



The Effect of Fly Swatter Game on Students Vocabulary Mastery At First Grade Students of SMPN 1 Inuman-Kuantan Singingi

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A B S T R A C T

The researcher conducted this research because researcher found several problems in the process of learning English. Those problems were related through observation in the class at SMPN 1 Inuman-Kabupaten Kuansing. The first is that the students have difficulty learning English. The second is that most of students lack vocabulary. The third is that the teacher uses monotone techniques in learning English, especially vocabulary. In this case, this research was going to find out whether there was a significant effect of the fly swatter game on students' vocabulary mastery in first grade students of SMPN 1 Inuman-Kabupaten Kuansing. The researcher used quantitative research as the methodology for this research, as well as experimental research. The design of this research was pre-experimental research with one group pretest-posttest design. The subjects in this research were all of the students in first grade at SMPN 1 Inuman. The researcher used the random sampling technique in taking the sample, in which the VIIB class became the sample of the research, which consisted of 19 students. The data was gotten from the students' vocabulary tests that were given before and after treatment was given. After calculating the data, it was found that the mean score of the students' vocabulary mastery on the pre-test was 62.10, while the mean score of the students' post-test was 73.95. It means that the fly swatter game had a significant effect on students' vocabulary mastery in first grade students of SMPN 1 Inuman-Kabupaten Kuansing.

Abstrak

Peneliti melakukan penelitian ini karena peneliti menemukan beberapa masalah dalam proses pembelajaran bahasa Inggris. Permasalahan tersebut terkait melalui observasi di kelas di SMPN 1 Inuman-Kabupaten Kuansing. Yang pertama adalah siswa mengalami kesulitan belajar bahasa Inggris. Kedua, sebagian besar siswa kurang kosakata. Ketiga, guru menggunakan teknik monoton dalam pembelajaran bahasa Inggris, khususnya kosakata. Dalam hal ini, penelitian ini akan mencari tahu apakah ada pengaruh yang signifikan dari permainan pemukul lalat terhadap penguasaan kosakata siswa pada siswa kelas satu SMPN 1 Inuman-Kabupaten Kuansing. Peneliti menggunakan penelitian kuantitatif sebagai metodologi penelitian ini, serta penelitian eksperimental. Desain penelitian ini adalah penelitian pra eksperimen dengan desain one group pretest-posttest design. Subjek dalam penelitian ini adalah seluruh siswa kelas I SMPN 1 Inuman. Peneliti menggunakan teknik random sampling dalam pengambilan sampel, dimana kelas VIIB menjadi sampel penelitian yang berjumlah 19 siswa. Data diperoleh dari tes kosakata siswa yang diberikan sebelum dan sesudah diberikan treatment. Setelah menghitung data, ditemukan bahwa rata-rata skor penguasaan kosakata siswa pada pre-test adalah 62,10, sedangkan skor rata-rata post-test siswa adalah 73,95. Artinya permainan pemukul lalat berpengaruh signifikan terhadap penguasaan kosakata siswa kelas I SMPN 1 Inuman-Kabupaten Kuansing.

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1. Introduction

English as a foreign language is an important subject in junior high schools. The main purpose is to give students the ability to understand English lessons. In English language, there are four language skills, there are speaking, reading, writing and listening. In addition, there are also components such as pronunciation, grammar, and vocabulary cannot be separated from the four main skills. In this research, researcher focus on vocabulary.

According to Minanda nova, Language is a form of communication in which people use signs such as words and body language to communicate with one another (Minanda et al., 2020). One of the language components that can help students become fluent in English is vocabulary. English vocabulary mastery has become a major issue for the majority of students. Lack of vocabulary cause a person to be unable to communicate. Vocabulary is most important material in foreign language teaching for young learners. The basic for learn English is vocabulary. Witout learning vocabulary, communication will not provide any understanding.

According to Hornby, vocabulary is the total number of words in a language (Hornby, 2000). Vocabulary is the key learning a languages, it must be introduced in interesting ways. In line with that, students will not achieve success in learning unless they enjoy the process during English lesson. Aswal state, "Vocabulary is an important element learning English; it is the first step for the students if they want to achieve their goal in English learning skill" (Syarifudin et al., 2014). Therefore, teaching English has a very essential role in enabling students to master English as their foreign language (Silvia & Roza, 2022).

