Teaching Vocabulary Using Fly Swatter Game at the Seventh Graders of Secondary School

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Abstract: Vocabulary is one of the important elements in learning English. In fact, many students still face difficulties in mastering English vocabulary. This research is about to find out the effect of teaching vocabulary using Fly Swattter game at the seventh graders of secondary school. The method used in this research was a quasi-experiment by using one group pretest and posttest design. For the sample, the researcher took 32 students of the seventh grade of MTs Nurul Hidayah Mintin at Pulang Pisau Regency in the Central Kalimantan Province. Test and questionnaire were instruments used by the researcher to collect the data needed. The result shows that there is a significant effect of teaching English vocabulary using Fly Swatter game. This is also supported by students' positive responses from questionnaire given. Therefore, the game has succeeded in improving students' vocabulary of English.

Keywords: Vocabulary, Teaching Vocabulary, Game, Fly Swatter Game

INTRODUCTION

English is taught in junior high school just for introducing the children English as a foreign language. Besides that, it has function to give students basic knowledge of English so that they will do much better in junior high school. Some contexts even learners older than 12 are often included in the young learners' age group, reflecting different national policies and practices in introducing children to foreign language (FL) learning. Young Learners Young Learners (YLS) refer to children from the ages of four to twelve. Increasingly, though, children as young as three are being formally introduced to English as a foreign language.

In the contemporary world, English proficiency is vital for citizens in countries that seek to participate actively in the global economy, and require access to information and knowledge for social and economic development Burns & Richards (2009) in Fauzi (2014). In responding to the increasing need for English proficiency in this global era, Indonesia, as a developing country, has introduced English as a compulsory subject in junior and senior secondary schools, as well as at tertiary levels of education. Learning of a foreign language is recommended because, in long term, it will give better results for children. Besides, in junior high school, children have a greater opportunity in terms of the development of linguistic flexibility and they have a better facility in understanding language than teenagers.

Vocabulary is one of the important elements in learning English. Students cannot communicate effectively in English unless they have a strong vocabulary. The students are unable to successfully convey or receive communications without vocabulary. Because it supports the four language skills, vocabulary is a crucial part of language development (Masita, 2020). According to Santoso & Andriyadi (2019), when the students learned grammar without mastering vocabulary, they will have difficulty to convey what they

want to say. In fact, the students still face some problems in English learning. It also has an important place to make students master the four skills in language, namely speaking, listening, reading and writing.

This research was based on researcher's observation of teaching and learning process in the English classes while she did her teaching practice at which this study undertaken. The researcher found that English teachers still used drilling, memorization and dictation practice to teach English vocabulary. The technique that the teacher used to teach English made the students bored and they seemed not enjoy the English lesson, so they were not motivated to learn English. Students tended to forget the words that had been practiced before. Therefore, the researcher concluded that the technique used by the English teacher at which this research made can cause students boredom. In addition, students were losing motivation to take English lessons. With this in mind, English teachers should find other teaching techniques that can be used to teach vocabulary in a fun method.

How easily and confidently a learner can express himself or herself depends much on their vocabulary. Yet, regarding English language learning, learners typically argue that learning and remembering English vocabulary along with their correct form or usage are tedious learning activities (Bahari, 2020; Hwang & Wang. 2016). Prior empirical studies disclose several factors, namely anxiety, motivation, attitude, and abilities, could greatly affect English vocabulary learning processes and outcomes (Ebrahimzadeh & Alavi, 2016). Thus, attention to use of games has certainly grown as one of the most enjoyable and effective Instructional method for students' motivation and engagement in English learning (Bahari, 2020; Ebrahimzadeh & Alavi, 2016; Zou, et al., 2019). Extant review pertaining to game-based vocabulary learning literature reveals that games facilitate language vocabulary acquisition for several reasons: (1) improving students' intrinsic motivation, (2) containing rich textual input for meaningful language engagement, and (3) reducing students language learning anxiety. Accordingly, games exert considerably positive impacts on English vocabulary learning and teaching by contextualizing the process of vocabulary learning and creating a motivating learning environment (Hwang & Wang, 2016); (Fauzi, 2022). Further, game-based instructions when enhancing learners' motivation and engagement probably provide them with further confidence and freedom during their vocabulary learning (Chen & Yang, 2013; Ebrahimzadeh & Alavi, 2016). Ultimately, games enhance both emotional and cognitive developments through doing, thinking, and playing, offering students with opportunities to increase their vocabulary size (Bahari, 2020).

