

THE EFFECT OF FLY SWATTER GAME ON STUDENTS' VOCABULARY AT THE SEVENTH GRADE STUDENTS OF MTsS ULUMUDDIN

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Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan apakah penerapan *fly swatter game* memberikan pengaruh yang signifikan terhadap kosakata siswa. Dalam penelitian ini, peneliti menggunakan pendekatan data kuantitatif dengan menggunakan desain quasi eksperimen, populasi terdiri dari lima kelas (125 siswa) kelas VII di MTsS Ulumuddin Uteukot Cunda Lhokseumawe tahun ajaran 2020/2021. Dimana dua kelas sebagai sampel, kelas VII-6 sebagai kelompok eksperimen dan kelas VII-7 sebagai kelompok kontrol. Peneliti menggunakan simple random sampling dalam menentukan sampel. Instrumen yang digunakan untuk mengumpulkan data adalah pre-test dan post-test. Hasilnya, peneliti menemukan bahwa prestasi siswa pada kelompok eksperimen lebih tinggi daripada kelompok kontrol. Hal ini dibuktikan dengan hasil uji-t (2,54) lebih tinggi dari t-tabel pada signifikansi 0,05 (2,0126). Dalam penelitian ini, disarankan kepada para guru untuk menggunakan *fly swatter game* sebagai salah satu inovasi pengajaran dalam meningkatkan kosakata siswa.

Kata Kunci: *Effect, Fly Swatter Game, Vocabulary*

Abstract

The purpose of this research was to prove whether the application of fly swatter game gave a significant effect to students' vocabulary. In this research, the researcher used quantitative data approach by using quasi experimental design, the population consisted of five classes (125 students) of seventh grade in MTsS Ulumuddin academic year 2020/2021. In which the two classes as sample, class VII-6 as experimental group and class VII-7 as control group. The researcher used simple random sampling in determining the sample. The instrument used to collect data was the pre-test and post-test. As the result, the researcher found that the students' achievement in experimental group was higher than control group. This was proved by the result of t-test (2,54) was higher than t-table in significance 0,05 (2,0126). In this study, It is suggested to the teachers should use fly swatter game as an innovative teaching in improving students' vocabulary.

Keywords: *Effect, Fly Swatter Game, Vocabulary*

1. INTRODUCTION

In learning English subject has some challenges for learners to obtain a good competence in English language. The learners have to master like; listening, writing, speaking, and reading. The learners get to improve four English skills cannot be separated from mastering of vocabulary. It is the important component in mastering English language.

According to Robiya, et al., (2024). vocabulary serves as a fundamental building block for language ability and gives students a foundation for speaking, listening, reading, and writing. Furthermore, he asserts that learning and mastering vocabulary is the first step toward mastering language abilities. Students that lack vocabulary struggle to communicate and understand English because they are unfamiliar with the words. For this reason, it's critical that vocabulary be taught to children at a young age.

Gonzalez, et al., (2024). asserts that vocabulary appears to be the foundation of learning a

foreign language. Developing one's vocabulary is crucial to learning a language because it follows that mastering a language's vocabulary is a prerequisite for fluency (Li, Zhang & Reynolds (2024). Schmitt & Schmitt (2020) defines vocabulary as a collection of terms that are either part of a particular language or are known to an individual or other entity. Without vocabulary to sustain a language, learning it would be difficult. It demonstrated that lacking vocabulary or word knowledge prevents people from being able to communicate at all. According to Kunah & Supriyani (2024)., little could be communicated without grammar, and nothing could be said without vocabulary. It might be concluded that it is very difficult to communicate without vocabulary expertise.

Students at MTsS Ulumuddin Lhokseumawe were expected to comprehend the text in accordance with the curriculum. It meant that the emphasis on text comprehension in the English curriculum was placed on the students' ability to do so. Vocabulary should be familiar to the students before they engage with the text. The aim of teaching vocabulary was to enable the students to extract both specific and general information from texts, as well as to infer meaning and apply new vocabulary. Without a working vocabulary, students struggle to comprehend what is being said in a speech or conversation when using their speaking or listening skills.