And also Rahmat, said, "Vocabulary is one of the language components that have an important role to support the four basic learning skills, vocabulary is very important to make people easier to express their opinions and ideas in their communication with other people. Having limited vocabulary the students will find many difficulties in mastering language skill" (L et al., 2013). Vocabulary is one of the most important language components in studying English. Then, if the students do not have much vocabulary, they will have problems in speaking, reading, listening and writing. In other words, the students must have the basics of the English language like vocabulary. It means that learning vocabulary is very important especially for students in SMPN 1 Inuman.

Game is part of the steps that teacher need to teaching in the learning and teaching process. In term of vocabulary, games can also help the students understand new words and new meanings. Wriath, et. Al stated that "Game also help the teacher to creat context in whict the language is udeful and meaningful." There are many ways that the teacher can do improve students' vocabulary and one of effective way which can be applied by the teacher is to use fly swatter game. According to Rezkiah also stated "fly swatter game is a kind of activity that students do in the classroom by using fly swatter game, and the students use it to hit the word on the whiteboard that teacher says before." (Rezkiah & Amri, 2013).

Based on preliminary research by doing observations of the class VIIB first grade students of SMPN 1, Inuman-Kuantang Singingi on September 30th, 2021. The researcher found some problem above. For the first, most of students they had difficult in learning English because English language is completely different from Indonesian language in the system of the structure, pronunciation and vocabulary. When the teacher explain the material the students only saw the book, and some students were busy with their activities. Because of what the teacher explained, they did not understand the meaning of the words conveyed by the teacher.

The second, most of students were lack of vocabulary, so it makes them difficult in learning process. The students were only silent when the teacher asks the meaning of the words in the material being taugh. When Elementry School not all of students learn English. Not all of students have the basic of learn English, especially in vocabulary.

The third, the students had low motivation to learn English during the learning process, because the teacher only used a monotone technique. When the students ask about unknown vocabulary, the teacher only mentions the meaning of the words asked by students. So, this situation make students were bored and hard to remember new vocabulary.

Based on the arguments above the researcher has one of the solutions that is fly swatter game, the researcher using this technique in SMPN 1 Inuman. This technique is a fun way for students in learning English. The researcher is interested in conducting a research on SMPN 1 Inuman, especially in the first grade students. The researcher wants to help the students to solve their problems in vocabulary by using an interesting method like the fly swatter game that will be used in the teaching and learning process.

According with the explanation above, the researcher is interested in conducting research under the titled "The Effect Of Fly Swatter Game Of On Students' Vocabulary Mastery At First Grade Students Of Smpn 1 Inuman-Kuantan Singingi".

2. Metodologi Penelitian

2.1. Design of the Research

In doing this research, the researcher used quantitative research. According to Margono, "Quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of finding information about what do you want to know" (Margono, 2007). Dealing with the problem of the study stated previously, the researcher used experimental research types in this research.

According to Gay, "The experimental method is the only method of research that can truly test hypotheses concerning cause effect relationship" (Gay, 1990a). This method also aims to test the effect of a variable on other variables or test how the causal relationship between one variable and another variable. Gay also said there are four kinds of experimental research, there are: pre- experimental research, true experimental research, quasi experimental research and factorial research (Gay, 1990a). In this research, researcher used pre-experimental research by using one group pre-test and post-test. Sugiyono stated pre-experimental design is that includes only one group or class that is given pre-test and post-test. This one group pre-test and post-test design was carried out on one group without a control or comparison group . Experimental research that still has external variables that affect the dependent variable, because the experiments carried out only involve one group without a comparison or control group.

Furthermore, this research used one group pre-test and post-test design, which followed pre-test (X) exposed to a treatment (T), and post-test (X2). Gay said the expected result of the treatment is determined by comparing pre-test and post-test score (Gay, 1990b). The resercher used this research because the research only choosed one class that involved of the first grade at SMPN 1 Inuman-Kabuapten Kuansing with 19 students. Therefore, the researcher could not take a control class as comparison to the experimental class. The research described it as follows:

Tabel 1.Tabel Software dan Hardware Pendukung

Pre-test	Treatment	Post-test
X	T	X2

Where:

T =	The treatment was given to experiment class by using fly swatter game
X ₁ =	Pre-test

Based on the research design above, the class was treated using fly swatter game. Then, this research used the pre-test before treatment and also post-test after treatment, the purpose of the test was to know whether there was an effect of the students' vocabulary mastery.

