

THESIS

**USING FLY SWATTER GAME TO IMPROVE STUDENTS'
VOCABULARY MASTERY AT THE FIRST GRADE
OF MTs At-TAQWA JAMPUE KAB PINRANG**



BY

**ULFAYANTI
REG NUM. 16.1300.023**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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A Thesis

**As a Part of Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

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Submitted by

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Ulfayanti. *Using Fly Swatter Game to Improve Students' Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab. Pinrang* (Supervised by Mujahidah and Ahdar)

The aimed to find out improving students' vocabulary mastery by using Fly Swatter Game. The researcher was conducted at MTs At-Taqwa Jampue Kab. Pinrang The subject of this research is VII 3 class which is consisted of 21 students as a sample. The sample was taken by random sampling.

This research method used in this research was a quantitative method by using pre-experimental design with pre-test and post-test design to see the difference before and after the students' getting the treatment and using questionnaire to see the students' response after learning vocabulary with Fly Swatter game.

The results in this research indicated that there was improvement of the students' vocabulary mastery. It was indicate by the students' mean score of post-test (76.6) was greater than pre-test (38.8). Even for the level significant (p) 5% and the t-test value is greater than t-table ($3.36 \geq 1.724$). Then, it can be concluded that the students' vocabulary mastery is significantly better after getting the treatment. So , the null hypothesis (H_0) is rejected the alternative hypothesis (H_a) is accepted. Then from the result of questionare is 90.52 it showed that there was improvement positive responses in the teaching learning process of vocabulary through fly swatter game.

The result of this research found that the students of the VII.3 class enjoy the lesson so they can be easier to get and memorize the vocabulary by using fly swatter game.

Keywords: *Vocabulary Mastery, Fly Swatter Game.*

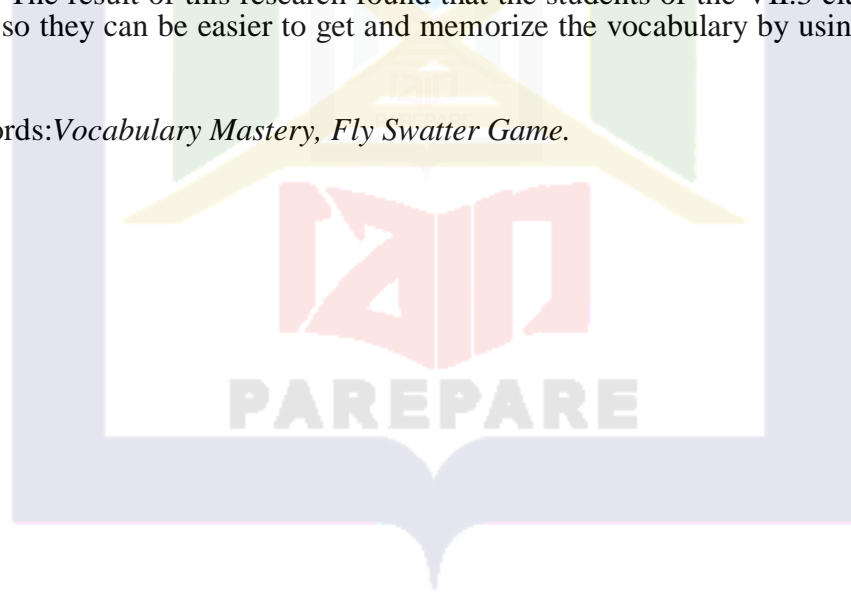


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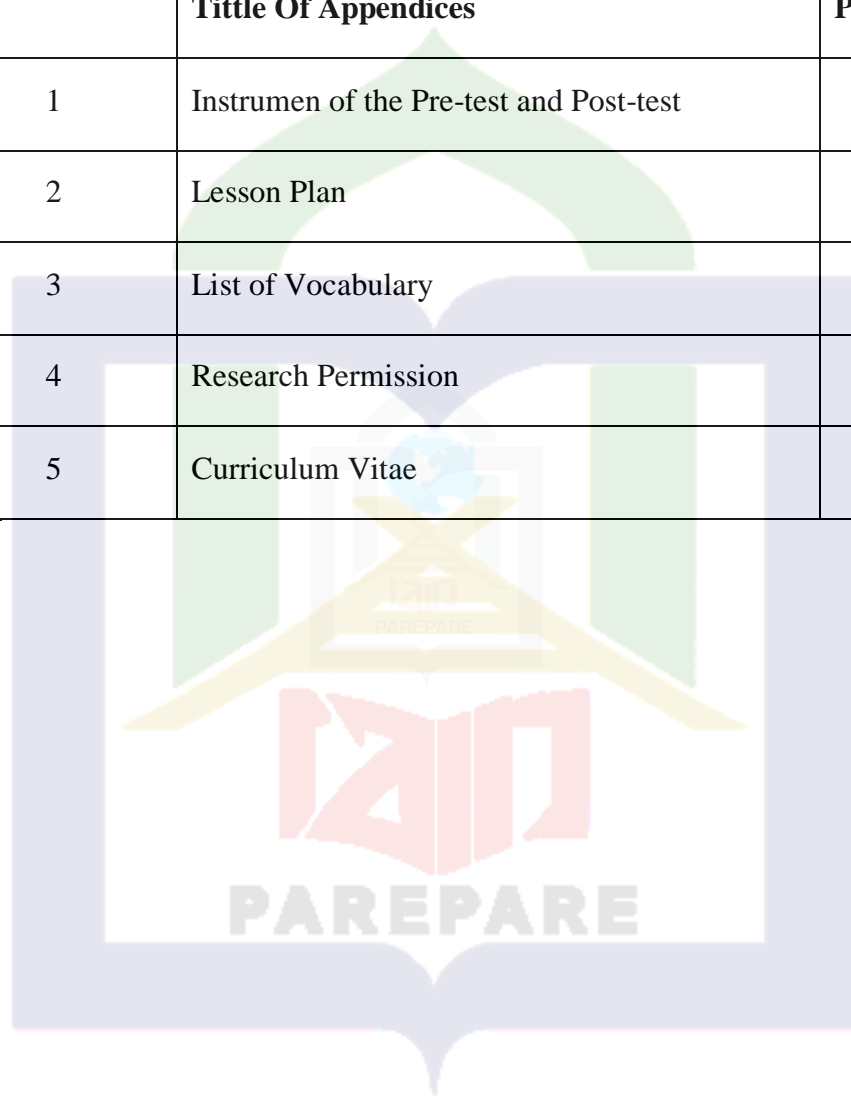
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CHAPTER I INTRODUCTION

A. Background

English is a very important thing in the world, because English is an international language. Today, these can be seen in almost every aspect of life, such as education, politics, economics, and daily relationships.

In English, the first thing you need is vocabulary, because vocabulary is one of the most important languages and the first thing for learning linguistics and mastering English skills (except speaking, listening, reading, writing and grammar). Then, there is no way to communicate without vocabulary. Vocabulary is a set of language characters familiar to the person. In addition, vocabulary is the basic ability that students must have for other abilities (such as reading, writing, listening and speaking). If you do not master and understand vocabulary, it is difficult to master other abilities.

As Richard said the words that students choose in speaking will affect how well they understand what a speaker says. In writing, students' vocabulary describes how clearly they can convey the readers' thinking. In reading, students' vocabulary will affect their ability in comprehending and in understanding the writers' message through the writers' writing. The first thing people will understand a sentence by investigating and the meaning of the vocabulary as Vocabulary is one of the core components of language proficiency and determines how well learners speak, listen, read, and write.¹

¹Richard, Jack C and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University, 2002, p. 255

Every school must take English classes to prepare students for the world in the future. The purpose of English tutoring is to enable students to understand English and enable them to speak English in the future. Mastering English requires not only the four skills of speaking, listening, reading and writing, but also a component of the language itself, that is, vocabulary. Without vocabulary, students will not be able to understand and speak English well because they do not know the meaning of words. This is why teaching vocabulary from an early age is so important.

Based on the observation, the students at MTs At-Taqwa Jampue faced some difficulties in mastering vocabulary and some problems in the field were identified. The first problem is teaching of English Vocabulary does not run well,. MTs At-Taqwa students are often bored with the technique used by the teacher does not use various techniques to students. As the results, they do many things when the teacher standing in front of them and explain the lesson. Only few students were active in the classroom and the rest tend to be passive. And some of them make a noise, make a joke with their friends. dan and some even fall asleep even though the teacher is explaining vocabulary lessons. so the students of MTs At-Taqwa Jampue not pay attention to the vocabulary lesson taught by the teacher.

Another fact is that students MTs At-Taqwa Jampue are passive in the classroom. it is some reason. First they are asked by the teachers to find out the meaning of words in dictionary. second, they are asking their teacher to listen and write what the teacher says on his book. in this case , they do what the teacher say, like following. Third, they are asked to read together with their friends what the teachers writes in the blackboard including the meaning of words, so that some students at MTs At-Taqwa Jampue are less proficient in English, especially in

vocabulary and spelling. After that, they are asked to study at home by using dictionary.

Based on these issues, researchers believe that efforts are needed help students master English vocabulary more successfully. For these purposes, teachers need appropriate skills to improve students' Master vocabulary. The technology is used to motivate students and interest in the course. Therefore, it triggered the researchers to find a Improve the vocabulary mastery of students of MTs At-Taqwa Jampue Kab. Pinrang.

In teaching vocabulary have a various techniques how to teach the students. The technique in teaching is important because it gives new sense in learning process. By using an appropriate technique, it conveys the material and makes the students have high motivation, active, enjoy and understand the lesson in learning process especially in student's vocabulary.

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 is expected effective to increase students' ability to match picture and word in mastering vocabulary. Rizkiah states that Fly Swatter Game is a game where the students have to get a words in the whiteboard by using the teacher's instruction. This game can help the students to improve their vocabulary

and it can be a useful tool for the students. This game can encourage the students to be more active in the class to find the words based on specific clue.²

According to Hembree, Fly swatter can be applied to any level of student. This game can be used in any level of student who need to practice and improve the student vocabulary. It is an exciting activity in the class especially to warm up the class. In the classroom, the atmosphere will be different from the usual. Student will make a bit of noise in the classroom but that is the point of this game because student will feel more enjoyable and get them addicted to the game.³

Depending on the pure facts at previously mentioned that this research will try to implement Fly Swatter game to export the new vocabulary. Fly swatter game is one of word or game that is used to make vocabulary learning process more interest. By using Fly Swatter game the learners will increase their vocabulary and they can be more active to find new words.

Related on the explanation above, the writer is motivated to carry out the research with the title “Using Fly Swatter Game to Improve Students’ Vocabulary Mastery At The First Grade Of “MTs At-Taqwa Jampue Kab Pinrang”

B. Research Questions

Based on the description in the background of the study, the problem in this research is:

1. How is the students’ vocabulary mastery before and after using Fly Swatter Game at the first Grade Of “MTs At-Taqwa Jampue Kab Pinrang?”

²Helena Rezkiah, *Using Using Fly Swatter Game to Improve Students’ Vocabulary of Grade 5 of Elementary School*, (Padang: Universitas Negeri Padang, 2013), p.2

³Haring, Carol. 2003. *The Fly Swatter Game*.

2. How the students responds after using a fly swatter game to improve students' vocabulary mastery at the first grade of MTs At-TaqwaJampue Kab.pinrang ?

C. Objective of the Research

1. To know the students` vocabulary mastery before and after using Fly Swatter Game at the first Grade of “MTs At-Taqwa Jampue Kab Pinrang?
2. To know the students responds after using fly swatter game to improve students vocabulary mastery at the first grade of MTs At-TaqwaJampue Kab.Pinrang?

D. Significant of the Research

The outcomes of this research was expected to be useful for both teacher and student

1. Teacher

Through this research, it hoped that teachers can make her teaching-learning process effective and enterprising by using the fly swatter game. This research can support the English teachers to apply this technique in teaching vocabulary.