Some factors make the students faced difficulties in learning English lesson. The first issue was the method of instruction employed by the instructor had no interest (Agustin & Ayu, 2021). The second issue was that the teacher's lack of originality in selecting a teaching strategy caused the students to become lazy in completing the assignment. The teacher's lack of innovative teaching methods and resources, particularly when it came to teaching vocabulary, constituted the fourth issue. The fourth issue was that because the students were having trouble understanding the language used in the classroom, they might have lost motivation to study as hard as they had previously. The fifth issue was that the students found it hard to learn and retain new vocabulary in English, and they occasionally struggled to respond to questions in the language. The final issue was the low participation and general boredom of the students in English classes.

Similar to other lessons that required appropriate techniques and methods, teaching language also required appropriate techniques and methods. A good teaching technique helped students understand and master the material. For some students, learning English was actually tedious, especially when it came to memorization of vocabulary.

In teaching learning process, the teacher can do anything to motivate the students in learning English. The teacher can apply a good the strategy, method and game in increasing the students' vocabulary. The introduction of games in the classroom will not only alter the dynamic but also make studying easier for students and improve brain function during learning. Like any other muscle, the brain was made of cells. It required development, testing, and exposure to competitive environments. The use of games in the classroom was an enjoyable teaching and learning strategy that kept the students engaged. The Fly Swatter game can enrich students' vocabulary.

The English fly swatter game is one game that can improve students' vocabulary learning skills. In the fly swatter game, students must use the teacher's instructions to write the word on the whiteboard. In an ideal world, students' vocabulary would be more advanced and learning vocabulary would be simpler if they could engage in a variety of English-language games. It was evident from their limited memorization of vocabulary and their inability to explain the meaning of basic terms

2. LITERATURE REVIEW

Language structure constitutes the language's skeleton, while vocabulary plays crucial functions as providers of flesh and organs (Harmer, 2018: 153). In the meantime, vocabulary was a multifaceted word. A number of definitions from various specialists were available, however the researcher only selected a few that warranted discussion.

Alqahtani (2015: 25), is the total number of words required to convey concepts and convey the speaker's meaning Hiebert and Kamil go on to say that language is not a skill that develops with time or that can ever be considered fully learned. On the other hand, Ramzan, Javaid & Ali (2023) as saying that the biggest and most crucial duty a language student must complete is expanding their vocabulary. Thus, expanding one's vocabulary is beneficial as it will provide a stronger foundation for learning. In addition, Hoshimovna, Abdurakhimovna & Khasanboevna, (2023). said that having a good vocabulary means understanding not only the definition of a word but also how it functions in the world. It is widely acknowledged that vocabulary knowledge is required for text comprehension, as stated by Brown. Furthermore, it's well acknowledged that having a large vocabulary also means having both productive and receptive knowledge. While the latter entails using a word while speaking or writing, the former refers to the capacity to comprehend a word when reading or listening.

One of the most important aspects of language is vocabulary, which is why linguists first focused on it (Yudha & Mandasari, 2021). Educating One aspect of teaching English was vocabulary. The ability to communicate effectively through words would improve speaking, listening, writing, and reading. Experts have classified various vocabulary types according to a variety of criteria.

One can categorize vocabulary as either productive or receptive. Receptive words are ones that make sense to us when spoken by others. Furthermore, words that we employ ourselves are productive. Furthermore, when reading or listening, receptive vocabulary use entails recognizing a word's shape and deriving its meaning. When one wants to convey a meaning through speech or writing, they should search for, produce, and employ the right spoken or written form when using productive vocabulary.

Next, Hummel, (2021). identified two categories of vocabulary: productive and receptive. First, words that students are unable to produce but can recognize and comprehend when used in context are referred to as receptive vocabulary. Learners identify this vocabulary when they encounter it in reading texts, but they do not utilize it in speaking or writing.

Second, terms that students comprehend, can pronounce correctly, and can utilize both in writing and speaking are considered productive vocabulary. It includes both the skills required for receptive vocabulary and the timing of speaking and writing. Therefore, since students may create the words to communicate their ideas to others, developing a good vocabulary can be viewed as an active process. This means that the words we employ to communicate ideas in our minds, whether verbally or in writing, are referred to as productive vocabulary. However, the words that are employed in response to ideas heard from others are referred to as receptive vocabulary.