2.2. Population and Sample

2.2.1. Population

Population and sample were two important elements in the research. Population and sample should be there in research, without population and sample the research could not be done. According to Gay, population is the group of interest to the researcher would like the result of the study to be generalized (Arikunto, 1993). It means that the population was the entire research object which some of them were used as source of data. All of the population should have the specific character. Furthermore, Margono stated that the population is all data that is of concern in a given scope and time. Population is also referred to as the whole object of research consist of humans, objects, animals, plants, symptoms, test scores or events as a source of data that has certain characteristics in a study (Margono, 2007). The population is the total number of subjects to be studied by a researcher and all variables related to the topic of the research.

The population of the research was all of the first grade students of SMPN 1 INUMAN. The number of the students for each class can be seen from the table below:

Tabel 2. Total population of the first grade students of SMPN 1 INUMAN

No	Class	Students
1	VIIA	20
2	VIIB	19
	Total	39

From the table above, the total population of this research was 39 students. There are class VIIA and class VIIB. Where class VIIA has 20 students and class VIIB has 19 students.

2.2.2. Sample

Sample represents the quality and characteristic of population. According to Margono, "Sample is as part of the population, as sample take using certain methods" (Margono, 2007). Sample in the study arise because the research intends to reduce the object of research as a result of the large number of populations so that they must examine only a portion of the population. Furthermore, Sugiyono states that sample is a part of the total and the characteristics that exist in that population (Sugiyono, 2009). The sample is a subset or subset of a population, the sample gives a true picture of the population.

Sample is a part of the population that is researched by researcher that is taken by using certain way. According to Suharsimi, sample is part of population that will be researched (Arikunto, 2006). The sample is part of the population studied in a study and the results will be considered a picture of the original population, but not the population itself. The sample is considered as representative of the population whose results represent the overall observed symptoms. In the research, The researcher took one class for the sample. The research chose this class with certain consideration. To determine a sample in this research, the technique used is random sampling technique. According to Sugiyono, "simple random sampling is simple random sampling is said (simple) because taking samples from the population is done randomly without considering the strata that exist in the population" (Sugiyono, 2017). Hence, in this research, the researcher chosen one class as the sample because of some considerations. First one, these class had almost same vocabulary ability. The last one, the

teacher who teaches English in first grade is different. The researcher chose by random sampling and when taking class VII B was selected.

2.3. Instrumentation

The researcher choose the test as the instrument of the research. The researcher used multiple-choice that consist of meaning, synonym, antonym and gapfilling. The researcher used 20 items for the test. The maximum score is 100 and minimum score is 0. So, each students' are score by dividing the score of correct answers with total item then 100. The students are given the time 60 minutes to fill in the answers to the question given.

According to Hughes and brown in Shella stated multiple choice format is one of the most widely used methods of vocabulary assessment. Beside that, a specific multiple choice to assess quality of vocabulary knowledge, that is meaning and synonym (Aprilia, 2019). It is support by Read stated that multiple choice vocabulary test, proved to have excellent technical characteristics for measuring vocabulary knowledge (Read, 2000). Based on the explanation above there are four test are used namely synonym, antonym, meaning and gap-filling. The test is set based on the goal of teaching and learning that will be achieved. In addition, the instrument should have validity to get research finding. If the test is not valid the instrument that used by the researcher cannot be applied in the research.

2.3.1. Validity

Validity means a test measures accurately what was purposed to measure. Nasution said that the measurement tool can be categorized as valid one if tool can measure what it should be measured (Nasution, 2012). So, the extent to which the accuracy and precision of a measuring instrument in carrying out its size function can be said to be valid. Gay also said validity is an instrument that can measure what is intended to be measure (Sugiyono, 2009). Validity of the test depend on particular purpose and particular group. In other word, the test is valid if it is appropriate for what and for whom. In this research vocabulary mastery test will be measure by using Expert Judgement which the expert will give their opinions whether the test valid to measure what will be measured by the researcher or not valid. Expert Judgement are Widya Safitri, M.Pd, Agseora Ediyen M.Hum, Dr. Afdaleni, M.Pd, Apriani Aslitha, S.Pd and Desi Memberti, S.Pd who had given validity for the research instruments of this thesis.