2. Students

By experiencing the use of teaching the form of a fly swatter game the student can get improvement about their vocabulary, the students were expected to be able to be master vocabulary. The students will enjoy the learning when they are study while playing a game.

3. Further Researchers.

The research can be used as reference for those who want to conduct research which still has a relationship with this research.

CHAPTER II PREVIOUS RELATED LITERATURE

This chapter discuss about previous related research findings, some pertinent idea, theoretical framework and hypothesis

2.1 Some Previous Finding

There are many research findings which are related to this research, some of the previous research findings which are related to this research are described below:

- 2.1.1 Ika Rahmadani Lubis her research entitled “Improving students’ vocabulary mastery by using fly swatter game in the first grade of MTs Persatuan Amal Bakti 1 Helvetia” explained games allow students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun. In teaching English, using of game has important roles. The first role is teacher has several functions they are, teacher as a facilitator, teacher as an instructor and teacher as a leader. The second, students can be more interesting in learning in the classroom.⁴
- 2.1.2 Rezkiah found that flyswatter that used in teaching vocabulary at Grade 5 of Elementary was effective. The data showed that firstly, fly swatter game does not use a monotonous activity. Second, it is fun for students. They can learn through playing. Thus, it helps them learn and acquire new words easily. Third, it involves friendly competition and keeps students interested. Fourth, it serves students to learn pronouncing and spelling the words. Fifth, students

⁴IkaRamdaniLubis, *Improving Students’ Vocabulary Mastery by Using Fly Swatter Game in First Grade of MTs Persatuan Amal Bakti 1 Helvetia*, (Medan : 2017)

are more active than teacher. Teachers' roles are just to give the explanations and corrections about the students' task.⁵

2.1.3 Puspawati her research entitled "Using Flyswatter Game to Improve Students' Vocabulary Mastery at Grade Eight MTs DDI Kanang the researcher found that some of the students seems to be appealing in doing the vocabulary test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed flyswatter game can improve students' vocabulary mastery. The result was proven by the improvement of students score in vocabulary test.

Based on the previous related research of finding above the researcher concludes that the researcher can use some various methods, one of them is the use fly swatter game method to make the class fun and enjoyable. The agreement from three previous related research finding above is the researchers before said that the fly swatter game can help students to improve their vocabulary and also can be interesting learning. Meanwhile, the contradiction from three previous related finding above is in the subject of the research. The researcher take their subject in different place and grade.

2.2 Some Pertinent Ideas.

2.2.1 The concept of vocabulary

Some parts will be explained here, they are definitions of vocabulary, types of vocabulary, and the importance of vocabulary.

⁵Helena Rezkiah, *Using Using Fly Swatter Game To Improve Students' Vocabulary Of Grade 5 Of Elementary School*, (Padang: UniversitasNegeri Padang, 2013),p.3

2.2.1.1 Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.⁶Vocabulary is all the words that a person knows or uses.⁷

Besides that Ur adds that vocabulary can be defined as the word that the teachers teach in Foreign Language.⁸ According to *Oxford English Dictionary*, vocabulary is defined as “total number” of words in a language , words known to a person, list of words and their meaning especially at the back of a book used for teaching a foreign language.”⁹ Vocabulary is a total number or list of the word, and then it can be settings forming ideas that can be understood by others, ideas will not be able performed without vocabulary.

2.2.1.2 Kinds of Vocabulary

Some experts divide vocabulary into two categories: active vocabulary and passive vocabulary. Hammer distinguished between these two types of vocabulary. First class vocabulary Refers to books that students have already taught and are

⁶Marianne Celc e-Murcia,*Teaching English as a Second or Foreign Language*, (USA: Heinle& Heinle,2001) p. 285.

⁷Oxford Dictionary, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press,2008) p. 495.

⁸Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1998),p.60

⁹ Oxford Learners Pocket Dictionary (Oxford University Press, 1991), p.461

expected to use. At the same time, the second word refers to the student's They met them, but they may not be able to pronounce it. Hatch and Brown pointed out two kinds of vocabulary, namely acceptance vocabulary and A productive vocabulary.¹⁰

- 1) Receptive Vocabulary means that accepted vocabulary are words that learners will recognize and understand when using them in context, but they cannot be produced. When learners see or see the reading text, they will recognize the vocabulary, but will not use it in speaking and writing (Stuart Webb).
- 2) Productive vocabulary is Learners can correctly understand and pronounce words, and use them constructively in oral and writing. It involves the content needed to accept the vocabulary and the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as a positive process, because learners can generate words that express their ideas (Stuart Webb).

2.2.1.3 Types of Vocabulary

There are four types of vocabulary, the first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

¹⁰ Mofareh Alqahtani ,*The Importance of Vocabulary in Language Learning and How to Be Taught* ,(International Journal of Teaching and Education,2015), Vol. III(3), pp. 21-34.,

1) Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school. They will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2) Speaking Vocabulary

The word we use when we speak. Our speaking vocabulary is relatively limited. Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. So, it necessary to add the vocabulary. Especially for student who are in the category of adolescents, because previously it has been discussed how much vocabulary is used by adults. Whereas, student today still need to add their vocabulary.¹¹

3) Reading Vocabulary

The words we understand we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot “grow” your

¹¹Judy K., “Montgomery’s: *The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Pearson Inc, 2007)”. https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf. (Accessed on March 9 2018), p.1-2.

vocabulary. In reading we don't really understand what we read, when we lack vocabulary.

4) Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing, our writing vocabulary is strongly influenced by the words we can spell.¹² So, it is necessary to master vocabulary. Because, the main thing that is mastered to master English is vocabulary mastery.

2.2.2 Vocabulary Mastery

Vocabulary is one the language aspect which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Cameron said to "know" a word if they can recognize its meaning when they see it. It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother's tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully

¹²Hannas, "The Comparison Between Using Aco Software And Clapping Game To Enrich Students' Vocabulary Mastery at The Second Grade Year Students of SMAN 7 Pinrang". (skripsi IAIN Parepare.2019).

without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and question involve a range of words much wider than that of daily conversation.

1. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms; lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attached to words. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smaller unit that carries information about meaning or function. Lexical meaning is the meaning that attaches to the word arrangement in a sentence. For example, question attach to the word arrangement in the sentence is *he is a students*. (Lado)

2. Part of speech

Part of speech is classified into its various types. The types of part of speech consist of pronoun, adjective, verb, adverb, conjunction, and preposition.¹³

Each part of speech will be classified into its various type. Such classification will be based chiefly on differences in structural form or in grammatical behavior, after that the part of speech will be described according to the observable signals that operate the grammar, functions, position, form, markers under functions will be a

¹³M, Frank, *Modern English "A Practical Reference Guide"* (New Jersey Prentice Hall, 1972), p. 4.

further consideration of how part of speech serves either as part of the central core, or modifier or connective.

3. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming word by putting letters together.

According to Ur, there are some important points that should be considered when teaching vocabulary that is form (Pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

4. Pronunciation

According to Hewing, pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently. It can be used as a reliable guide to have a control of the spoken language. The main component of pronunciation is sounds, syllables, and words.

2.2.3 The Important of Vocabulary

In every language, vocabulary is very important to convey the idea, express opinion, feelings, and to communicate with others people. Vocabulary is one of the components, which supports the speakers in communication whenever we want to communicate with other people using a language. Vocabulary as the one of language

component has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students, who get more vocabulary, can enrich their English easily. It forms an opinion that the development of a rich vocabulary is an important element in learning a language.

Harmer states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication. Language learner has to master many vocabularies in order to be able to use a language both in speak and written.¹⁴

In addition, Coady and Huckin state that vocabulary is central and critical importance to typical language learner. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading, and writing. Without having adequate vocabulary, a language learner will not be able to master the language skills. The meaning shows that vocabulary mastery has important roles in communication.¹⁵

Wallace in Rina indicates nine principles teaching and learning vocabulary there are:¹⁶

1. Aims

In teaching vocabulary, it has to be known, about the aims, how many of vocabulary listed that learner to be able to know.

¹⁴ Dimas Gilang Permadi, *Teaching Vocabulary through fly swatter game* (skripsi Universitas Purwokerto, 2014)

¹⁵ Candy & Huckin, *Second Language Acquisition*, (Cambridge: Cambridge University Press, 1997), p.5.

¹⁶ Coady & Huckin, *Second Language Acquisition*, (Cambridge: Cambridge University Press, 1997), p.5.

2. Quantity

It is decided on the number of new words that the student can learned. The actual number will depend on a number of factors varying from class and students.

3. Need

To know or select the words that will teach to the students, these based on frequency and usefulness on the various meaning word, students' background and language need.

4. Frequent exposure and repetition

In teaching and learning vocabulary, there has to be a certain amount of repetition until there is evidence that the students learn the target words. The simple way of checking that learning has been done is by seeing whether the student can recognized the target words or not and identifying their meaning. If the vocabulary listed are expected learners to do. If it is not clear on this point, it is difficult to assess how successful the vocabulary learning has been attained.

5. Meaningful presentation

When introduction new words the teacher have a give clear explanation to students and deep understanding. In the presentation the vocabulary lesson, the students must have clear and specifies understanding for that word or refers to this require that the words is presented in such a way that their denotation and references are perfectly clear and unambiguous.

6. Situation

In explaining or teaching vocabulary, the teachers must know the students' situation or the atmosphere or the class to that they know when the students are ready to accept the material.

7. Presenting in context

Word very seldom occurs in isolation, so it is important for the students to know the useful collocations that a word occurs in. so from the very beginning the word must appear in its natural environment as it were, among the words it normally collocates with.

8. Learning vocabulary in the mother tongue and in the target language

In teaching the words of target language, the teachers can use words of mother tongue as a tool to compare similarity and differentiate of the words.

9. Guessing procedure in vocabulary learning

Guessing is one way learning vocabulary. Guessing learns' the students to think the meaning or new words taught. Students guess the meaning of the words by hearing them used in a certain situation or sometimes by reading them in a certain context.

Brown and Hatch mention five essential steps in vocabulary learning that represent what learners must do. The five steps are:¹⁷

1. Having a sources for encountering new words.
2. Getting a clear image, either visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.
4. Making a strong memory connection between the forms and meanings of the words.
5. Using the words.

¹⁷Brown & Hatch, *Vocabulary, Semantics and Language Education*.(Cambridge: Cambridge University Press, 1995), p.373.

2.2.4 Definition of Game

According to Katie and Eric Zimmerman in Wikipedia a game is a system in which players engage in on artificial conflict, defined by rules, that in a quantifiable outcome.¹⁸ According to Oxford Advanced Learner's Dictionary, game is an activity or sport with rules in which people or teams compete against each other.¹⁹

According to Mubaslat suggested that the games should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.²⁰

3. Definition of Fly Swatter Game

Fly swatter game is one of the games in vocabulary learning. In this game, students fly in a small groups and they play the game by using fly swatter or in Indonesia is called "alat pemukul lalat/nyamuk". In fly swatter game the students have to guess what the teacher says by hitting the answer in the whiteboard. The students who can find the right answer and will get the points. Then students have to spell and say what is the meaning of the word.

Rezkih & Amri also state "Fly Swatter Game is a kind of activity that students do in the classroom by using fly swatter, and the students use it to hit the

¹⁸Definition of Games, <http://En.Wikipedia.Org/Wiki/Game> (Accessed on 11th December 2019)

¹⁹As Hornby, *Oxford Advanced Learner's Dictionary of Current English*. P.553

²⁰ Saputra, H. N., & Hadi, M. S. (2019). *Teaching Vocabulary through Fly Swatter Game*. *Journal Of English Language in Focus (ELIF)*, 2(1), 17-24.

word on the whiteboard that teacher says before”. In Indonesia, it is called “alat pemukul lalat”²¹

From the definition above, we can conclude that fly swatter is a game that the students have to swat the word in the whiteboard based on the teacher instruction or what the teacher says before.