Drawing from the aforementioned definitions, one could deduce that vocabulary knowledge encompasses the comprehension of a word, including its definition, form, and application in various contexts such as writing, speaking, listening, and reading.

Singleton, (1999) states that while very little can be communicated without grammar, nothing can be communicated without vocabulary. It follows that vocabulary is crucial because without it, students struggle to communicate their own ideas and comprehend those of others. However, Dellar, who was cited by Thornbury, also said that studying English grammar for the majority of the time won't make much of an improvement.

Acquiring more vocabulary and idioms is the greatest progress. Subsequently, researchers like Laufer and Nation, Maximo, Read, Gu, Marion, and Nation (as cited in Alqahtani) have come to the conclusion that vocabulary acquisition plays a crucial role in the formation of comprehensive spoken and written texts and is necessary for the successful use of a second language. It was clear that vocabulary was crucial to learning a language, and that once we had a solid vocabulary, we would have a stronger foundation for learning if we could communicate clearly or articulate our ideas. We would have master vocabulary.

Mastery as having the abilities or understanding of a subject that enables one to do it well. Additionally, the design of classroom environments using the philosophy of mastery learning is a topic of debate in the field of educational research and development. Therefore, one's ability, skill, knowledge, proficiency, and understanding capacity are related to their mastery.

Mastery of vocabulary is the ability to understand words and their meanings. It is hoped that the students will understand the words in addition to just knowing them. In order to facilitate learning, it is the responsibility of the teacher to choose which words are appropriate for the students to learn. Drawing from the aforementioned explanation, mastery can be defined as total control or power, skills, or thorough knowledge.

An instrument used to kill flies is a fly swatter. It is made up of a short, flexible stick with a tiny, square piece of mesh or material on the end. In the game Flyswatter, students must be able to follow the teacher's instructions to write the word on the whiteboard. Students are encouraged to use their imaginations and be active in this word-finding game. The Macmillan Dictionary, which Lubis cited, claims that the fly swatter game is an engaging exercise for students since it allows them to learn while having fun. A flat plastic piece with a long handle is called a Fly Swatter, and it's used to kill flies. According to Silaban & Refika, the fly swatter game requires students to use the teacher's instructions to write the word on the whiteboard (2016: 24). The students' sight-word lexicon improved as a result of this game, which has the potential to be an extremely useful resource. The aforementioned explanation leads to the conclusion that the fly swatter game is one in which players kill flies on whiteboards in accordance with teacher instructions

3. METHODOLOGY

This study used quantitative research methods. This study was designed using an experimental approach. The study of the impact of methodically adjusting one variable on another was a component of experimental design. Creswell states that the purpose of an experiment is to test a theory (method or procedure) and ascertain whether an independent variable affects a dependent variable.

There were two groups in the design: the experiment group and the control group. Pre- and post-tests were administered by both groups prior to and following treatment. The control group was taught using the discovery method, whereas the experiment group was taught using the fly swatter game.

The seventh-grade pupils at MtsS Ulumuddin Uteunkot-Cunda Lhokseumawe in the academic year 2020–2021 comprised the research population. There were five classes totaling one hundred and twenty-five pupils. In order to determine the sample, the researcher employed the random sampling technique, specifically simple random sampling. The lottery method was used to select the sample. The entire student body of MtsS Ulumuddin Uteunkot Cunda Lhokseumawe's classes VII–6 and VII–7 served as the research sample. Twenty-five students from class VII–6 were selected as the

experimental group, and twenty-five students from class VII-7 were selected as the control group

4. FINDING AND DISCUSSION

The results demonstrated that the experimental group outperformed the control group, with the experimental group's mean score being 70.2 and the control group's being 64. In contrast, the control group's variance was 72.91 and the experimental group's was 80.16. Furthermore, the experimental group's standard deviation was 8.95, while the control group was 8.53.

