IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME

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Abstract

The goal of this research was to see if employing Fly Swatter Game can help children improve their vocabulary mastery. Classroom Action Research was used to perform this study. The students in this study were from MTs Nahdlatut Thullab's seventh grade, which had a total of 24 students. This study was divided into two cycles, which consist of planning, acting, observing, and reflecting. The information was acquired using both qualitative and quantitative methods. Analyzing the interview and observation results yielded qualitative data and the students' pre-test and post-test vocabulary scores were then used to generate quantitative data. Based on the findings of this research, students' vocabulary mastery improved, as shown by the mean pre-test score of 53.6, the mean post-test 1 score of 66, and the mean post-test cycle 2 score of 83.6. In addition, four students (16.6%) in the pretest passed the Minimum Mastery Criterion - *Kriteria Ketuntasan Minimal* (KKM). Meanwhile, 9 students (37.5%) passed (KKM) in cycle 1, and 18 students (75%) passed (KKM) in cycle 2. This indicates that the success conditions were met. Furthermore, the findings of the observation and interview revealed that the students were interested in the teaching-learning process when Fly Swatter Game was used.

Keywords: Improving, students, Vocabulary Mastery, Fly Swatter Game

I   INTRODUCTION

In Indonesia, English is neither the first nor the second language but it is a foreign language, so that people get difficult to communicate English. There are some difficulties to study English like: limited facilities such as dictionaries and others, nervous to speak. Supported by Andini (2019), there are five difficulties in learning English, namely difficulty to get facilities to study in the class, unable to correct the pronunciation error, no willingness to learn, embarrassed by other people's comments, and lack of faith on your own abilities. One of the English teaching objectives is to encourage student to feel confident in using English both written and oral form.

There are four core of language abilities in English that are interconnected and should be learned by students. Listening, speaking, reading, and writing are the four English skills that have to be mastered by them. However, if the students do not grasp the English language components, the students' talent will not be well-established. According to Silaban (2017: 36), vocabulary plays an important part in the development of the four language skills (listening, reading, writing and speaking). If the students do not master many vocabularies, they will get difficulties in speaking or conversation with others, they cannot understand the content of English reading text, they are not able to develop English writing, and they cannot understand conversation or dialogue by listening to the CD, DVD, or video. So it is very clear that that vocabulary has big influence in mastering four skills in English, they are speaking, listening, writing, and reading.

The term vocabulary refers to a group of words that can be used to help students understand the teaching and learning process in class. Students can converse a lot with words if they memorize a lot of terminologies. That is to say, vocabulary is important for students to learn in class. According to Khabib (2018: 8), vocabulary is an important part of any language, because learning vocabulary is the crucial part for learning sentence structure and other skills in language. Mastering a lot of vocabularies will make it easier for someone to read, writing, listen and speak English. Aini (2018: 2), stated that English vocabulary has special place to improve English skill. In reading, speaking, listening, and writing, the students must memorize vocabularies to understand the meaning of context. It is also supported by Andriyansyah (2020: 1), the grammar, pronunciation, vocabulary are feature of language components from fluency and accuracy.

In MTs Nahdlatut Thullab, Grammar Translation Method (GTM) is English teacher's a learning method that is used in teaching and learning; for instance, teacher asks the students to translate the sentence in the student work sheet or on the blackboard one by one. The weakness of GTM is that the teacher finds it difficult to control a crowded class, because when the teacher asked one student to translate a sentence, she did not focus on other students, and the student did not active and tend to be passive in the class because their activity is just listening and translating a sentence. It makes them bored

in studying English, so that they did not understand and it will be difficult to focus on studying English. The researcher concludes that students need some activity that can encourage them to be more active in participating the class, so the method has to be changed by a more suitable method in teaching vocabulary at the junior level.

Based on the problems, the researcher looked for solutions to these problems using methods that are appropriate for MTs Nahdlatut Thullab students, such as games. The researcher believes that a Fly Swatter Game might keep students motivated in language study and prevent them from becoming bored. According to Abrar (2019: 2), Fly Swatter Game is game that can make vocabularies learned by student without feeling bored, so they can enjoy the atmosphere in the class. This game is used by teachers in the classroom, teachers as guides and students as players. This game is considered a success when 75% of students reach the KKM.

The researcher chooses to use Fly Swatter Game, because the game is very attractive and interesting. Thus, it is so suitable to teach vocabularies. By using Fly Swatter Game, teacher can take hold of object and make the teaching material more attractive and make it easier for students to study vocabularies. According to Abrar (2019:2), one of teaching media that has a chance to make students learn English more enjoyable, fun, and relaxing is Fly Swatter Game. The game will get the students motivated a lot more. Students can get active, because Fly Swatter Game is a suitable method for learning vocabularies.