One of game that can improve the students' vocabulary mastery is "fly swatter game". Fly swatter game is a game where the students have to get the word in the blackboard by using the teacher's instruction. Ideally if the students can play many games in English their vocabulary mastery will be up. It can be seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary. This game, according to Silaban and Refika (2017), helped students to improve their sight-word dictionary and it could be a very valuable tool, this is a great game for improving students' vocabulary and have been extensively researched. For this reason, the researcher seeks the effectiveness of implementing fly swatter games in teaching English at the secondary school.

METHOD

In this research, the researcher used experimental research method. This research used pre-experimental in the one group pretest-posttest design.

1. Sample

According to Sugiyono (2017: 117), population is a region generalization consisting of objects/subjects that have quality and certain characteristics determined by the researcher to be studied and then draw conclusions. The sample taken in this research were 32 students of the seventh grade at MTs Nurul Hidayah Mintin by the academic year 2021/2022.

2. Procedures

In this regard, the researcher at once became a teacher who gave the treatment in this research. In collecting the data, the researcher used an objective test. The test did before treatment (pre-test) and after treatment (post-test) to find the effect of teaching vocabulary using fly swatter on students' English vocabulary. In terms of organizing students on the teaching treatment using the Fly Swatter game, the researcher got through the following procedures.

1. The researcher asked the students to form groups with one group consisting of 4 people.

2. The researcher asked a representative from each group to come to the front of the blackboard to be given a fly swatter for 2 sessions.

3. The researcher explained examples and instructions for the game where students stand with their backs to the blackboard and ask students to listen to instructions from the researcher.

4. Then students competed to hit the word that was meant on the blackboard. The representative of the group in question must make a simple sentence from the word, for example the researcher said "Big" each representative from the group scrambles to hit the word "Big" after that, the students made a simple sentence descriptive adjective with the word "Big". For example, "It is a big house".

5. Students were allowed to sit and take turns with other groups to play the game

This game had three rounds. Every student competed to win the game. The students worked in group and try to win the game together. Students were divided into four groups. Every group was given a fly swatter by the researcher.

In the first round the researcher did the following procedures:

1. The teacher divided the class into 8 groups,

2. Gave one person from each group a different color flyswatter,

3. Four students stood in front of the class and faced their friends,

4. Students listened to what the teacher said carefully,

5. The teacher said the word in English,

6. Students may face the whiteboard and find the word after they listened to the word

that was said by the teacher,

7. The one who touched it first with the fly swatter and they made a simple sentence from the word, got the point and became the winner, and

8. The teacher did this until every person on each team had been at the board once.

The second round, the teacher used the same words on the board with the following procedures:

1. The teacher paired the students up differently so that they were competing against a different person from the opposite team,

2. This time the teacher said the word and they had to find the word in the blackboard,

3. The one who touched it first with the fly swatter and made a simple sentence from the word, got the point and became the winner.

4. The teacher made sure every student had a chance at the board.

5. For the third round, the teacher gives clues such as:

6. The teacher paired the students up differently so that they were competing against a different person from the opposite team,

7. This time the teacher said the word and they had to find the word in the blackboard,

8. The one who touched it first with the fly swatter and made a simple sentence from the word, got the point and became the winner.

9. For each round, the teacher made sure every student had a chance at the board.

3. Instrument

The instruments used in this research were a test and a questionnaire. In relation to the kind of test, the researcher used objective test with short answer test. The test was about to test the students' knowledge of English vocabulary about expressing objects, animals, and public places around us. There were 30 items used in the objective test. By using the questionnaire, respondents were asked to answer 10 questions. The question materials are about evaluating Fly Swatter game in learning English vocabulary covering adjectives in relation to qualities of people, animals, and objects. The purpose of the questionnaire is to find extra information about the teaching technique used in the teaching treatment instead of strengthening the result analysis from tests given to students.