2.3.2. Reliability

When a test can give the current result as same as the previous test that will be conducted, that the test has a high reliability. In other words, students get the similar score in both of the previous or the latest test. The researcher gave twice test to the class. To know the reliability of the instrument test, researcher consulted and asked the experts as a rater. In other words, it is consulting with the teachers of SMPN 1 Inuman-Kuantan Singingi. The experts are Ms Desi Memberti, S.Pd and Ms Apriani Aslitha, S.Pd.

2.4. Technique of Data Collection

Researchers held four meetings. for the first meeting, the researcher gave a pre-test of multiple choice questions to students before giving treatment to students. Then on the second and third day, the researcher taught the class using the method he wanted to teach for two meetings. at the last meeting After teaching, the researcher gave a post-test to the students. then students do the test, to get the correct data, so that the researcher can see the score between the pre-test and post-test tests.

In this study, the researcher corrected the results of the multiple-choice test that had been given to students and gave a score for each answer sheet that had been done by students. And to get the results the researcher adds up how many correct answers will be multiplied by five.

2.5. Technique of Data Analysis

Technique of the data analysis used by the researcher was t test formula to analyze the data and to find out how the effect of fly swatter game on students' vocabulary mastery. The researcher used statistical calculation of t-test to determine the final calculation (t-calculated) of fly swatter game on students vocabulary mastery. Suryabrata states that the suitable statistic formula in one group pre-test and post-test design is by using t-test to find whether the differences of pre-test and post-test are significant (Suryabrata, 2004). The researcher compare of the mean score of pre-test and post-test. in a research there was one class , the researcher used t-test to analyze the data. The researcher use the formula of t-test suggested by Ali , there are some steps conducted in one group pre-test and post-test design: (Ali, 1993)

1. Choose the subject as the sample.
2. Conduct the pre-test (X1).
3. Give the treatment (fly swatter game) to the students (T).
4. Conduct the post-test (X2) after the treatment is used in learning process.
5. Find the mean scores and standart deviation of pre-test and post-test. After that, compare them.

- a. Find the mean score (\bar{x})

$$(\bar{x}) = \frac{\sum x}{N}$$

Simbols :

(\bar{x}) = Means

$\sum x$ = the sum of all the scores

N = total number of subject

- b. Find the standard deviation (s)

$$S = \sqrt{\frac{\sum F (x_i - \bar{x})^2}{n-1}}$$

6. Test the differences of mean score by using t-test

To analyze the result of experiment that used one group pre-test and post-test design. Arikunto suggested to use the following formula:(Arikunto, 2006)

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Symbols:

t = Test

Md = Mean of pre-test and post-test

Xd = Deviation of pre-test and post-test

$\sum x^2 d$ = Sum of quadratic deviation

N = Total number of subject

Post-test score is analyzed by using this formula to see whether there is significant or there is no significant difference of the students' pre-test result and students' post-test after using fly swatter game in improve students' vocabulary mastery. The researcher used t-test to compare of find out whether the value of t-table indicates a significant difference between mean scores of two test, it is compared to the value of t in the table at the degree of freedom $\alpha = 0.05$. The condition is the alternative hypothesis (H_a) is accepted if $t\text{-test} > t\text{ table}$. While the null hypothesis (H_0) is accepted if $t\text{-test} < t\text{-table}$.

3. Finding and Discussion

3.1. Findings

In this chapter, the researcher wants to describe about result of analysis of collected data carried out to answer the research question: Is there any significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 Inuman-Kuantan Singingi. The finding of the research were intended to explain whether there was any significant effect of using fly swatter on students' vocabulary mastery at first grade students of SMPN 1 Inuman-Kuantan Singingi.