4. The Advantages and Disadvantages of Fly Swatter Game

a. The Advantages of Fly Swatter Game

According to Helena, there are some advantages of playing fly swatter game in teaching and learning vocabulary such as:²²

- 1)Fly swatter game does not use a monotonous activity.
- 2)It is fun for students, because they can learn through playing and it can make the students get new words easily.
- 3)It involves friendly competition and keeps students interested.
- 4)It serves students to learn pronouncing and spelling words.
- 5)Students are more active than teacher. Here, teachers’ roles are just to give explanations and corrections about the students’ task.

b. The Disadvantages of Fly Swatter Game

There are several disadvantages of using Fly Swatter game in teaching and learning vocabulary such as:

- 1)Needs more preparation for the teacher for time allocation, such as time for divided group.

²¹ Saputra, H. N., & Hadi, M. S. (2019). Teaching *Vocabulary through Fly Swatter Game*. *Journal Of English Language in Focus (ELIF)*, 2(1), 17-24.

²²Fitriyani, *The Effectiveness of Fly Swatter Game Technique for Students’ Vocabulary Mastery at the Seventh Grade of SMPN 1 Ajibarang*(skripsiUMP : 2016), p.12.

2)The class noisy.

3)Some student not care when some student play the games.

5. How To Teach Vocabulary Using Fly Swatter Game

Implementing Fly Swatter game covers preparation and procedure. Below is the description of each:

a. Preparation of Fly Swatter Game

1) Material

The first thing that should be considered by the teacher is to make the preparation of material. The teacher should make a lesson plan that includes the activity and steps in teaching vocabulary by using fly swatter game. A lesson plan is a very important thing as a guiding for the teacher in teaching and learning process.

Before the game begins, the teacher explains to the students how to play the game using Fly Swatter, then the teacher explains the topic they have been learned before. The teacher should prepare the media and the resources to teach and play the game: Fly Swatter, texts/questions, and some words written on the whiteboard.

2) Media

After the teacher chooses the material, then the teacher should prepare the whiteboard as the place for the answers. The teacher can also use LCD projector as the teaching tools. The teacher uses whiteboard to place the words. The teacher should make sure that the words on the whiteboard can be seen by the students, so it can make the students easy to find the answer or the word. Besides, the teacher also needs to prepare markers and fly swatters for students to hit the words (the answer is on the whiteboard).

a) Procedure of Fly Swatter Game

There are many ways of teaching new words and teachers need to learn a variety of techniques, because some method will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed:²³

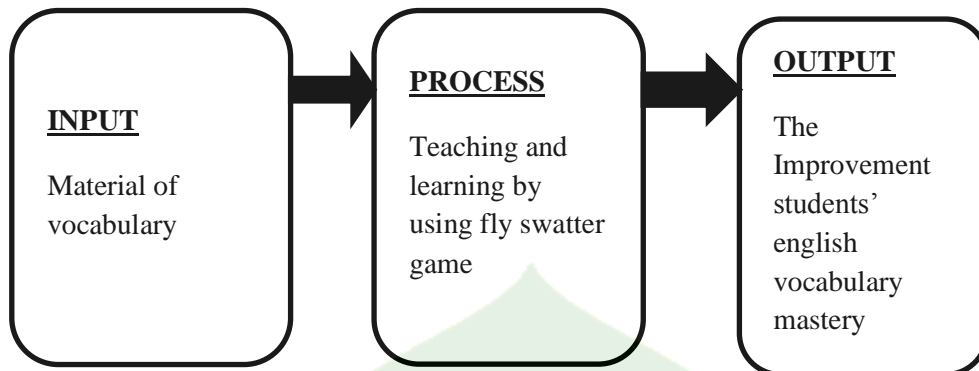
1. Students will complete each other to hit the word by flyswatter.
2. Two students stand in front of the class and face their friends.
3. Students listen to what the teacher says carefully.
4. They may face the white board and find the word after they listen to the word said by teacher.
5. The students hit the word.
6. After they have hit the word, they spell it in front of their friends.
7. Teacher knows their winner by listen the first sound of flyswatter.

This game has three rounds. First and second rounds have the same activity. Every student competes to win the game. But in the third round, the students work in groups and try to win the game together. Students will divided into two or three groups. Every group is given a fly swatter by the teacher.

C. The Conceptual Framework

This research is trying to teach vocabulary achievement of students using fly swatter games. The researcher hopes through this technique, it is expected that this research would try to teach vocabulary achievement of students using game context. Researcher hope thought this techniques, it is expected to help students in mastery of vocabulary. At this point the researcher draws the theoretical framework as follow:

²³Helena Rizkiah and ZulAmri, *Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School*, (Padang: UniversitasNegeri Padang,2013) p. 4



The variables are input, process and output. They are briefly explained as follow:

- Input: this refers to material that is applied by the searcher in the classroom, that is vocabulary materials.
- Process: this refers to the teaching vocabulary materials though the fly swatter game.
- Output: this refers to vocabulary after learning English using a fly swatter game.

D. Hypothesis.

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

H_0 : Fly Swatter game is not significant to improve students' vocabulary mastery at the first Grade Of "MTs At-Taqwa Jampue Kab Pinrang"

H_a : Fly Swatter game is significant to improve students vocabulary mastery at the first grade of MTs At-TaqwaJampue Kab.pinrang.

E. Variable and Operation Definitional

1. Variable

There are two variables involved in this research, dependent variable and independent variable, which is independent variable, is the Fly Swatter game and dependent variable is Vocabulary Mastery.

2. Operation Definitional of Variable

a. Fly Swatter game

Fly Swatter game is a vocabulary game where students have to swat a word on the whiteboard based on the teacher's instruction. In Indonesia, it is called "alat pemukul lalat".

b. Vocabulary

Vocabulary is a word or list of words with meaning and which is known by the speakers and used by a group or individual. Vocabulary as the one of language component has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, can enrich their English easily. It forms opinion that the development of a rich vocabulary is an important element in learning a language.

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Research Design

In this study, the researcher used pre experimental design with one group pre-test and post-test design. The pre-test is to find out the student achievement before the treatment and the post-test is to find out the achievement after the treatment. And use questionnaire to get information about the students' responses toward the use of fly swatter game. The aim of this test is to show the improving vocabulary to the students by using fly swatter game. This is presented as follows:

$$E = O_1 \quad X \quad O_2$$

Where: E: Experimental Class

O_1 : Pretest

X: Treatment using flyswatter game

O_2 : Posttest²⁴

B. Location and Duration of the Research

The location and duration of the research takes place at MTs At-Taqwa Jampue Kab Pinrang. This research focuses on the First Grade of "MTs At-Taqwa Jampue Kab Pinrang" in academic 2019/2020. The researcher used quantitative research that has been analyzed several times to collect and analyze data. So, the researcher would use more than one month for collecting the data.

²⁴Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 110-111.

C. Population and Sample

1. Population

Population is totally of all value about certain achievements concerning the horde of objects which is complete and clear that has learned and identified features.²⁵The population of the research is the first grade Of “MTs At-Taqwa Jampue Kab Pinrang in academic year 2020/ 2021 which consist of four classes so the total of population are 86 students.

Table 3.1 the total Students of MTs At-Taqwa Jampue Kab. Pinrang in academic year 2020/2021

No.	Class	Sex		Total
		Male	Female	
1	VII 1	10	18	28
2	VII 2	25	4	29
3	VII 3	10	11	29
Total				86

2. Sample

The sample was taken by random sampling . the researcher took the class VII 3 which consist of 21 students as the sample of this research :

²⁵Nana Sudjana, *Metode statistic, Cet.III*, (Bandung: Persit. 1984), p.3.

D. Instrument of the Research

The instrument of collecting data would used by the researcher to get the data observation by using test and questionnaire.

1. Test

This test used to measure students' vocabulary knowledge skills, intelligence, individual student or group.

The instrumen of this research is objective test in form of multiple choice. The test are applied in pre-test and post-test. The pre-test intended to know the students' prior of vocabulary before give the treatment, while the post-test would intend to know the students' vocabulary after giving the treatment.

2. Questionnaire

To get information about the students' responses toward the use of fly swatter game in this research, the researcher used the questionnaire in the learning process of vocabulary. This questionnaire would be given in the last meeting. The researcher would give the students some papers which is consist of 20 items statement which the positive statement is 10 items and the negative statement also is 10 items.

E. Procedure of Collecting Data

In collecting data, the researcher would give the students some steps as follow:

1. Pre-Test

Pretest would given at the first meeting . it is aimed at finding out whether the students already know some vocabulary in English or not. The following was the procedure of pre-test.

- a. The researcher would prepared 20 questions on five topics. Parts of body, Family, Animals, and Fruits and profession.

- b. The researcher explain what the students are going to do.
- c. The researcher distributed list of work to the students.
- d. The researcher asked the students to answer the questions of list of work
- e. The researcher would give 60 minutes to the students to work the instrument of the pre-test.
- f. The researcher collected the instrument sheet of pre-test from the students.
- g. The researcher scored the student work.

F. Treatment

1. The first meeting

In the activity of the first meeting, the researcher would give of great the student to open the class and give direction to pray before learning. Then, the researcher would give motivation about the important of English to the students. Then the researcher would check the attendance list. After five minutes, the researcher divided the students into 3 groups and each group received a Fly Swatter. Then the researcher give material about "family " then the researcher wrote a few words on the whiteboard after that the researcher showed some pictures and then said the words in English, as well as listening to the sound based on available words. The student's task is to find words that are on the whiteboard based on the instructions of the researcher. when students find the word in the whiteboard, they have to swat it with the fly swatter and pronounce it in English and spell it. First student that swats the correct answer would get points for his/her team. Then the researcher concludes the lesson on that day.

2. The second meeting

In the second meeting, the researcher would give material about parts of parts of body”. Then the researcher wrote a few words on the whiteboard after that the researcher showed some pictures and then said the words in English, as well as listening to the sound based on available words. The student's task is to find words that are on the whiteboard based on the instructions of the researcher. when students find the word in the whiteboard, they have to swat it with the fly swatter and pronounce it in English and spell it. First student that swats the correct answer will get points for his/her team. Then the researcher concludes the lesson on that day.

3. The third meeting

In this meeting, the researcher would give motivation to the students in order that the students had to know the important of english. Then the researcher would give the material about “Professions”, Then the researcher wrote a few words on the whiteboard after that the researcher showed some pictures and then said the words in English, as well as listening to the sound based on available words. The student's task is to find words that are on the whiteboard based on the instructions of the researcher. when students find the word in the whiteboard, they have to swat it with the fly swatter and pronounce it in English and spell it. Then the researcher concludes the lesson on that day.

4. The four meeting

In this meeting, the researcher would give material about “Fruits” and the researcher explained it, Then the researcher write a few words on the whiteboard after that the researcher showed some pictures and then said the words in English, as well as listening to the sound based on available words. The student's task is to find words

that are on the whiteboard based on the instructions of the researcher. when students find the word in the whiteboard, they have to swat it with the fly swatter and pronounce it in English and spell it. Then the researcher concludes the lesson on that day.

5. The fifth meeting

In this meeting, the researcher introduced the material which is going to be the focus that is “Animals” and explained it. The the researcher write a few words on the whiteboard after that the researcher showed some pictures and then said the words in English, as well as listening to the sound based on available words. The student's task is to find words that are on the whiteboard based on the instructions of the researcher. when students find the word in the whiteboard, they have to swat it with the fly swatter and pronounce it in English and spell it. Then researcher concludes the lesson on that day.

2. Post-Test

After giving the treatment, the researcher give the students post-test to find out the students’ improvement in mastering vocabulary. In this post-test, the researcher not give treatment again.

