THE IMPLEMENTATION OF THE FLYSWATTER GAME IN IMPROVING THE SEVENTH-YEAR STUDENTS' VOCABULARY

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Abstract

The purpose of this study is to determine whether teaching vocabulary using the Flyswatter game enhanced student vocabulary. The author used a flyswatter game as part of her action research in the classroom to find a solution. One cycle was used by the author in this study. Every cycle has four meetings. One class of twenty-four students participated in this investigation. The writer employed documentation, test sheets, and observation sheets as tools for gathering data. Based on the research findings, the students' progressive mean was displayed. The mean of the first meeting was 53.5; the second was 55.3; the third was 61.9; the fourth was 66.1 and the fifth was 75,5. As a result, the post-test mean was greater than the pre-test mean. The information collected from the observation sheet suggested that the pupils made progress. Research suggests that using the flyswatter game helps students' vocabularies. Finally, the flyswatter game may help SMPN 2 Tambangan students become more proficient in the language.

Keywords: *Vocabulary mastery, Flyswatter game, junior high school*

INTRODUCTION

Vocabulary is the essence of learning English because, without a sufficient vocabulary, pupils cannot communicate or comprehend others. For Indonesian students to become fluent in English as a foreign language, studying English vocabulary is crucial. For the majority of Indonesian students, learning English vocabulary has become quite difficult. A person cannot interact with others around him if his vocabulary is insufficient. Acquiring vocabulary is not merely an additional task in being proficient in the English language. Facts support the notion that learning English is important. In addition to studying English, we also need to learn vocabulary.

A greater vocabulary before practicing reading, speaking, listening, and writing is one benefit of learning English more easily (Thornburry, 2019) receptive vocabulary and productive vocabulary are the two categories that (Susanto, 2017) divide vocabulary. Students who can identify and comprehend receptive vocabulary are those who are unable to precisely replicate it in context. Students who possess productive vocabulary can articulate ideas clearly, speak and write with purpose, and pronounce words appropriately. A vocabulary is made up of (a) all the words that a particular person knows, (b) a set of terms that are special to a particular career, firm, etc., and (c) three lists of words. This is according to (Solihin et al., 2022), another

expert. These are not words at all; their meanings are explained, and the majority are listed alphabetically.

Furthermore, Lado noted that three levels of vocabulary are defined to clarify the idea of vocabulary: (1) lexical operation mode and explanatory phonetic pronunciation; (2) lexical communication in the general sphere of money; and (3) aesthetic and technical vocabulary. In actuality, a lot of people—especially newcomers—often struggle with memorizing vocabulary when learning English. They find it difficult to comprehend and become proficient in. The preliminary research observations made by the observer among seventh-grade student in SMPN 2 Tambangan make this clear. The investigator entered the classroom and investigated the process of learning. Ultimately, she found that learning vocabulary presents some challenges for students as learners. The following are some signs that they may not have mastered vocabulary: (1) few vocabulary words; (2) trouble recalling word meanings; and (3) lower performance on English tests. For instances they have difficulties understanding new terms because of limited vocabulary, (4) the strategy suggested by the teacher is just memorizing.

Direct instruction, according to Bender as quoted by Setiawan (Setiawan, 2010), is a teacher-led educational method in which students receive frequent feedback on their performance and behavior as well as precise direction on tasks, performance, teacher-led behavior, and personal behavior. It provides precisely defined guidelines for completing and mastering the course, along with success-based approaches, real-world examples, and evaluations. It makes use of a manual transmission that has greater frequency and control. It offers instructors solid direction on how to introduce their present skills, conduct teaching demonstrations, and use various teaching resources or modifications.

Experts have conducted extensive research on the use of flyswatter games to increase students' vocabulary (Lubis, 2020; Sabana, 2019; Saputri, 2022; Syahrir et al., 2017). The major field that was highlighted in these studies was the use of flyswatter games on professional, fruit, animal, and adjective claus. Likewise, classroom action research was quite similar. Some research was also conducted with classroom action research (Ferawati, 2020; Setiawan, 2010; Silaban & Andriani, 2017) which focused on students' vocabulary mastery through direct instruction. However, those previous studies had focused more on nouns and adjectives. Therefore, using flyswatter games to assist students improve their vocabulary can provide a fresh perspective and encourage students to be more excited about learning new words.