II   MATERIALS AND METHOD

2.1   METHODS

This research is Classroom Action Research (CAR). The object of research were the students of MTs Nahdlatut Thullab. Therefore, the researcher wants to know how the students' vocabulary mastery in the classroom. There are many research methods like CAR, qualitative, quantitative and others; but the researcher used (CAR) in this research, because CAR is finding out what works best in your own classroom to enhance students learning can be done through classroom action research. According to Latief (2020: 141-142), classroom action research (CAR) is one of the new perspectives in educational research, which bridges practice and theory in the field of education. In this research model, the researcher can act as an observer as well as a teacher (participant) or as a teacher. In contrast to other research that produces the formulation of scientific conclusions, CAR must produce an innovative strategy to solve problems that occur in the classroom and increase students' motivation and abilities. Classroom Action Research (CAR) is research conducted to solve problems in class. Therefore, before doing CAR, we must do pre-research (need analysis) to find out what problems occur in the classroom. Problems in the classroom that often occur are related to classroom management, teaching and learning processes, use of learning resources and teacher professionalism. This is supported by Alek (2016: 1), where action research developed with the aim of solving social problems (including education). From the classroom main problem, the researcher will join hands with the English teacher of MTs Nahdlatut Thullab Omben Sampang to solve the problem by using Fly Swatter Game that can improve students' vocabulary mastery. When gets solved, this method can be a reference for other English teachers as well.

2.2   PARTICIPANTS

The researcher has done research in MTs Nahdlatut Thullab Omben Sampang on the seventh grade. This grade consists of two classes, women class and men class; Since it is in Islamic boarding school, so the class separated into two classes. The researcher chose men class that consist of 24 students as the subject of the study and the researcher chose the first class of MTs due to the lack of students' ability to master English vocabulary.

2.3   INSTRUMENTS

In this study, three instruments were used, which are as follows: obsevation, interview and test. The observation sheet is used to observe students and teachers' activities in teaching-learning vocabulary in real classroom activities at MTs Nahdlatut Thullab Omben Sampang's seventh grade students. In each cycle, two observation sheets are utilized to observe the students' and teacher's activities. interview is used to complete the data needed. The structured interview are conducted to the English teacher of MTs Nahdlaut Thullab Omben Sampang. It was applied before and after Classroom Action Research. There are two types of tests available with this technique: pre-test and post-test. A pre-test was conducted

before the actions were implemented, and a post-test was undertaken after the actions were implemented.

2.4 DATA ANALYSIS

The most crucial aspect of classroom action research is data analysis, which is used to identify real data and answers to the research process question so that real findings can be produced and it can be trusted. The result data can answer the research question, whether using of fly swatter game can help the students increase their vocabulary mastery or not. The researcher can know the students' vocabulary mastery scores utilizing data analysis techniques. Farhana (2019: 81) said that data analysis is an important part of CAR implementation. The quality of the results and data analysis determine the significance of the CAR performed. If the analysis is carried out correctly, the results of the study will provide an objective picture of the conditions under study.

The quantitative data was a vocabulary test, and it was about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying these formulas:

$$Score = \frac{right\,answer}{total\,of\,question}\,100\%$$

Figure 1. To obtain results of individual score

$$M = \frac{\sum X}{N}$$

M: Mean score

$\sum X$: Individual score

N: The number of students

Figure 2. To obtain the average of students score

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

P: The class percentage

F: Total students geting passing grade

N: Number of students

Figure 3. To obtain the percentage of class that passed KKM

III RESULTS AND DISCUSSION

In the first day, the pre-test was conducted to seventh grade students at MTs Nahdlatut Thullab. In pre-test, the researcher gave questions sheet to the students that consisted of 25 multiple choice questions. The researcher assigned the students to do pre-test in 50 minutes. The researcher calculated the students score of pre-test after giving pre-test to the students.

Based on the result of pre-test, the researcher analysed the data of pre-test and then the researcher indicate the mean score of pre-test is 53,6, and there are some students can have passed the KKM and cannot get the KKM. Those are 4 or 16,6% students can get score up the minimum mastery criterion KKM, whereas the 21 students ware still under KKM. The result of analysis, it can be proved that the seventh grade of MTs Nahdlatut Thullab have still lack of vocabulary mastery.

3.1 CYCLE 1

After 1 week, the action of cycle I was done. In this cycle, the English teacher acted as teacher, and the researcher acted as an observer. Based on the lesson plan that was created by the researcher, the teacher implemented the process of learning English. The researcher did the observation sheet to English

teacher in learning activity was ongoing. The explanation of what each meeting's agendas is as following:

First Meeting

Starting the learning and teaching process based on the lesson plan.

Teaching vocabulary to students on verb and noun.

Asking the students about material that have been explained.

Explaining about Fly Swatter Game and how to play it.

Second Meeting

Reviewing the previous meeting.

Starting the learning and teaching process based on the lesson plan.

Asking the students to make 2 groups according to their attendance numbers.