3. Questionnaire

In the last meeting, the researcher give the questionnaire to find out the students response to learning vocabulary by using fly swatter game.

G. Technique of Data Analysis

The data would collect through pre-test and post-test, the following procedure is used :

1. Scoring the student's answer

$$\text{Score} = \frac{\text{Student correct answer}}{\text{the total number of item}} \times 100$$

2. Classification the score five levels classification is as follow:

Table 3.2 the classification students' score

No.	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

(SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*²⁶).

3. Finding out the mean score would use the following formula.

$$x = \frac{\sum x}{N}$$

Where:

X= Mean score

\sum = Total Score

N =The total number of students²⁷

²⁶SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikanedisirevisi*, (Jakarta: PT. BumiAksara, 2005), p. 245.

²⁷SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan, EdisiRevisi* (Jakarta: BumiAksara, 2009), p.264

4. Calculating the rate percentage of the students score:

$$X = \frac{F}{N} \times 100 \%$$

Where:

X = percentage

F = frequency

N = Total of number of sample²⁸

5. Finding out the Standar Deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD = Standar Deviation

$\sum X^2$ = The sum all square

N = The total number of student

$(\sum X)^2$ = The sum square of the sum of square

6. Finding out the difference of the mean score between pre-test and post-test by calculate the the T-test value using the following formula:

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

Where:

²⁸SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan, EdisiRevisi* (Jakarta: BumiAksara, 2009), p.264

T= test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample²⁹

6. The formula of questionnaire

1. To Analyze the Students' Response the Researcher Give the Questionnaire to the Students

The questionnaire of this research employs 20 questions which consist are positive and negative statements. The researcher used likert scale that can be seen on the following table:

Table 3.4 likert scale

Positive statement score	Category	Negative statement score
5	Strong agree	1
4	Agree	2
3	Undecided	3
2	Disagree	4
1	Strongly Disagree	5

(Source: Likers Category)

²⁹Gay L.R Education Research, competencies for analysis and aplicationsecond edition, p.331

CHAPTER IV

FINDING AND DISCUSSION

This chapter introduces survey results, data analysis and discussion. The result of The data is presented in the form of findings (research description)with further explanation In data analysis techniques and discussions.

A. Findings

1. Description of the research

In order to find the answer to the research question in the previous chapter, Researchers conducted tests. The test is a vocabulary test twice, before and after the treatment. The researchers also conducted a questionnaire to see the students responses after learning by using fly swattergame. The pre-test was given before the treatment process to know the students' vocabulary mastery. And the post was given after treatment. Which aims to know the answer to the problem statement: “ is to know the students` vocabulary mastery before and after using Fly Swatter Game at the first Grade of “MTs At-Taqwa Jampue Kab Pinrang?”. Post test was given to compare the students vocabulary mastery before and after the researcher using fly swatter game. This research was encountered by using one independent sample to know there were any influences of the students' achievements in vocabulary by using fly swatter games.

2. Finding through the test

a. Score of the pre-test

Before giving the treatment the researcher has given pre-test to know how the students' vocabulary mastery of the students of MTs At-Taqwa Jampue Kab.Pinrang before they were getting the treatment by using fly swatter game. There was results of the students' pre-test.

Table. 4.1 The Students' Score of the Pre-test

No.	Respondent	Score (X_1)	(X_1) ²
1.	Ahfani Nurinaya	20	400
2.	Ahmad Dzakwan Maulana	50	2500
3.	Ahmad Rahyan	50	2500
4.	Fitrah Khazanah	45	2025
5.	M. Fais	20	400
6.	Muh Syawal	20	400
7.	Nur Fadilah	50	2500
8.	Nur Hikmah	35	1225
9.	Rafli	45	2025
10.	Rayhana Afifah	35	1225
11.	Reza Zabina	50	2500
12.	Ridha Amanda	40	1600
13.	Sahril	25	625
14.	Sahrul	15	225
15.	Sainul Alimin	40	1600
16.	Sinarwati	45	2025
17.	Siti Nurjasila	40	1600
18.	Syakira	40	1600
19.	Zakia Fairus	65	4225

20.	Zalzabila	40	1600
21.	Al Muqtadir Khair	40	1600
Σ		815	18.053

(Source : the results of the pre-test of the students' MTs At-Taqwa Jampue Kab.pinrang

Table. 4.2 the classification of frequency and percentage score of the students' vocabulary mastery in pre-test.

No	Classification	Score	Frequency	Percentage
1	VERY GOOD	81-100	0	0%
2	GOOD	61-80	0	0%
3	FAIR	41-60	1	5%
4	POOR	21-40	7	30%
5	VERY POOR	0-20	14	65%
Σ			21	100%

(Source : The classification of pre-test the student MTs At-Taqwa Jampue Kab.Pinrang)

The data above showed that from 21 students, there were 14 (55%) students in the very poor category, 7(25%) in the poor category, and 1(15%) in the fair category. Nobody got in good category and excellent category.

The student didn't get excellent because they forgot or did know the vocabulary. Some of the students said that they were studying vocabulary but they forgot again. So it means that they were very low in remembering again a new

vocabulary that they have studied, and they did not use it in their life because they don't have a partner to communicate with.

b. Determining Mean score of The Pre-Test

The following are process of calculating to find out the mean score based on calculating of the students' score of pre-test as follow :

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

\sum = Total Score

N = The total number of students

$$\bar{X} = \frac{815}{21}$$

$\bar{X} = 38,8$ So, the mean score of the pre-test (X_1) is 38,8

After determining the mean score of pre-test was 38.8 it could be seen that the students of class 7.3 have vocabulary mastery in was in very poor category.

c. Determining Standard Deviation of the Pre-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{18053 - \frac{(815)^2}{21}}{21-1}}$$

$$SD = \sqrt{\frac{18053 - \frac{664225}{21}}{20}}$$

$$SD = \sqrt{\frac{18053 - 31629.76}{20}}$$

$$SD = \sqrt{\frac{13576.76}{20}}$$

$$SD = \sqrt{678.838}$$

$$SD = 26.05$$

Thus. The standard deviation of pre-test is 20.65

After determining the mean score (X_1) of pre-test was 38,8 and standard deviation of pre-test was 26.05 it had shown the students' vocabulary mastery were in poor very poor category.

2. Score of the post-test

The researcher has given the students post-test to know how the students' vocabulary after is given treatment by using Fly Swatter Game for five meetings, They can memorize vocabulary from a multiple choice test given by the researcher with the correct writing. Those are the results of the students' post tests.

Table 4.3 The Students' score of post-test

No.	Respondent	Score (X_2)	$(X_2)^2$
1.	Ahfani Nurinaya	85	7225
2.	Ahmad Dzakwan Maulana	80	6400
3.	Ahmad Rahyan	75	5625

4.	Fitrah Khazanah	90	8100
5.	M. Fais	75	5625
6.	Muh Syawal	70	4900
7.	Nur Fadilah	75	5625
8.	Nur Hikmah	80	6400
9.	Rafli	75	5625
10.	Rayhana Afifah	85	7225
11.	Reza Zabina	75	5625
12.	Ridha Amanda	75	5625
13.	Sahril	60	3600
14.	Sahrul	70	4900
15.	Sainul Alimin	75	5625
16.	Sinarwati	65	4225
17.	Siti Nurjasila	70	4900
18.	Syakira	80	6400
19.	Zakia Fairus	80	6400
20.	Zalzabila	85	7225

21.	Al Muqtadir Khair	85	7225
Σ		1610	108300

(Source : the result of post-test)

Table 4.4 The classification of Frequency and Percentage Score of Students'

Vocabulary Mastery in Post-test.

No	Classification	Score	Frequency	Percentage
1	VERY GOOD	81-100	9	45%
2	GOOD	61-80	8	35%
3	FAIR	41-60	4	20%
4	POOR	21-40	0	0%
5	VERY POOR	0-20	0	0%
Σ			21	100%

(Source : The classification of Post-test)

Based on the results of the post-test analysis in the table above, it showed that there were 9 students got excellent, there were 8 students got good, and there were 4 students got fair. But for all of the students score is 1610 for achieved for their post-test vocabulary mastery. It described that the quality of the students' vocabulary mastery is good category. They got an improvent vocabulary mastery after getting treatment by using Fly Swatter Game.

After receive the treatment, the student completed the task again and there was a different results. The students once again and remembered their vocabulary that they have gone in learning vocabulary by using Fly Swatter Game. And this game the students' can learn with playing a game So the students' did not feel bored in the class, and this game can helped the students when they worked the task So, from the treatment by using Fly Swatter Game, it made them easily to memorizing, remembering, and pronounce again the vocabulary.

Calculating the mean score of post-test as following :

$$x = \frac{\sum x}{N}$$

Where:

X= Mean score

Σ = Total Score

N = The total number of students

$$X = \frac{1610}{21}$$

X = 76,6 So, the mean score (X_2) of the pre-test is 76,6

After determining the mean score of post-test was 76,6. It could be see that students' vocabulary mastery was in a good category. Based on Suarsimi Arsikunto "Dasar-Dasar Pendidikan". Its mean that the score of post-test was higher than pre-test or there or there was increase after getting treatment and before getting the treatment.

The data showed that from 21 students, there were 9 (45%) students got excellent level, there 8(35%) students got good level, and there 4 (20%) got fair level, and nobody students got poor and very poor level. It means that the students' vocabulary mastery increased after getting the treatment. Before getting the treatment

the students said that they was difficult to remembering again and pronounce the vocabulary that they have gone and it made them difficult in working the pre-test. But after getting the treatment, the students' was easy to remember and pronounce again the vocabulary that they have gone in learning vocabulary. And it made them got excellent and good category in post-test. It means that their vocabulary increased after using Fly Swatter Game treatment.

a. Determining Standar Deviation of the Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{(N-1)}}{(N-1)}}$$

$$SD = \sqrt{\frac{108300 - \frac{(1610)^2}{(21-1)}}{(21-1)}}$$

$$SD = \sqrt{\frac{108300 - \frac{(2592100)}{20}}{20}}$$

$$SD = \sqrt{\frac{108300 - 2592100}{20}}$$

$$SD = \sqrt{\frac{2483800}{20}}$$

$$SD = \sqrt{124190}$$

$$SD = 11.1$$

Thus, the standard deviation of post-test is 11.1

3. The overall results of pre-test and post-test

The results showed that pre-test and post-test are used for measure the students' knowledge gained in the treatment by using Fly Swatter Game in this research. In other words, to determine the student's knowledge level of their vocabulary mastery, the pre-test is given to the students' before getting the treatment, in conclude that the students had to answer the test well and post-test is given to after getting the treatment with the same kind of the test. In another word to measure the students' knowledge level of vocabulary mastery is using fly swatter game.

The comparison of the gained score between pre-test and post-test can be seen as following:

Table 4.5 The mean score and standard deviation of pre-test and post-test

Test	Mean score	Standard Deviation (SD)
Pre-test	38.8	26.05
Post-test	76.6	11.1

(Data source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 38.8 (X_1) while the mean score of the post-test increased 76.6 (X_2). The standard deviation of pre-test was 26.05 while the standard deviation of post-tst was 11.1. it means the students' vocabulary mastery has increased after getting the treatment process that used the Fly Swatter game.

4. The rate Percentage of the Frequency Pre-test and Post-test

Table 4.6 The rate percentage of the frequency Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	VERY GOOD	81-100	0	9	0%	45%
2.	GOOD	61-80	0	8	0%	35%
3.	FAIR	41-60	1	4	5%	20%
4.	POOR	21-40	7	0	30%	0%
5.	VERY POOR	0-20	14	0	65%	0%
Total			21	21	100%	100%

The data of the table above indicated the rate percentage of the pre-test. No one students got a very good and good category. One student got a fair category (5%), seventh student got a poor category (30%) and fourteen students got a very poor (65) category. While the percentage in post-test that students got very good category was higher than the percentage in the pre-test. It concluded that students were able to improve students' vocabulary after getting treatment process by using Fly Swatter Game.