Vocabulary

Vocabulary is one of the key linguistic elements of English. Vocabulary is essential for everyone, but especially for students, to learn to master and use language (Susanto, 2017). The vocabulary of English is a set of terms that we use to express to

other people our ideas, emotions, and knowledge. Vocabulary, according to Scott and Castaneda (Thornburry, 2019), is the comprehension of word meanings. We require a large vocabulary to communicate. Knowing the definition of a new word and being able to use it in a sentence are crucial skills to acquire.

One of the biggest issues when teaching English to non-native speakers is vocabulary. A list of terms from the book can be introduced by the teacher when teaching vocabulary. Other terms that are significant to the pupils are added by the teacher. A teacher needs to be educated in his subject. To effectively instruct kids in language, teachers must possess a general understanding of words, idioms, and meanings. It can be written down or uttered. Since language is essential to learning, teaching it to English language learners is one strategy to help them improve their language proficiency. It is crucial to language learning since mastering vocabulary aids in the development of all language abilities, including speaking, listening, reading, and writing. Without understanding new words, it will be difficult for students to learn English. As a result, when teaching vocabulary, teachers might employ a few strategies to assist pupils in introducing vocabulary.

According to Thornburry (2019) suggest classifying vocabulary into two categories:

1. Productive vocabulary: When expressing thoughts through speech or writing, a person typically utilizes productive vocabulary. Usually, he speaks in terms that he is familiar with.
2. Receptive vocabulary: The list of terms that a person can understand by reading or hearing. These are uncommon terms that are frequently foreign to students.

Flyswatter Game

Games known as "flyswatter" include students writing multiple words on a whiteboard or blackboard under the guidance of a teacher. The goal of the game, according to Flores (Hiebert & Erlbaum, 2010), is for the player to pronounce a word and have the other players react by bowing or ruling in response. The whole game may be won by students of all levels who practice and advance their vocabulary, claims (Ritonga et al., 2022). This is a fun activity to do in the classroom, especially to get everyone warmed up. The atmosphere in the classroom will be more varied than usual, and the students will create some noise, but that is exactly what this game is about because it will help the students feel more at ease and welcomed overall.

For students, the Flyswatter game is an insightful activity since they can learn via playing. A flyswatter is a flat piece of plastic equipment with an extended handle. It is an object used to kill insects. Additionally, this game gives pupils the chance to use the teacher's instructions to write a word on a whiteboard or chalkboard. A tool for killing insects is a flyswatter. Pupils need to be able to express the appropriate relative

pronoun for every adjective phrase with accuracy. Once flyswatter is included in the curriculum, playing a complete game of it is a great method to practice.

There are numerous approaches to teaching new words, and educators must become proficient in a variety of teaching strategies because some are better suited for teaching word kinds than others. In actuality, this game requires that specific steps be taken. First, Students will finish one another off to hit the flyswatter word. Second, facing their friends, two pupils take a stand in front of the class. Then, students pay attention to what their teachers say and work diligently. After hearing the teacher say the word, they can turn to face the whiteboard and locate the word. The pupils made the term. They spell the word in front of their friends after they have successfully grasped it. Finally, teachers can determine who won by listening to the first sound of a flyswatter.

METHODOLOGY

This study led to the implementation of classroom action research (CAR). Classroom behavior is defined as behavior that is permitted by teachers in the classroom. With an emphasis on classroom instruction and the learning process, classroom action research aims to improve the quality of learning practices. This research methodology also serves as a tool for problem-solving, as it analyzes the subtle effects of a situation and evaluates relative actions (Ahyar et al., 2020). Four steps make up classroom action research: preparation, execution, observation, and reflection. Planning is the act of reflecting on one's previous actions. Action refers to the planned course of action. In this stage, the author will create the lesson plan, teaching program, and media that the students will use to learn the language after the activity. This process would be repeated until the teacher obtained a satisfactory outcome. The outcome of an action is an observation. Furthermore, reflection is the assessment of past activities. It remembers the course of events as they were observed. The purpose of reflection is to identify and address the issues from the previous cycle.

Seventh-year SMP Negeri 2 Tambangan students participated in this study. There are 24 students in it. An additional researcher in this study was an English instructor at SMP N 2 Tambangan. While the teacher was conducting a lesson, the writer saw what was happening inside the classroom. The instructor then assisted the writer in planning each cycle and analyzing the information from the observation.

The Kemmis and Taggart (Kemmis & Mctaggart, 2005) paradigm was applied in action research. It was a well-known illustration of the "spiral" of action research, which had the following four stages: Planning comes first, then doing, observing, and reflecting. The researcher used one cycle in this study. Every cycle has four meetings. Every meeting lasts for ninety minutes. Thus, during the investigation, there were five meetings. The following presumption underlies the classroom action research: in the first cycle, vocabulary instruction and learning proceeded as ideally as possible due to

the well-organized employment of the flyswatter game. Pupils begin to take an active role in their learning experience. The learner's actions in class made it clear.