Implementig Fly Swatter Game, where each groups go forward one by one to play this game.

After the first cycle of teaching and learning was completed, the first post-test was give to determine and evaluate the improvement in students' vocabulary mastery. The class's mean score was 66 based on the results of post-test 1. There were 9 students from 24 students, or 37.5% of the class, who received a score above the Minimum Mastery Criterion (KKM) the KKM standards are 70, while the rest had a score below it. It means that the first requirement had not been met.

The teacher and researcher chose to keep the Classroom Action Research into the second cycle. The researcher created a fresh lesson plan in the second cycle. Because the students have not understood about the material and Fly Swatter Game, so that they did not get motivation in learning process. the researcher would alter the planning and action stages in the second cycle.

3.2 CYCLE 2

The second cycle was done by the researcher 1 week after cycle 1. The English teacher acted still as the teacher, and the researcher acted as observer, so the teacher conducted the teaching and learning in second cycle based on the lesson plan. The researcher did observation by using observation sheet in during learning and teaching process. The Action phase of the second cycle is slightly different little from the previous cycle, one of the differences is in cycle 1 there was no discussion between students to other students, in cycle 2 used discussion. The following is a description of the agendas for each meeting in the second cycle:

First Meeting

Starting the teaching and learning process based on the lesson plan.

Giving the material sheet, and then explained the material

Asking the students to discuss it with their friend.

Asking the student, on what they still remember regarding Fly Swatter Game.

Second Meeting

Repeating the material of cycle 1.

Starting the teaching and learning process based on the lesson plan.

Telling the students to form 2 groups according to their attendance number.

Informing that one of groups was the loser, so they would get a punisment.

Starting the Fly Swatter Game.

Asking the students on what vocabulary that they have mastered.

The second cycle's teaching and learning processes were completed, a second post-test was give to determine and assess the students' vocabulary improvement. This second post-test will also look at the difference between the first and second cycles, the difference in post-test 1 and post-test 2 is only different sequences in the question number. This post-test was conducted after the second meeting finished.

According to the results of the post-test 2, the average score of the class was 83,6, with 18 students (or 75%) scoring over the Minimum Mastery Criterion. Additionally, the mean score of students' improvement from the first to the second cycle, The first cycle's mean score was 66, while the second cycle's average score was 83,6. It indicates that the average score improved by 26.6%.

As a result of interview, the researcher used the Fly Swatter Game to help students improve their vocabulary. The English teacher was interviewed after the technique was implemented to assess its success. The teacher gave the positive responses to this strategy. The result of observation, in particular, the students get motivated in the classroom learning process

The researcher and the teacher were pleased and proud of the students' increased vocabulary growth after seeing the change in results from the first to the second post-test. This demonstrates that the work put into establishing the Fly Swatter Game was carried out well. This game can make students more active in the class and improved the students' vocabulary mastery. It is supported by Lubis (2017: 67), The use of Fly Swatter Game can assist the English teacher in teaching vocabulary, while also increasing the students' vocabulary. The students can remember stronger about the vocabulary that have been given by implementing the Fly Swatter Game and students become more focused and motivated as a result of changes in learning activities in the second cycle. Abrar (2019:1), revealed that it also aids the teacher in focusing the students' attention on the learning process without getting them bored with English.

Jufa (2020) said that the teacher and student connection was improved by employing the Swatter Game to teach vocabulary and integrating the students in the teaching and learning process. The students could utilize Fly Swatter Game to memorize and remember their language, based on their observations and the results of their test. It could be inferred that by playing Fly Swatter Game, students can increase their vocabulary mastery. As a result, the Classroom Action Research was ended in the second cycle since 75% of students had met the accomplishment objective or pssed the KKM.

IV   CONCLUSION

According to the findings of this action research, the use of Fly Swatter Game to seventh grade students at MTs Nahdlatut Thullab Omben Sampang has managed to improve students' vocabulary mastery, students' vocabulary achievement, as well as their interest and enthusiasm for learning English vocabulary; which has improved significantly. Those facts ware supported by the following.

Initially, the results of the exam revealed that students' vocabulary achievement had improved. Only 16,6% of students (4 students) passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in the pre-test, with a mean score of 53,6. Then, in the cycle 1 post-test, only 9 students out of 24 were able to pass the KKM, a rate of only 37.5%, and the mean score was 66. The difference between cycle 2's post-test and cycle 1's post-test was fairly considerable. The KKM was passed by 75% of students or 18 students, with an average score of 83,6. As a result, it met the success criteria.

The results from the teacher interview revealed that the teacher gave favourable reactions to Fly Swatter Game, indicating that it aided and encouraged students in improving their vocabulary mastery, and that it could be a different approach of teaching and learning vocabulary.

When the Fly Swatter Game was implemented, observational data revealed an increase in student interest for improving their vocabulary mastery. While there were no substantial changes at first, the modifications became more and more noticeable over time.

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