5. Determining the Significance by Calculate the T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.7 The Worksheet of Calculation Score of Pre-test and Post-test

NO	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D^2 (X_2-X_1)^2$
1.	20	85	400	7225	65	4225
2.	50	80	2500	6400	30	900
3.	50	75	2500	5625	25	625
4.	45	90	2025	8100	45	2025
5.	20	75	400	5625	55	3025
6.	20	70	400	4900	50	2500
7.	50	75	2500	5625	25	625
8.	35	80	1225	6400	45	2025
9.	45	75	2025	5625	30	900
10.	35	85	1225	7225	50	2500
11.	50	75	2500	5625	25	625
12.	40	75	1600	5625	30	900
13.	25	60	625	3600	35	1225
14.	15	70	225	4900	55	3025

15.	40	75	1600	5625	35	1225
16.	45	65	2025	4225	20	400
17.	40	70	1600	4900	30	900
18.	40	80	1600	6400	40	1600
19.	65	80	4225	6400	15	225
20.	40	85	1600	7225	45	2025
21.	40	85	1600	7225	45	2025
Total	$\Sigma X=815$	$\Sigma X=1610$	$\Sigma X_1^2=18.053$	$\Sigma X_2^2=108300$	$\Sigma D = 795$	$\Sigma D^2 = 33525$

To find out D used the formula as follow :

$$D = \frac{\Sigma D}{N} = \frac{795}{21} = 37,85$$

The calculating the t-test value :

$$t = \frac{D}{\sqrt{D^2 - \frac{(\Sigma D)^2}{N(N-1)}}}$$

$$t = \frac{37,85}{\sqrt{33525 - \frac{(795)^2}{21(21-1)}}}$$

$$t = \frac{37,85}{\sqrt{33525 - \frac{(632.025)}{21(20)}}}$$

$$t = \frac{37,85}{\sqrt{\frac{33525-30.096}{420}}}$$

$$t = \frac{37,85}{\sqrt{\frac{33494}{420}}}$$

$$t = \frac{37.85}{\sqrt{79.74}}$$

$$t = \frac{30}{8.92}$$

$$t = 3.36$$

Thus, the t-test value is 3.36

To find out degree of freedom (df) the researcher used the following formula :

$$Df = N - 1$$

$$Df = 21 - 1$$

$$Df = 20$$

Table 4.8 The Test of Significant

Variable	T-test	T-table
Pre-test and Post-test	3.36	1.724

After obtaining the degree of freedom, the t-table at the degree of freedom 20 in significant degrees of 0.05 (5%) , the table is 1724. The following table showed that the t-test value was higher than t-table value ($3.36 \geq 1.724$). So, it indicated that there was significant difference between the students' pre-test and post-test results.

6. Analysis of Questionnaire

Questionnaire was used as an instrument to get more information about students' responses. In order to get the information from the respondent, there were 20

questions which were asked in the questionnaire. The students' answer were then classified into two categories yes or no. So they can be analyzed easier.

Table 4.9 The Results of questionnaire

STUDENTS	Statements																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Ahfani Nurinaya	5	2	4	4	4	4	4	4	4	3	4	4	3	5	4	4	4	4	5	5	80
Ahmad Dzakwa Maulana	5	4	5	4	5	5	4	4	5	1	3	3	3	4	5	5	3	3	2	3	76
Ahmad Rayhan	5	4	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	97
Fitrah Khazanah	5	4	5	5	5	5	5	5	5	4	3	4	4	4	4	4	4	4	4	4	86
M.Fais	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	5	77
Muh Syawal	5	5	5	5	5	4	5	4	5	1	5	1	5	5	5	4	2	3	4	4	81
Nur Fadilah	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
Nur Hikmah	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
Rafi	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	99
Rayhana Affah	5	4	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	4	4	5	92
Reza Zabina	5	3	4	3	5	5	3	4	4	4	4	5	3	5	4	4	4	5	5	5	84
Ridha Amanda	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	87
Sahril	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	98
Sahrul	4	3	5	5	4	4	5	4	3	4	5	5	3	5	4	4	5	5	5	5	92
Sainul Alimin	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	4	4	4	4	94
Sinarwati	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	99
Siti Nurjasila	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
Syakira	4	4	4	4	5	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	79
Zakia Fairus	5	5	5	5	5	5	5	5	5	4	4	4	3	4	4	4	4	4	4	5	89
Zalzabila	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
Al Muqtadir Khair	5	5	5	5	5	5	5	5	5	5	5	3	5	5	4	5	5	5	4	5	96
Total																				1901	

a. Calculating the mean score of students by using the formula.

$$x = \frac{\sum x}{N}$$

Where:

X= Mean score

$\sum X$ = Total Score

N =The total number of students

$$x = \frac{1901}{21}$$

$$x = 90.52$$

Based on the results of questionnaire above, the mean score of all items showed that 90.52 the table 4.9 the rating score of questionnaire showed it categorized very strongly. So, it conclude that the students' interest in studying English vocabulary by using Fly Swatter game. Because the students felt easy and they could study with a play game. In the learning proses also , the students are enjoyed to study so they can be easy to memorizing and remembering the material.

Table 4.10 The Students Response

Num.	STUDENTS	Total	Min	Max	Percentage
1	Ahfani Nurinaya	80	2	5	76%
2	Ahmad Dzakwa Maulana	76	1	5	72%
3	Ahmad Rayhan	97	4	5	92%
4	Fitrah Khazanah	86	3	5	81%
5	M.Fais	77	3	5	73%
6	Muh Syawal	81	1	5	77%
7	Nur Fadilah	95	4	5	90%
8	Nur Hikmah	100	5	5	95%
9	Rafli	99	4	5	94%
10	Rayhana Afifah	92	4	5	88%
11	Reza Zabina	84	3	5	80%
12	Ridha Amanda	87	4	5	83%
13	Sahril	98	4	5	93%
14	Sahrul	92	3	5	88%
15	Sainul Alimin	94	4	5	90%
16	Sinarwati	99	4	5	94%
17	Siti Nurjasila	100	5	5	95%
18	Syakira	79	3	5	75%
19	Zakia Fairus	89	3	5	84%
20	Zalzabila	100	5	5	95%
21	Al Muqtadir Khair	96	3	5	91%

Based on the Students Response, the data showed that from 21 students, there were 11 students got 90% and above, it indicates that most of them the VII.3 students are very interested in learning by using fly swatter game. Besides that using Fly Swatter game got positive responses from students in their teaching learning process of vocabulary. It could be seen from the mean score of the questionnaire was 90.52. Its mean that the students response about teaching learning process in learning english vocabulary it indicated in the table above that all of the students were interested in teaching learning process by using fly swatter game, shows that 90% of the students understood the teacher explanations, and most of students feel better to learn vocabulary by using fly swatter game than usual learning. 85 % Students like learning vocabulary through fly swatter game, they feel more understand, memorize vocabulary easily.

7. Hypothesis Testing

The overall comparison between students' gain score in pre-test and post-test in previous subchapter showed the improvement of the quality of students' vocabulary from very poor to fair, fair to good and good to very good classification. Then, the data of pre-test and post-test were used to test hypothesis by using t-test dependent. T-test dependent means only one group, not make different with girl and boy.

To find out degree of freedom (df) the researcher used the following formula :

$$Df = N - 1$$

$$Df = 21 - 1$$

$$Df = 20$$

For the level significant (p) 5% and value of the table is 1.724 while the value of the t-test is 3.36. It means that the t-test value is greater than t-table ($3.36 \geq 1.724$). Thus,

it can be concluded that the students' vocabulary is significant better after getting the treatment process. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that by using Fly swatter game is able to improve the students vocabulary mastery at the first grade of MTs At-Taqwa Jampue Kab.Pinrang.

B. Discussion

This part explains the discussion about the results findings that show in the previous chapter. This section of this research will provide insight about the students' vocabulary before taught by using Fly Swatter game, the way of using Fly Swatter game to improve students' vocabulary mastery, and the enhancement of students' vocabulary mastery.

In the first chapter , there were two statements of the problem. They are : How is the students' vocabulary mastery before and after using Fly Swatter Game at the first Grade of "MTs At-Taqwa Jampue Kab Pinrang?

Howthe students respond after using a fly swatter game to improve students' vocabulary mastery at the first grade of MTs At-TaqwaJampueKab.pinrang.

These problem statements had been answered by the previous part of his chapter. The first problem statement was answered by the data that research got in pre-test and post-test and the second problem statement was answered by got in questionnaire to get students' responses.

1. Students' vocabulary mastery before taught by using the Fly Swatter game.

In the preface study that the researcher did at MTs At-Taqwa Jampue Kab.Pinrang it was found through the observation that the teachers' method in teaching vocabulary was mainly using memorizing method, the students seldom use

media, strategy or game and also confirmed by the students that strategy in the class is monotonous so that the students feel bored. As a consequence, the students' lack in English learning especially in vocabulary mastery. Sometimes they cannot understand the meaning of a word or context. And the students' problem is they think that English is very difficult. So, the researcher concludes that one of the problems which made the students' lack in vocabulary mastery caused by the strategy of the teacher used in the learning process is always monotonous. So, the researcher tried to solve these problems by using the Fly Swatter Game, they will find a lot of vocabulary and the learning process will be fun, challenging, and each meaning had a different topic.

This game that was used by the researcher and there are several ways for the researcher to improve students' vocabulary mastery not only by implementing the game of teaching vocabulary. So, the students can improve their vocabulary mastery. This game can help the students be more creative, effective, and easier to memorize and pronounce the vocabulary. The researcher used this game to make the students un bored in the classroom.

2. The way of using Fly Swatter game to improve students' vocabulary mastery.

Fly Swatter game had an impact in improving the students' vocabulary. As a fact, based on the findings, most students had a very good score in vocabulary mastery. The researcher used this game by combining it with practice. Fly Swatter game made the learning process become enjoyable because the researcher combined with practice and game at the same time.

To find out how the implementation of Fly Swatter game is improving the students' activities in the learning process.

There were seventh meetings for doing the treatment of this research. Two meeting for doing the pre-test, post-test and questionnaire , and five meetings for doings treatment by using Fly Swatter game. At the first, before giving the treatment, the students did the pre-test it purposed to know students' ability in vocabulary before getting the treatment. The step of this learning was the researcher started to introduce herself and gave information about her aim with the students made the students interest to do the next intruction of the researcher. Then the researcher explain explain little about the material. After the resarcher gave work of pre-test with consist 20 questions multiple choice. It purposed to know the students' improvement in vocabulary before getting the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction on the students' paper that was not connect with the main idea of the material.

On Monday December 21th , 2020 , in the first meeting before the researcher gave treatment , the researcher gave the students' pre-test , the pre-test was 20 question multiple choice , the researcher gave 5 point for each right answer an zero point for wrong answer. After that, the researcher was greet by the students' when the first time the researcher coming to the class. The researcher were welcome by the students. After the researcher opened the meeting, the researcher invited the students for praying before the lesson begin. Next , the researcher continued to inform them that the researcher gave motivation to the students' about the important of english as an International language before teaching process then the researcher explained how to do the Fly Swatter game in their mind in other words they would understand about this game. and the last the researcher also gave information about her aim to do research at MTs At-Taqwa Jampue Kab.Pinrang.