The writer employed written tests and observation sheets in addition to being the primary instrument for data collection. A test is a tool used to determine a person's aptitude, expertise, or output in a certain field. A procedure comes before a test. It is an instrument, or a collection of methods, steps, or things, that the test-taker must execute. A test needs to measure, second. While some examinations concentrate on extremely specific competencies or objectives, others measure general ability. In this instance, students will take a written test consisting of 35 matching-word questions to assess their vocabulary. The data will be analyzed using both qualitative and quantitative information. Qualitative data is used to characterize the circumstances during the teaching process. Student test scores are analyzed using quantitative data. The written test scores are computed to gather and analyze the quantitative data.

FINDINGS AND DISCUSSION

Qualitative and quantitative data were used to analyze all of the data. The quantitative information is derived from the mean of the student's performance in taking vocabulary tests. Qualitative data were derived from observation results and statistical analysis. This research was conducted in a single SMPN 2 Tambangan class, specifically class VII-A, consisting of 24 students. This relay was completed in one cycle, whereas the previous cycle involved four steps: planning, acting, observing, and relaying. The initial cycle was completed in five meetings, including a pretest.

Based on the observations made by the writer, it was evident that the classroom environment was quite favorable for implementing the flyswatter game. Although some students were not familiar with the rules of the game, everyone was actively participating in the activities led by the teacher, which helped the students feel more comfortable and knowledgeable about the lesson. The students were able to compare and identify different types of nouns, verbs, adjective verbs, and adverbs. Students are more than just enthusiastic about learning new things; their relationships with others are more than just playing games of flyswatter; and they are more than just enthusiastic about learning new things and working on them more quickly.

Using the results of the student's vocabulary scores, it was found that the pupils' vocabulary scores showed significant improvement. It can be seen from their preliminarily scored vocabulary to their first-cycle vocabulary. The mean score of the pretest in the preliminary phase was 55,3 while the mean in the first cycle was 75,5. The table that follows shows it.

Table 1. The improvement of student's mean

Meeting	Total Score	Mean

Pre-test	**I**	**1284**	**53,5**
Cycle 1	**II**	**1328**	**55,3**
	III	**1486**	**61,9**
	IV	**1588**	**66,1**
	V	**1812**	**75,5**

The use of flyswatter games in the classroom should optimize the chance for students to utilize the target language in real-life situations. The focus should be more on the message than on the correlation of language strings. Tutors provide opportunities for students to concentrate on their learning processes and develop suitable teaching methods for self-taught learning. More themes were covered in class, which allowed students to reflect and respond to teacher input. Once students feel comfortable using the language, it is highly recommended that they be challenged to think critically about it. The vocabulary of the students would increase by using flyswatter.

It was discovered in this study that the improvement in the student's scores, The mean of the student was 53.5 in the first meeting. Four students received 75 points in this meeting. In the second meeting, the students' mean was 55.3. Five students received 75 points in this meeting. Six students with 75 points in the third meeting, and ten students with 75 points in the fourth meeting. Twenty students received 75 points in the fifth meeting. According to the results above, using the flyswatter game improved the students' vocabulary, particularly on nouns and verbs.

CONCLUSION

After the data was analyzed, it was discovered that the student's scores had increased from the pre-test to the post-test. It can be inferred from the improvement of the students' mean score. The fourth meeting makes up the first cycle. From the vocabulary, it is evident that the mean score of the students has improved. The mean for the initial meeting was 53.5, followed by 55.3 for the second, 61.9 for the third, 66.1 for the fourth, and 75.5 for the fifth. As a result, the first cycle's meeting score improved more than the previous one had. The teacher was noted to have arrived on time, graded the assignments, and performed the orientation based on the observation form. The researcher was very helpful in explaining the process of learning and completing the topic. The instructor could assist the pupils in becoming proficient in the classroom.

Throughout the lesson, the teacher provided excellent motivation for the students, encouraging them to take an active role in their learning. Additionally, they enhanced

their vocabulary test. The teacher could effectively arrange the class. The students were actively engaged in opinion-forming discourse. They were able to explain their ideas clearly. The students were quite enthusiastic about teaching and learning, but they were also active in class, brave when voicing their opinions and actively involved in gathering information for the group. It was found the flyswatter game enhanced the vocabulary of the students.

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