4. Data Analysis

In this research, the researcher analyzed the data using SPSS application. First, the researcher used the Lilliefors test in establishing the normal distribution of sample scores in pretest and posttest. Since the data from pretest and posttest analyzed were normally distributed (pretest $p=0.200$; posttest $p=0.120$), the researcher used the Paired Sample T-test to analyze the data. In addition, the test instrument was already tested its reliability using Pearson correlation by

inter-rater evaluation to confirm its consistency (referring to Fauzi, 2020) where the result confirmed to be highly reliable; $p<0.01$ and $r=0.759$.

RESULT

Table 1 shows the result of pretest and posttest of students' vocabulary mastery before and after being given treatment of teaching using Fly Swatter game.

Table 1. Result of students' scores in pretest and posttest

No.	Students' Code	Pretest	Posttest
1.	A1	65	85
2.	A2	60	95
3.	A3	45	85
4.	A4	60	90
5.	A5	45	85
6.	A6	70	80
7.	A7	25	80
8.	A8	30	85
9.	A9	80	100
10.	A10	25	100
11.	A11	30	100
12.	A12	55	95
13.	A13	45	100
14.	A14	70	85
15.	A15	90	80
16.	A16	50	60
17.	A17	70	90
18.	A18	50	95
19.	A19	55	90
20.	A20	65	85
21.	A21	50	100
22.	A22	65	70
23.	A23	65	85
24.	A24	60	80
25.	A25	100	75
26.	A26	45	95
27.	A27	75	90
28.	A28	70	95
29.	A29	65	85
30	A30	75	80
31.	A31	5	65
32.	A32	30	75

To analyze the data on Table 1, the following is the result of statistical analysis by using paired-samples t-test.

Table 2. Result of analysis on Paired Samples Test

	N	Mean	Std. Deviation	Paired Differences		
				t	df	p-value
Pretest	32	55.94	22.60950	-7.584	31	.000
Posttest	32	86.25	30.31250			

Based on table 2 above, it was found that t = -7.584 and p<0.01. So, the researcher concluded that there is a significant effect of teaching English vocabulary using Fly Swatter game to the seventh-grade students of MTs Nurul Hidayah Mintin.

DISCUSSION

In relation to this research, Fly Swatter game can be used as a creative media in the teaching English vocabulary, especially vocabularies related to descriptive adjectives. As treated, the researcher taught the students English vocabularies of adjective using the Fly Swatter game as media in the learning process. During the treatment, the researcher found that the students had no difficulties in playing the game and understanding well how the game worked for them. The researcher also discovered that the students were able to actively participate in the game and to use the language they learned. They simply enjoyed the classroom very well during the treatment.

In addition, the result also supported studies made by Aprilia (2019); Ferawati (2020); and Fauzi (2022) where the use of a game in the classroom can help the students easier in learning English vocabulary. Compared to conventional way of teaching, using game in learning English are obviously better. However, based on students' recognition on the questionnaire given that they have some problems with the vocabulary mastery, especially descriptive adjectives. For instance, students cannot memorize well the vocabulary because they did not understand how to read and pronounce words correctly. And the most importantly, they perceived that the lack variety of teaching media used was also the main factor for them not to be improved on vocabulary mastery. Therefore, this makes students feel bored in learning English where this confirms Aprilia's (2019) study with the similar result.

Furthermore, the students acknowledged that they are actually lazy learning English because it is too difficult. Then, after they were introduced with the use of the Fly Swatter game, they can develop their vocabularies and memorize more words instead of enjoying the classroom activity. Besides, the fly swatter game can make students more interested and more active in following the class. This fact is also in line with Rezkiah and Amri (2013); Rahmawati (2017); Silaban and Andriani (2017) that found fly swatter game is an effective technique in language teaching, especially teaching vocabulary.

CONCLUSION

To conclude, the Fly Swatter game is one of the most useful English lessons for class VII students of MTs Nurul Hidayah Mintin. In addition, the Fly Swatter game provides interactive learning and can increase students' activeness during the class running. Therefore, Fly Swatter

game is successful in improving and assisting students in memorizing vocabulary, especially descriptive adjectives. However, instead of its positive benefits for teaching English, Fly Swatter game also has several weaknesses. The teacher needs more time space to prepare the game; such as time for dividing groups. And, the more concerned for the teacher with this game is that the class is a bit noisy, so the teacher must control students who are playing the game.

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