The students' vocabulary mastery scores were collected after a pre-test at the start of the research and a post-test at the end of the research after the treatment. This study data was drawn from the pre-experimental. The pre-test and post-test were given in the form of multiple choice test which had 20 items and the students were asked to answer the test. There were 39 students in the population, with 19 students serving as the sample. The sample in the experimental class (VIIB) was 19 students. The description of the data in the experimental classes explained below:

3.1.1. Description of Pre-Test and Post Test

The data of this research was gotten by the researcher based on the research that had been done at first grade students of SMPN 1 Inuman-Kuantan Singingi. The data was gained by giving pre-test and post-test for the sample class. Pre-test was given before treatment, and post-test was given after treatment. There were 19 students involved pre-test and post-test. The data of this research was the scores of the students' vocabulary test in form objective tests. The kind of the tests was multiple choices that consisted of 20 items. To measure the score of the students' pre-test and post-test the researcher measured the students' scores by multiplying the right answer of the students with the score of the test. In this research the score of one test was 5. So the highest scores of the students were 100 and the lowest one was 0.

Pre-test was given to the students as sample at the beginning of the class or meeting. Post-test was given to the students at the end of the class or meeting. There were 20 items which were answered by students. The data of pre-test and post-test was got as a table belows:

Tabel 3. The description of the data students' score of pre-test and post-test

Statistic	Pre-test	Post-test
N	19	19
Mean (x)	62,10	73,95
Standard deviation (S)	9,56	7,56
Variant (s ²)	91,39	57,15
Max	80	90
Min	45	65
Sum all of score $\sum x$	1180	1405

The table above showed that the number of all scores pre-test was 1180 and post-test was 1405, number of students pre-test and post-test was 19, mean score pre-test was 62,10 and post-test 73,95, standard deviation of pre-test was 9,39 and post-test was 7,56, variant of pre-test was 91,39 and post-test was 57,15. The highest score of pre-test was 80 and post-test was 90 and the lowest score pre-test was 45 and post-test was 65.

3.1.2. Analysis of the data

In this research there were two kinds of the data analyzed in this research: pre-test and post-test. After getting the mean score and the standard deviation both of tests then the researcher got the t-obtained. After that, the data were calculated by using t-test. Formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$$

Symbols:

t = Test

Md = Mean of pre-test and post-test

Xd = Deviation of pre-test and post-test

$\sum x^2d$ = Sum of quadratic deviation

N = Total number of subject

The formula above was used to compare the mean score of pre-test and post-test. The researcher used the following table to analyze the t-test of mean scores between pre-test and post-test:

Tabel 4. Analysis of the t-test

No	Pre-test C1	Post-test C2	Gain (d) pre-test and post test	Xd (d-Md)	Xd2
1	70	85	15	3,16	9,99
2	60	75	15	3,16	9,99
3	60	70	10	-1,84	3,39
4	55	65	10	-1,84	3,39
5	70	70	0	-11,84	140,19
6	50	70	20	8,16	66,59
7	70	75	5	-6,84	46,79
8	65	70	5	-6,84	46,79
9	60	65	5	-6,84	46,79
10	75	85	10	-1,84	3,39
11	60	65	5	-6,84	46,79
12	50	75	25	13,16	173,19
13	80	90	10	-1,84	3,39
14	65	70	5	-6,84	46,79
15	70	80	10	-1,84	3,39
16	45	80	35	23,16	536,39
17	55	65	10	-1,84	3,39
18	50	70	20	8,16	66,59
19	70	80	10	-1,84	3,39
	$\Sigma c1= 1180$	$\Sigma c2= 1405$	$\Sigma d= 225$		$\Sigma xd2= 1260,61$

$$Md = \frac{\sum d}{N} = \frac{225}{19} = 11,84$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} = \frac{11,84}{\sqrt{\frac{1260,61}{19(19-1)}}} = \frac{11,84}{\sqrt{\frac{1260,61}{19(18)}}} = \frac{11,84}{\sqrt{\frac{1260,61}{342}}} = \frac{11,84}{\sqrt{3,69}} = \frac{11,84}{1,92} = 6,167$$

$$df = 19$$

By using t (alpha) 0,05 was found t-table 1,729

$$t_{\text{obtained}} < t_{\text{table}} = 6,167 < 1,729$$

Based on the analysis of the t-test above, the mean score of pre-test and post-test was 11,84 the sum of gain (the differences of students post-test and pre-test) was 225 and the sum of quadratic deviation was 1260,61. After getting those data, it was used to find the t-test of the pre-test and post-test. The t-test of the score was 6,167. Then, the researcher obtained the t-table on 2 degree of freedom and alpha 0,05 level of significance. From the calculation, it was found that t-obtained was higher than t-table, where the t-obtained was higher was 6,167 while t-table was 1,729. It means the differences between pre-test and post-test was significant.