On Wednesday December 23th , 2020, in the second meeting was located at VII.3 class of MTs At-Taqwa Jampue Kab.Pinrang, this meeting was a first treatment after giving the pre-test. In the morning , the researcher started the class by greeting and and checked the attendant. In the learning process, in the first treatment the researcher gave vocabulary about “Animals” . before that ,the researcher divide into some gorups each group is four member. Then the researcher gave some papers containing a list names of animals automatically they had a new vocabularies. It made them easily to understand the sentence and they were able to create the good sentence. When the students’ see the papers the researcher mention to the students’ to pronounce and spell the word, after that the researcher called the students’ from each group and then the researcher gave fly swatter to the students’. And then, the researcher gave them a new word that wrote in the whiteboard , then the researcher pronounce the word with a good pronunciation. When the researcher finished pronounce the word then the students’ hit the words with Fly Swatter on the whiteboard according to what has been pronounced by the researcher. Students pronounce the words that hit by their friends. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others, And the last the researcher asked the students’ to memorize the word before they back to the chair and make a sentence correctly. Then, before the researcher leaves the classrom, the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Friday December 25th , 2020 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Fly Swatter game in the third meeting the researcher gave vocabulary the

“name of member family” this meeting was a second treatment. In the morning , the researcher started the class by greeting and and checked the attendant. In the learning process, in the first treatment the researcher gave vocabulary about . before that ,the researcher divide into some gorups each group is four member. Then the researcher gave some papers containing a list names of animals automatically they had a new vocabularies. It made them easily to understand the sentence and they were able to create the good sentence. When the students’ see the papers the researcher mention to the students’ to pronounce and spell the word, after that the researcher called the students’ from each group and then the researcher gave fly swatter to the students’. And then, the researcher gave them a new word that wrote in the whiteboard , then the researcher pronounce the word with a good pronunciation. When the researcher finished pronounce the word then the students’ hit the words with Fly Swatter on the whiteboard according to what has been pronounced by the researcher. Students pronounce the words that hit by their friends. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others, And the last the researcher asked the students’ to memorize the word before they back to the chair and make a sentence correctly. Then, before the researcher leaves the classrom, the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Monday December 28th, 2020 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Fly Swatter game in the fourth meeting the researcher gave vocabulary the “name of profession” this meeting was a third treatment. In the morning , the researcher started the class by greeting and and checked the attendant. In the learning

process, in the first treatment the researcher gave vocabulary about . before that ,the researcher divide into some gorups each group is four member. Then the researcher gave some papers containing a list names of animals automatically they had a new vocabularies. It made them easily to understand the sentence and they were able to create the good sentence. When the students' see the papers the researcher mention to the students' to pronounce and spell the word, after that the researcher called the students' from each group and then the researcher gave fly swatter to the students'. And then, the researcher gave them a new word that wrote in the whiteboard , then the researcher pronounce the word with a good pronunciation. When the researcher finished pronounce the word then the students' hit the words with Fly Swatter on the whiteboard according to what has been pronounced by the researcher. Students pronounce the words that hit by their friends. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others, And the last the researcher asked the students' to memorize the word before they back to the chair and make a sentence correctly. Then, before the researcher leaves the classrom, the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Thursday December 31th, 2020 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Fly Swatter game in the five meeting the researcher gave vocabulary the “name of parts of body” this meeting was a fourth treatment. In the morning , the researcher started the class by greeting and and checked the attendant. In the learning process, in the first treatment the researcher gave vocabulary about . before that ,the researcher divide into some gorups each group is four member. Then the researcher

gave some papers containing a list names of animals automatically they had a new vocabularies. It made them easily to understand the sentence and they were able to create the good sentence. When the students' see the papers the researcher mention to the students' to pronounce and spell the word, after that the researcher called the students' from each group and then the researcher gave fly swatter to the students'. And then, the researcher gave them a new word that wrote in the whiteboard , then the researcher pronounce the word with a good pronunciation. When the researcher finished pronounce the word then the students' hit the words with Fly Swatter on the whiteboard according to what has been pronounced by the researcher. Students pronounce the words that hit by their friends. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others, And the last the researcher asked the students' to memorize the word before they back to the chair and make a sentence correctly. Then, before the researcher leaves the classrom, the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Saturday January 2th, 2021 before starting the material the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process of Fly Swatter game in the six meeting the researcher gave vocabulary the "name of fruits" this meeting was a five treatment. In the morning , the researcher started the class by greeting and and checked the attendant. In the learning process, in the first treatment the researcher gave vocabulary about . before that ,the researcher devide into some gorups each group is four member. Then the researcher gave some papers containing a list names of animals automatically they had a new vocabularies. It made them easily to understand the sentence and they were able to create the good

sentence. When the students' see the papers the researcher mention to the students' to pronounce and spell the word, after that the researcher called the students' from each group and then the researcher gave fly swatter to the students'. And then, the researcher gave them a new word that wrote in the whiteboard , then the researcher pronounce the word with a good pronunciation. When the researcher finished pronounce the word then the students' hit the words with Fly Swatter on the whiteboard according to what has been pronounced by the researcher. Students pronounce the words that hit by their friends. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others, And the last the researcher asked the students' to memorize the word before they back to the chair and make a sentence correctly. At the end of this meeting the researcher conducted an evaluation , namely all the vocabularies that had been given strating from the first meeting to the five meeting by the way the researchers appointed several students to mention some of the vocabularies he had obtained.

From the pre-test , the researcher concluded that the students' vocabulary still low. It was proved from the results of pre-test got a very poor score , the mean score of the pre-test was 38.8. After that, the researcher gave the treatment by using Fly Swatter game The researcher looks the improvement students' in understanding the material. in the fourt meeting they can improve their vocabulary.

3. The discussion of the finding through the questionnaire

The students' respons by using Fly Swatter game to improve students' vocabulary at MTs At-Taqwa Jampue Kab.Pinrang course has been and analyzed by using liker scale. The questionnare was succesfully filled by 21 respondent that taken on January 2021.

From 20 questionnaire ,based on the Students Response, the data showed that from 21 students, there were 11 students got 90% and above, it indicates that most of them the VII.3 students are very interested in learning by using fly swatter game. In other there were 10 students got 80% and below, it indicates that 10 of 21 students in VII.3 class only slightly interested in learning through the fly swatter game Based on the liker scale that the students' was very positive in learning English by using Fly Swatter game. 75% of students said that were helped in retaining their vocabularies through fly swatter game Its mean that the students response about teaching learning process in learning english vocabulary it indicated in that all of the students were interseted in teaching learning process by using fly swatter game, shows that 90% of the students understood the teacher explanations, and most of students said that they agreed that their feel better to learn vocabulary by using fly swatter game than usual learning, and most of students were actively involved in the teaching learning process. 83% students said that their score vocabulary after getting the treatment by using fly swatter game increased. 85 % Students like learning vocabulary through fly swatter game, they feel more understand and memorize vocabulary easily. 82% students agreed that they were motivated after learning vocabulary through fly swatter game. Then, 91% students felt that the fly swatter game can solve their vocabulary problem and 93% students said that they could do their vocabulary task easily after learning by using fly swatter game.

So , it concllude that the Fly Swatter game make the students have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on twenty items of the positive statement questionnaire was 90.52 , while the cumulative score that they got the questionnaire was 1901.

CHAPTER V

CLOSING

This chapter presented of two parts namely conclusion and suggestion. The conclusion was based on the researcher finding and the discussion. The suggestion was based on the conclusion.

5.1 Conclusion

1. The students Vocabulary in the VII.3 class before getting the treatment has a very low vocabulary and it can be seen in the pre-test results value which is 38.8. meanwhile after the students getting treatment, the students' vocabulary had increased, it can be proved by looking at the mean score of the students' vocabulary in post-test namely 76.6. So it conclude after the students getting treatment by using fly swatter game, the students can

2. The students responses after getting learning vocabulary by using fly swatter game have positive response toward in learning vocabulary and they agreed about it. And the cumulative percentage on twenty items of the positive statement questionnaire was the mean score 90.52 , while the cumulative score that they got the questionnaire was 1901.

Based on the finding and discussion of the previous chapter in this study, the writer concluded that the results of data analysis and the discussion of the results in previus chapter, the finding of the results showed the positive impact in the students' vocabulary ability and class sitation. This study is categorized pre-experimen research design, the objective is this study is to find out whether Fly Swatter game was able or not to improve students' vocabulary mastery. Therefore, the researcher concluded that there was a significant difference of the students' vocabulary mastery before and

after treatment. The following are the description of the conclusion based on the problem statement of this research :

5.1.1 T-test results in which the value of t-test was 3.36. it was greater than t-table was 1.724 at the level significance 0.05 and degree of freedom (*df*) was 20.

5.1.2 The mean score of pre-test was (38.8) , standard deviation (26.05) , and the mean score of post-test was (76.6) and the standard deviation (11.11).

Based on the description of the results above, it can be proved by looking at the mean score of the students' vocabulary test in pre-test and post-test. The mean score of pre-test 38.8 is lower than the mean score of post-test 76.6. then T-test 3.36 was greater than t-table 1.724. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

5.2 Suggestion

There are some suggestions to offer to the English teachers and the other researches based on research findings.

5.2.1 In teaching vocabulary , the researcher is hoped more creative and has good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 It is suggested to the English teacher to apply Fly Swatter game because it can help the students to learn English especially learn vocabulary with fun and enjoy it.

5.2.3 The students should practice and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabularyclass

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Appendix 4 Instrumen of Pre-test

Pre-Test

Name :

Class :

Choose and cross (x) the correct answer.**VOCABULARY TEST****(Pretest)****Choose A, B, C or D as the best answer**

1.

What is the animal ...

- a. cat c. monkey
b. cow d. rabbit

2. What is the english of “Anggur” ?

- a. grape b. apple
c. mango d. papaya



1. People who work in ricefield ?

- a. Policeman b.pilot c. Taylor d. farmer

2. I can see with my

- a. Eyes b.nose c.legs d. fingers

3. What is the english of “kakek” ?

- a. Grandmother b. nephew c.sisters d.grandfathers
4. My fatherwork in hospital. So my father is
a. doctor b.chef c. policeman d.farmer
5. i want to dentist yesterday because my were in pain
a. legs b.teeth c.ears d.eyes
6. The animals who live is the sea
- a. fish b.cat c. kangaroo d. goat
7. father,mother, brother and sister is my
a. nephew b.family c.aunt d.uncle
8.  What is the professions
- a. policeman b.nurse c.fireman d. vet
9.  what is the furits
- a. apple b.orange
b. banana d.watermelon
12. I have father and mother. They are my ...
a. parents c. family
b. sisters d. Children
13. i can write my letter with my
a. nose c. hand
b. mouth d. Foot

14. The english of “petani “ ...

- a. farmer c. dentist
b. taylor d. Army

15. my mother work at office. So my mother ...

- a. accountant c. photographer
b. artist d. Taylor

16. i have ten ...

- a. fingers b.mouth c. ears d.teeth

17. it has liquid like ink

- a. squid b.fish
c.crab d. lobster



18. what is the picture...