Null hypothesis (H_0), which claims there is no significant difference in achievement between students taught vocabulary through the fly swatter game and those taught vocabulary through the discovery learning method, has been rejected based on the results of the hypothesis testing. The alternative hypothesis, on the other hand, claims that there is a significant difference in achievement between students taught vocabulary through the fly swatter game and those taught vocabulary through the discovery learning method. It is predicated on the computation's outcome, where $t_{test} > t_{table}$ ($2.54 > 2.0126$). It can be inferred that students who were taught using the fly swatter game and those who were taught using the discovery method had significantly different effects on their vocabulary.

The study's findings demonstrated that students who learned through the fly swatter game had an easier time remembering the vocabulary and its meaning than students who learned through the discovery learning method. In this instance, the game assisted the students in learning vocabulary and its definitions and encouraged them to use the teacher's directions to find words in a more active and inventive manner.

The results of the pre-test and post-test conducted on the two groups prior to and following the treatment indicated that both groups improved. Nonetheless, compared to students who were taught using the discovery learning method, students who were taught using the fly swatter game showed greater improvement.

The pre-test results for the experimental group indicated that the mean score was 56.6, the lowest score was 35, and the highest score was 70. Following treatment, the experimental group's lowest score increased to 55, its highest score increased to 85, and its mean score increased to 70.2. It indicated that after using the fly swatter game to teach, the students' performance significantly improved. Students improved by roughly 15 to 25 points in this instance.

In the meantime, the control group's pre-test results indicated that the mean score was 55.4, with the lowest score being 40 and the highest score being 70. Following treatment, the control group's lowest score was 50, its highest was 75, and its mean score was 64. It implied that the students had also improved as a result of receiving treatment. But compared to the experimental group, this group's improvement was not as great. Every student in this group received an improvement of roughly 10 to 15 points.

In conclusion, both low and high vocabulary students benefited from the creative and effective teaching tool that is the fly swatter game. The results of this study are in line with the findings of the research by that Fly Swatter Game is effective in teaching

vocabulary. Moreover Marliasari, et al, (2024). significant difference on students' vocabulary mastery taught using Fly Swatter game than those who are not. It indicates that while both low and high vocabulary students scored lower in the discovery method, both high and low vocabulary students scored higher in the fly swatter game. One could argue that the fly swatter game helped students' vocabulary grow

5. CONCLUSION AND SUGGESTION

The seventh-grade students at MTsS Ulumuddin were effectively taught vocabulary through the use of the Fly Swatter game. In the vocabulary game Fly Swatter, students must swat a word on the whiteboard in accordance with the teacher's instructions. Utilizing the fly swatter game enhanced the vocabulary mastery of the students. The enhancement was pretty substantial. The attitude of the students during the teaching and learning process was indicative of this. The more materials are presented, the more engaged, enthusiastic, and responsive the students become. Even though the fly swatter game technique is beneficial, if the teacher is unable to effectively supervise the students, the classroom will descend into chaos.

Both the experimental group and the control group demonstrated that the two classes were homogeneous and normally distributed based on the research findings. It demonstrated that the seventh-grade students at MTsS Ulumuddin Uteunkot Cunda Lhokseumawe's vocabulary knowledge was impacted in any way by playing the fly swatter game. The experimental class that used the fly swatter game to teach English vocabulary saw a significant improvement in test scores. It was demonstrated that in the experimental class, students' post-test scores were higher than their pre-test scores. The Experimental Class Pre-Test had a maximum score of 70 and a minimum score of 35. Then, in the experimental class, the highest Post Test score was 85, and the lowest score was 55. It is therefore proven.

At the 5% level of significance, the t-test calculation revealed that the score was greater than or $2.54 > 2.0126$. It indicated that the t-test result exceeded the t-table result. This suggested that the alternative hypothesis, which proposed a significant achievement difference between students taught vocabulary through the use of the fly swatter game and those taught vocabulary through the use of the discovery learning method, was accepted. It suggested that teaching vocabulary to seventh-grade students at MTsS Ulumuddin Uteunkot Cunda Lhokseumawe through the fly swatter game had any appreciable impact on vocabulary knowledge. In this research, the fly swatter game for English teacher of VII grade in MTsS Ulumuddin Uteukot an alternative effective game in increasing the students' vocabulary. The teacher expected to know the students' level and problems in learning English

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