3.1.3. Testing hypothesis

After the score pre-test and post-test had been analyzed, the hypothesis was tasted. The hypothesis in this research was: Ha: there is significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 Inuman-Kuantan Singingi. (Ha: $\mu_1 \neq 0$). Ho: there is no significant effect of fly swatter game on students' vocabulary mastery at first grade student of SMPN 1 Inuman-Kuantan Singingi . (Ho: $\mu_1 = 0$).

Ha mean there is a significant effect of using fly swatter game on students' vocabulary mastery. On the other hand, Ho means there is no significant effect of using fly swatter game on students' vocabulary. To measure whether the hypothesis was accepted or rejected, the researcher used this formula:

$T_{\text{obtained}} > t_{\text{tabel}}$, it means Ha is accepted and Ho is rejected

$T_{\text{obtained}} < t_{\text{tabel}}$, it means Ha is rejected and Ho is accepted

Based on the formula above, to find whether Ha is accepted or rejected, the value of the tobtained was compared with the value of the ttable was higher than the value of the ttable the descriptive hypothesis (Ha) is accepted. However, if the value of the tobtained is the same or less than the value of the null ttable hypothesis (Ha) is accepted.

From the calculation of the score of both tests, the mean score of the post-test = 73,95 was higher than the pre-test = 62,10. Then, it was analyzed by using t- formula and the result of the t- obtained was 6,167 on 19 degree of freedom and (a) 0,05 level of significance. Through comparing the t- obtained (6,167) to the t-table (1,729) on the same degree of freedom and level of significance, it was found that the value of t-obtained was higher than the value of t-table. From the data above, it could be concluded that the hypothesis (Ha) was accepted and the null hypothesis was rejected. For this reason, it can be said that fly swatter game gives better effect on the students' vocabulary mastery.

3.2. Discussion

Vocabulary is one of important language components that contribute significantly on the mastery of language skill. Without mastering vocabulary the students cannot practice English fluently. They would be difficult in listening, speaking, writing and reading because vocabulary is one aspect

component in English learning. For this reason, the teacher should find some effective method to improve students' vocabulary mastery in English. One of method that might be used to improve students' vocabulary mastery is using fly swatter game.

Based on the result this research that there significant difference between pre-test and post-test. From this research the researcher knows that fly swatter game is a good media in teaching English. Muchlas Akbar stated Fly swatter game is a cheerful and challenging game where the students can learn vocabulary without getting bored and the students can also be more motivated in their learning process because of the enjoy in the class (Abrar et al., 2019). So, the fly swatter game is a game that can make the students active and motivated to learn English in the classroom. The researcher assumes that it was because in the teaching and learning process the students than taught by using fly swatter game got improve the students vocabulary mastery in studying English. They were taught descriptive text by using fly swatter game. They tried to hit the word ih the whiteboard in front of the class using fly swatter. But some how it was not easy for them because they vocabulary don't have much. But after taught for two times they can improve their vocabulary. On other hand the students also focus with their dictionary to looking the vocabulary. It made them boring and they can't improve their vocabulary. It means fly swatter game can help the students to be more active and help the students to improve their vocabulary.

After giving treatment to the experimental class the test to students. Some of the students can improvement vocabulary, and of course this was not really worked for some students and did not make a big improvement on their vocabulary. But most of the students can improvement in their vocabulary.

4. Conclusion

Based on the result of the research that had been discussed in the previous chapter, it can be concluded that the scores of the students who use fly swatter game method in learning vocabulary was higher than before. It can be seen the mean score of pre-test and the post-test. The mean score of pre-test was 62,10, while the mean score of post-test was 73,95. In addition the t-test value is 6,167. It is bigger than t-table (1,729). So, it means there was significant effect of using fly swatter game on students' vocabulary mastery.

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