- a. watermelon b.apple
c.limund.pineapple



19. who is he

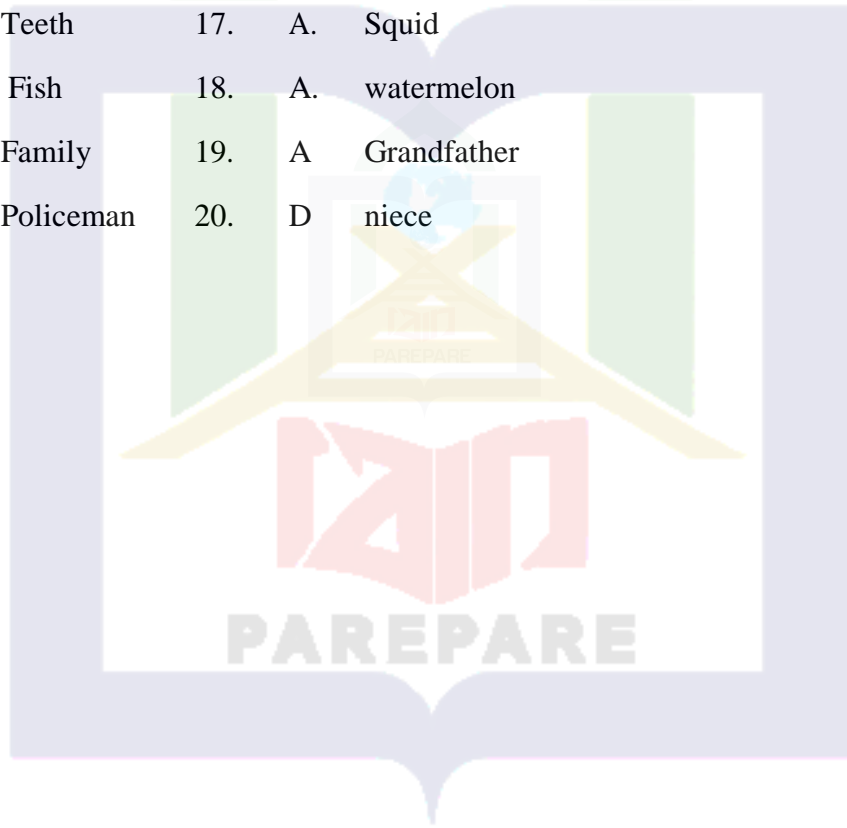
- a. grandfather b.mother c.uncle d. brother

20. I have sisters. She was birth a baby girl. Who is she...

- a. sisters b.brothers
b. nephew d. niece

ANSWER KEY

- | | | | |
|-------|-------------|-------|-------------|
| 1. B | Cow | 11. C | Banana |
| 2. A | Grape | 12. A | parents |
| 3. D | Farmer | 13. C | Hand |
| 4. A | Eyes | 14. A | Farmer |
| 5. D | Grandfather | 15. A | Accountant |
| 6. A | Doctor | 16. A | fingers |
| 7. B | Teeth | 17. A | Squid |
| 8. A | Fish | 18. A | watermelon |
| 9. B | Family | 19. A | Grandfather |
| 10. A | Policeman | 20. D | niece |



Appendix 5 : List of Vocabulary

FRUITS			PROFESSIONS		
1.	Apple	Apel	1.	Businessman	Pengusaha
2.	Grape	Anggur	2.	Writer	Penulis
3.	Starfruit	Belimbing	3.	Tailor	Penjahit
4.	Cherry	Ceri	4.	Singer	Penyanyi
5.	Durian	Durian	5.	Reporter	Reporter
6.	Orange	Jeruk	6.	Journalist	Wartawan
7.	Guava	Jambu Biji	7.	Policeman	Polisi
8.	Peanut	Kacang Tanah	8.	Farmer	Petani
9.	Coconut	Kelapa	9.	Fisherman	Nelayan
10.	Date	Kurma	10.	Vet	Dokter hewan
11.	Lychee	Leci	11.	Dentist	Dokter gigi
12.	Melon	Melon	12.	Army	Tentara
13.	Mango	Mangga	13.	Teacher	Guru
14.	Watermelon	Semangka	14.	Doctor	Dokter
15.	Mangosteen	Manggis	15.	Lawyer	Pengacara
16.	JackFruit	Nangka	16.	Musician	Pemusik
17.	Pineapple	Nanas	17.	Nurse	Perawat
18.	Banana	Pisang	18.	Officer	Pegawai
19.	Rambutan	Rambutan	19.	Pilot	Pilot

FAMILY			PARTS OF BODY		
1.	Father	Ayah	1.	Eyebrow	Alis
2.	Mother	Ibu	2.	Eye	Mata
3.	Children	Anak-anak	3.	Shoulder	Bahu
4.	Aunt	Bibi	4.	Tooth	Gigi
5.	Uncle	Paman	5.	Nose	Hidung
6.	Brother	Saudara lk	6.	Finger	Jari
7.	Sister	Saudara Pr	7.	Head	Kepala
8.	Cousin	Sepupu	8.	Arm	Lengan
9.	Niece	Keponakan Pr	9.	Neck	Leher
10	Nephew	Keponakan Lk	10.	Knee	Lutut
11.	Younger Sister	Adik Pr	11.	Tongue	Lidah
12.	Younger Brother	Adik Lk	12.	Mouth	Mulut
13.	Elder Sister	Kakak Pr	13.	Cheek	Pipi
14.	Elder Brother	Kakak Lk	14.	Ear	Telinga
15.	Girl	Perempuan	15.	Forehead	Dahi
16.	Boy	Laki-laki	16.	Leg	Kaki
17.	Step Mother	Ibu tiri	17.	hand	tangan
18.	Step Father	Ayah Tiri	18.	Stomach	Perut
19.	Couple to be	Pasangan	19.	chin	Dagu
20.	Parent in law	Mertua			
21.	Grand Mother	Nenek			

22.	Grand Father	Kakek
23.	Sisters in law	Ipar perempuan
24.	Brother i law	Ipar lakilaki
25.	Child	Anak

ANIMALS	
1.Mouse	Tikus
2.Frog	Katak
3.Lobster	Lobster
4.Kangaroo	Kanguru
5.Ant	Semut
6.Dragonfly	Capung
7. Grasshopper	Belalang
8. Owl	Burung hantu
9. Deer	Rusa
10. Turtle	Penyu
11.Cat	Kucing
12. Ladybird	Kumbang kecil
13.Worm	Cacing
14. Monkey	Monyet
15. Rabbit	Kelinci
16.C r a b	Kepiting
17.Dog	Anjing
18.goat	Kambing
19. Butterfly	Kupu-kupu

20. Cow	Sapi
21. Goose	Angsa

Appendix 6 : Lesson plan

LESSON PLAN (1)

School : MTs At Taqwa Jampue Kab Pinrang
 Subject : English
 Class : VII.3
 Topic : Animals
 Time : 2x45 Minute
 Meeting : 1

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

III. INDICATORS

1. to pronounce the words
2. to spell the words

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to pronounce the words
2. The students are able to spell the words

V. LEARNING MATERIALS

VI. METHOD

Observe

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities
- The researcher tell to the student about how to play the game

2. Main Activity

- The researcher tells the students about fly swatter game and give them one topic
- Two students stand in front of the class and face their friends.
- Students listen to what the teacher says carefully.
- They may face the white board and find the word after they listen to the word said by teacher.
- The students hit the word.
- After they have hit the word, they spell it in front of their friends.
- Teacher knows their winner by listen the first sound of flyswatter.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson.

VIII. MEDIA

- :- Word cards, swatter, marker, copies of vocabulary test items

IX. EVALUATION

Vocabulary test multiple choices which is consisted of 20 questions Evaluation rule:

$$\text{Score} = \frac{\text{Student correct answer}}{\text{the total number of item}} \times 100$$

No.	Classification	Score
1.	Very good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	≤ 40

LESSON PLAN (2)

School : MTs At Taqwa Jampue Kab Pinrang
 Subject : English
 Class : VII.3
 Topic : Member of family
 Time : 2x45 Minute
 Meeting : 2

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly

III. INDICATORS

1. to pronounce the words
2. to spell the words

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1..The students are able to pronounce the words
2. The students are able to spell the words

V. LEARNING MATERIALS

VI. METHOD

Observe

VII. LEARNING ACTIVITY

1. Opening

- Greetings
- Warming up activities

- The researcher tell to the student about how to play the game

2. Main Activity

- The researcher tells the students about fly swatter game and give them one topic
- Two students stand in front of the class and face their friends.
- Students listen to what the teacher says carefully.
- They may face the white board and find the word after they listen to the word said by teacher.
- The students hit the word.
- After they have hit the word, they spell it in front of their friends.
- Teacher knows their winner by listen the first sound of flyswatter.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson.

VIII. RESOURCES

- Marker
- Whiteboard

IX. EVALUATION

LESSON PLAN (3)

School	:	MTs At-Taqwa Jampue Kab Pinrang
Subject	:	English
Class	:	VII.3
Topic	:	Professions
Time	:	2x45 Minute
Meeting	:	3

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

III. INDICATORS

1. To pronounce the words
2. To spell the words

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to pronounce the words
2. The students are able to spell the words

V. LEARNING MATERIALS

VI. METHOD

Observe

VII. LEARNING ACTIVITY

1. Opening

-- Greetings

-- Warming up activities

- The researcher tell to the student about how to play the game

2. Main Activity

- The researcher tells the students about fly swatter game and give them one topic
- Two students stand in front of the class and face their friends.
- Students listen to what the teacher says carefully.
- They may face the white board and find the word after they listen to the word said by teacher.
- The students hit the word.
- After they have hit the word, they spell it in front of their friends.
- Teacher knows their winner by listen the first sound of flyswatter.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson.

VIII. RESOURCES

- Marker
- Whiteboard

IX. EVALUATION

LESSON PLAN (4)

School : MTs At Taqwa Jampue Kab Pinrang
 Subject : English
 Class : VII.3
 Topic : Parts of Body
 Time : 2x45 Minute
 Meeting : 4

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Responding the meaning of conversational expression transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

III. INDICATORS

- 1 to pronounce the words
2. to spell the words

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

- 1..The students are able to pronounce the words
2. The students are able to spell the words

V. LEARNING MATERIALS

VI. METHOD

Observe

VII. LEARNING ACTIVITY

1. Opening

-- Greetings

-- Warming up activities

- The researcher tell to the student about how to play the game

2. Main Activity

- The researcher tell the students about fly swatter game and give them one topic
- Two students stand in front of the class and face their friends.
- Students listen to what the teacher says carefully.
- They may face the white board and find the word after they listen to the word said by teacher.
- The students hit the word.
- After they have hit the word, they spell it in front of their friends.
- Teacher knows their winner by listen the first sound of flyswatter.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson.

VIII. RESOURCES

- Marker
- Whiteboard

IX. EVALUATION

Vocabulary test multiple choices which is consisted of 20 questions Evaluation rule:

LESSON PLAN (5)

School : MTs At Taqwa Jampue Kab Pinrang
 Subject : English
 Class : VII.3
 Topic : the name of Fruits
 Time : 2x45 Minute
 Meeting : 5

I. STANDARD COMPETENCE

Comprehend and express simple instruction and information

II. BASIC COMPETENCE

Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

III. INDICATORS

- 1 to pronounce the words
2. to spell the word

IV. LEARNING OBJECTIVES

At the end of the learning process, students are able to:

1. The students are able to pronounce the words
2. The students are able to spell the words

V. LEARNING MATERIALS

VI. METHOD

Observe

VII. LEARNING ACTIVITY

1. Opening

-- Greetings

-- Warming up activities

- The researcher tell to the student about how to play the game

2. Main Activity

- The researcher tell the students about fly swatter game and give them one topic
- Two students stand in front of the class and face their friends.
- Students listen to what the teacher says carefully.
- They may face the white board and find the word after they listen to the word said by teacher.
- The students hit the word.
- After they have hit the word, they spell it in front of their friends.
- Teacher knows their winner by listen the first sound of flyswatter.

3. Closing

- The researcher reviews the material that give to the students
- The researcher concludes the material
- The researcher gives feedback to the students
- The researcher advices the students to remember the lesson.

