) towards variable Y (students' vocabulary). The writer only uses one class and has given pre-test and post-test for students.

The technique for collecting the data in this study is quantitative data (number-based). The quantitative data uses pre-test and post-test. The steps that are used by the writer are pre-test, treatment using fly swatter game, and post-test. Then, to analyze if there is significant influence toward students' vocabulary using fly swatter game, the writer used t-test to analyze the data. Before applying t-test, the writer inspected the data using normality test to see if in the regression model of dependent variable, independent variable or both have normal distribution or not.

In this study, dependent test was calculated by using SPSS 16 for Windows. After getting t value ($t_{obtained}$) $\geq t_{critical}$ at the level of significance (p) = 0.05, the null hypothesis (H_1) is accepted. It means that there is a significant difference between the pre-test and post-test score. However, if $t_{obtained} \leq t_{critical}$ then the null hypothesis(H_1) is rejected, and the alternative hypothesis (H_0) is accepted. It means that there is no significant difference between pre-test and post-test. The data was calculated by using statistical computerization, SPSS 16 for Windows.

FINDING AND DISCUSSION

Before analyzing all the data, the writer did a normality test to see if in a t-test model have a normal distribution or not. A good t-test model is the one who has a normal distribution or which is close to normal.

Table 1. One-Sample Kolmogorof-Smirnov Test

		Unstandardized Residual
N		42
Normal Parameters[a]	Mean	.0000000
	Std. deviation	3.76815007
Most Extreme Differences	Absolute	.135
	Positive	.130
	Negative	-.135
Kolmogorov-Smirnov Z		.877
Asymp. Sig. (2-tailed)		.426

In this study, the pre-test and post-test scores showed significant (2-tailed) results of 0.426 > p (0.05) where the significance score was higher than p = 0.05. It means that the data of pre-test and post-test in the experimental group is normal. Therefore, the data in this study is normal so that the data can be preceded to the next statistical tests.

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	45.48	42	12.917	1.993
	POST_TEST	86.67	42	3.930	.606

From the result presented above, pre-test and post-test have significantly different score and it was proven that the pre-test total score is 1910 and post-test total score is 3640. The mean's pre-test score is 45.4, and the mean's post-test score is 86.6. It means that the variances of pre-test and post-test are dissimilar.

Based on the statistical calculated above, it can be seen that there is a difference between the mean score from the result of teaching vocabulary using fly swatter game and without using it.

Table 3. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE_TEST & POST_TEST	42	.284	.068

In the paired samples correlations table, it can be seen that the significance score 0.068 > p (0.05), and can be concluded that there is significant correlation using Fly Swatter Game and without using Fly Swatter Game in the test.

Table 4. Paired Samples Test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 PRE_TEST - POST_TEST	-4.119051	12.38653	1.91128	-45.05039	-37.33056	-21.551	41	.000

Based on the paired t-test table, the mean result 4.11, in which standard deviation is 12.38, standard error meanis 1.91, lower interval is 45.05 and upper interval is 37.33, degree of freedom is 41. And t-score was 21.55, meanwhile, pre-test and post-test score obtained or its significant (2-tailed) is 0.00 < p (0.05), that means there is a difference between before and after the treatment.

CONCLUSION

This study was conducted to see if teaching vocabulary through Fly Swatter Game can improve students' vocabulary mastery and if it could influence students in a good way. The data were collected from pre-test and post-test (vocabulary test). It can be concluded that Fly Swatter Game can improve students' vocabulary mastery. It was proven by the dependent t-test result in pre-test and post-test. The result showed that the value of $t_{obtained}$ was 21.55 and the value of $t_{critical}$ was 0.05. It means that the alternative hypothesis H1 Fly Swatter Game can improve students' vocabulary mastery to 7th grade students of SMPN 9 Tangerang Selatan.

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