VIII. RESOURCES

- Marker
- Whiteboard

IX. EVALUATION

Vocabulary test multiple choices which is consisted of 20 questions Evaluation rule:

Appendix 7: Post-test

Nama :

Kls :

Choose and cross (x) the correct answer.**VOCABULARY TEST****(Posttest)****Choose A, B, C or D as the best answer**

1. What is the animal ...
 a. cat c. monkey
 b. goat d. fish
2. What is the english of "semangka" ?
 a. Watermelon b. apple
 c. mango d. papaya
3. People who work in airplane ?
 a. Policeman b. pilot c. Taylor d. farmer
4. I can walking with my
 a. foot b. nose c. legs d. fingers
5. What is the english of "ibu" ?
 a. Grandmother b. nephew c. sisters d. mothers
6. My fatherwork in hospital. So my father is
 a. doctor b. chef c. policeman d. farmer
7. i want to dentist yesterday because my were in pain

- a. legs b.teeth
c.ears d.eyes

8. The animals eats meats is.....

- a. horse b.kangaroo
c. cow d. lion

9. Laki' father gets married again. Who is she

- a. step sisters b.step mother
c.stepfather d.stepbrother



10. What is the professions

- a. barber b.nurse
c.fireman d. vet



11. what is the furits

- a. apple b.orange c.grape d.watermelon

12. I have sisters. And he married with someone. Who is she..

- a. son c. brothers in law
b. aunt d. Mother in law

13. we smeel wit our

- a. nose c. hand
b. mouth d. Foot

14. The english of “pisang“ ...
 a. banana c. chocolate
 b. coconut d. pineapple

15. The animal that can be climb the tree is...
 a. bird c. crocodile
 b. monkey d. giraffe

16. The people who teach in the school is
 a. teacher b. driver c. doctor d. police

17. it has liquid like ink
 a. squid b. fish c. crab d. lobster

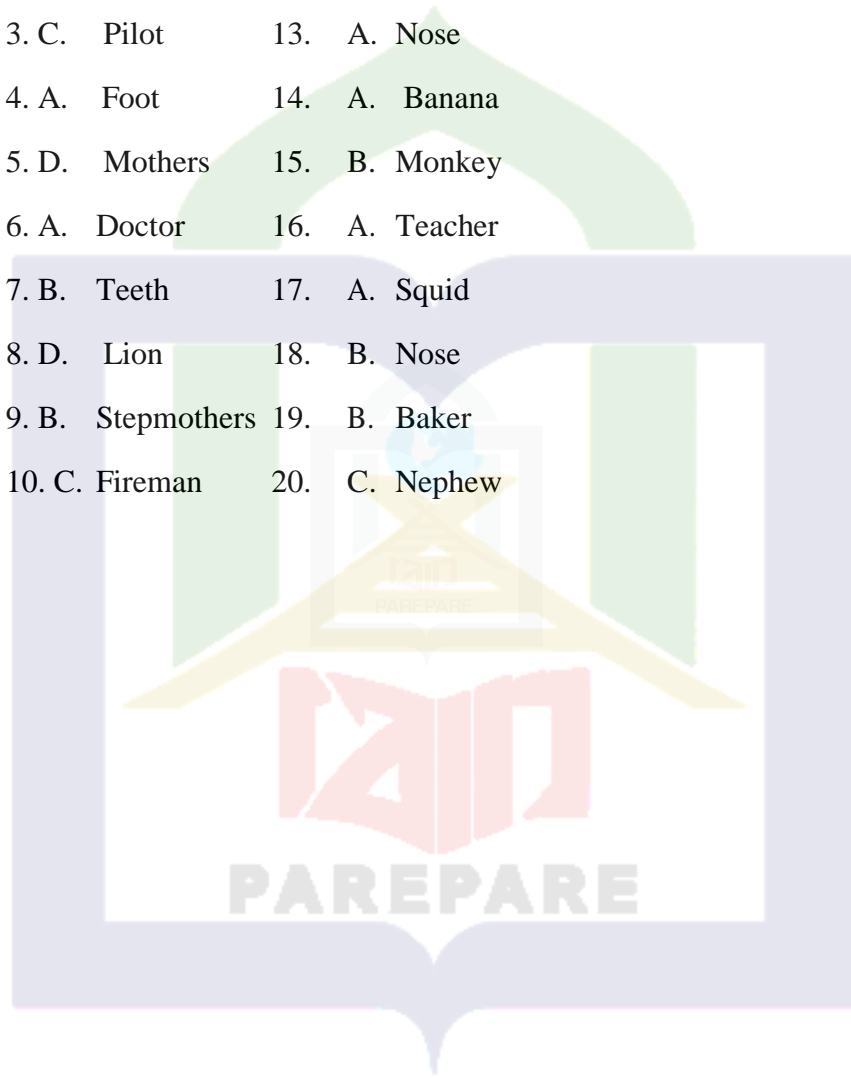


18. what is the picture...
 a. ear b. nose c. hand d. neck
19. who is he
 a. baker b. lawyer c. nurse d. singing

20. I have brothers. She was birth a baby girl. Who is she...
 a. sisters b. brothers c. nephew d. niece

ANSWER KEY

- | | |
|-------------------|------------------------|
| 1. A. Cat | 11. C. Grape |
| 2. A. watermelon | 12. B. Brothers in law |
| 3. C. Pilot | 13. A. Nose |
| 4. A. Foot | 14. A. Banana |
| 5. D. Mothers | 15. B. Monkey |
| 6. A. Doctor | 16. A. Teacher |
| 7. B. Teeth | 17. A. Squid |
| 8. D. Lion | 18. B. Nose |
| 9. B. Stepmothers | 19. B. Baker |
| 10. C. Fireman | 20. C. Nephew |



Appendix 8 : Questionare

	<p style="text-align: center;">KEMENTRIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : ULFAYANTI

NIM/JURUSAN : 16.1300.023PBI

FAKULTAS : TARBIYAH

JUDUL : USING FLY SWATTER GAME TO IMPROVE STUDENTS' VOCABULARY AT THE FIRST GRADE of MTs AT-TAQWA JAMPUE KAB.PINRANG.

Instrumen Penelitian

Dalam penelitian ini, peneliti menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Identitas Responden

Nama :

Kls :

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat dengan menceklis (√) salah satu kolom jawaban yang telah disediakan

III. Keterangan Jawaban

SS = Sangat setuju

S = Setuju

N = Netral

TS = Tidak setuju

STS = Sangat tidak setuju

IV. Pernyataan-pernyataan

No	Pernyataan	SS	S	KS	TS	STS
1.	Saya merasa senang ketika mempelajari kosakata bahasa Inggris dengan menggunakan <i>fly swatter game</i>					
2.	Saya tidak menyukai penggunaan game fly swatter sebagai salah satu cara dalam pembelajaran vocabulary					
3.	Saya merasa lebih mudah mengerjakan tugas kosakata setelah menerapkan <i>fly swatter game</i>					
4.	Saya merasa belajar kosakata dengan lebih baik menggunakan <i>fly swatter game</i>					
5.	Saya merasa kalau <i>fly swatter game</i> cocok diterapkan dalam belajar kosakata Bahasa Inggris					

6.	Saya merasa lebih mudah memahami kosakata Bahasa Inggris dengan <i>fly swatter game</i>					
7.	Saya sudah merasa ada peningkatan nilai bahasa Inggris materi <i>vocabulary</i> .					
8.	Saya merasa <i>fly swatter game</i> dapat memecahkan masalah saya dalam belajar kosakata (<i>vocabulary</i>)					
9.	Saya merasa kepemilikan kosakata (<i>vocabulary</i>) saya sudah banyak setelah belajar dengan tehnik <i>fly swatter game</i>					
10.	.penggunaan game fly swatter dalam pembelajaran membuat saya berpikir bahwa <i>vocabulary</i> adalah pelajaran yang membosankan.					
11.	Game fly swatter tidak dapat membantu saya dalam menguasai kosakata dalam bahasa inggris..					
12.	Penggunaan game fly swatter ini tidak dapat menambah semangat saya dalam belajar <i>vocabulary</i> .					
13.	saya kurang termotivasi dalam belajar <i>vocabulary</i> dengan menggunakan game fly swatter.					
14.	Saya merasa <i>fly swatter game</i> dapat membantu saya untuk mengembangkan/ memperkaya kosakata					

15.	Penggunaan game fly swatter membuat saya lebih termotivasi dalam belajar vocabulary					
16.	Saya merasa lebih mudah mengingat kosakata (<i>vocabulary</i>) baru dan kosakata yang telah saya miliki, ketika belajar dengan <i>fly swatter game</i>					
17.	Belajar vocabulary melalui game fly swatter membuat siswa acuh tak acuh dalam pembelajaran vocabulary					
.	Saya kurang senang dalam belajar vocabulary melalui game fly swatter					
19.	Saya enggan belajar vocabulary melalui game fly swatter karna sangat membosankan					
20.	Penggunaan game fly swatter tidak dapat membantu saya dalam menguasai kosakata dalam bahasa inggris.					

Appendix 9 : Documentation





Appendix 10 : Research Allowance


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
 Alamat : Jl. Amol Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. 2780/In.39.5.1/PP.00.9/12/2020
 Lampiran : 1 Bundel Proposal
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
 C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-
 Kab. Pinrang

Assalamu Alaikum Wr. Wb.
 Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama	: Ulfayanti
Tempat/Tgl. Lahir	: Pinrang, 18 Januari 1998
NIM	: 16.1300.023
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Lanrisang Kec. Lanrisang Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kabupten Pinrang dalam rangka penyusunan skripsi yang berjudul:

"Using Fly Swatter Game to Improve Students Vocabulary Mastery at the First Grade of MTs At-Taqwa Jampue Kab Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Desember 2020 sampai bulan Januari Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 22 Desember 2020
 Wakil Dekan I,

 M. Dahlan Thalib



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0003/PENELITIAN/DPMPPTSP/01/2021

Tentang

REKOMENDASI PENELITIAN

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 04-01-2021 atas nama ULFAYANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** : 1. Rekomendasi Tim Teknis PTSP : 0003/R/T.Teknis/DPMPPTSP/01/2021, Tanggal : 04-01-2021
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0003/BAP/PENELITIAN/DPMPPTSP/01/2021, Tanggal : 04-01-2021

M E M U T U S K A N

- Menetapkan** :
KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG
 3. Nama Peneliti : ULFAYANTI
 4. Judul Penelitian : USING FLY SWATTER GAME TO IMPROVE TUDENTS VOCABULARY MASTERY AT THE FIRST GRADE OF MTS AT-TAQWA JAMPUE KAB. PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/target Penelitian : GURU DAN SISWA
 7. Lokasi Penelitian : Kecamatan Lanrisang
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 04-07-2021.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 04 Januari 2021



Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

**PONDOK PESANTREN DARUL QURAN ATTAQWA DDI JAMPUE
MADRASAH TSANAWIYAH
KEC.LANRISANG KAB.PINRANG**

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 122 /MTs.21.17.10/SKTMP/I/2021

Yang bertanda tangan di bawah ini kepala Madrasah Tsanawiyah Attaqwa Jampue, menerangkan bahwa :

Nama	: ULFAYANTI
NIM	: 16.1300.023
Jurusan / Prodi	: TARBIYAH / PENDIDIKAN BAHASA INGGRIS
Fakultas	: TARBIYAH
Judul Skripsi	: USING FLY SWATTER GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT THE FIRST GRADE OF MTs At-TAQWA JAMPUE KAB PINRANG

Benar yang tersebut namanya di atas telah melaksanakan penelitian di MTs ATTAQWA DDI JAMPUE , dengan judul : “ **USING FLY SWATTER GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT THE FIRST GRADE OF MTs AT-TAQWA JAMPUE KAB PINRANG**”

Demikian Surat Keterangan ini di buat agar dapat di pergunakan sebagaimana mestinya.

Lanrisang, 22 Januari 2021

Kepala Madrasah



ULFAL, S.S



CURRICULUM VITAE

ULFAYANTI, The researcher was born on January 18th 1998 in waetuo, Kec amatan Lanrisang Kabupaten Pinrang. She is the fourth child of the fourth siblings, she has two brother and one sister. Her father name is Dadi Kanda and her mother name is Hj.Halwiah. her educational background began 2004 in SDN 63 Lanrisang and graduaten on 2010. She continued her study at SMPN 1 Lanrisang Kabupaten Pinrang and graduated on 2013. At the same year , the researcher continued her study at SMAN 10 Pinrang Kab.Pinrang and graduated on 2016. She continued her education at at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2021 with the title “Using Fly Swatter Game to Improve Students’ Vocabulary at the First Grade of MTs At-Taqwa Jampue Kab.Pinrang”.

