THE ADOPTION OF FLY SWATTER GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT MTS HIFZIL QUR'AN MEDAN

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ABSTRACT

This study was aimed to find out improving students' vocabulary mastery by using Fly Swatter Game at Mts Hifzil Qur'an Medan. The study was conducted by using Classroom Action Research (CAR). The research was conducted into two cycles of action and consisted of four meetings for each cycle. The procedures of the research were planning, action, observation, and reflection. The sample of the research were the first grade of Mts Hifzil Qur'an Medan chosen by saturation sampling. Overall, the total number of the sample was 30 students consisting of all boys. Furthermore, the techniques of collecting the data were conducted by giving test, interviewing the students and the English teacher, observing the teaching and learning process, diary notes and documentation. The instruments used in this research were observation sheet, interview guidelines, diary notes and test. In analyzing the data, the researcher analyzed the quantitative data by using analytic scoring rubric and then comparing the mean score of the students' writing scores.

Meanwhile, the qualitative data were analyzed by making qualitative descriptions by Miles. The result of this research showed that the students' vocabulary mastery especially in adjective could be improved through the use of Fly Swatter Game. The result of this research showed that there was improving of students' vocabulary. The mean of pre-test was 47,80. The mean of post test 1 was 65,37. the mean of post-test 2 was 77,23. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students' are more interest and motivate in vocabulary mastery during teaching and learning process. The students could pronounced the words correctly. Using Fly Swatter Game, the students were eager to study English. By using Fly Swatter Game the students could memorize and understand certain words.

Key words: Fly Swatter Game, Vocabulary Mastery

INTRODUCTON

Language plays a very important role in social relationship among human beings. Ramelan stated that language was used to express idea, thought, and feelings to other people. It was mutually understood as the communication with others. English is the most used language by people in the world. In Indonesia, the government treats English as the first foreign language and sets it as a compulsory subject at the level of secondary and tertiary schools. Based on the 2013 Curriculum (K-13), which has been implemented in all levels of high schools since 2014, the teaching of English as a foreign language in Indonesia (TEFL) should be focused on developing language skills on four areas namely listening, speaking, reading and writing.

Among all of those skills, vocabulary is a core component of language proficiency that needs to be concerned by the teachers. It provides much of the basis for how learners speak, listen, read and write. In 2013 curriculum (K13), one of the purposes of English teaching is to introduce the students with the basic English vocabularies. Students of junior high school should understand meaning of vocabulary in the context to help and guide them in pronouncing. Therefore, more students should have many times to practice and memorize it.

Based on the data collected during the preliminary research, it was found from the observation and interview that the students had a problem with their vocabulary mastery. They felt some difficulties to pronounce the words correctly and make a right sentence. They felt bored and it reduced the motivation of students. It is caused by some factors, they are: difficulty to memorize and understand certain words, the teachers are not using current media and interest strategy in teaching English.

To solve the problems above, the researcher intends to find a method to improve students' vocabulary mastery to overcome these problems. One of the alternative methods that can be used to improve students' vocabulary mastery is game. Teaching vocabulary using games is not only an effective tool for bringing out students from the monotony or boring situations in learning processes, but also for developing students' vocabulary. One of games that can be used is Fly Swatter Game. Based on the background above, the researcher is inquisitive about creating an attempt to know whether the utilization of Fly Swatter Game will improve students' vocabulary mastery to junior high school students in Medan.

LITERATURE REVIEW
Vocabulary as an Element of Language

Vocabulary is one of language elements that are needed in learning and communication. According to Webster's Ninth Collegiate Dictionary defined that vocabulary is a collection of words and phrases which is alphabetically arranged and it has definition, a stock of words employed by a group individual of language or in a field of knowledge. Therefore, it can be concluded that vocabulary is one of the element in language. Vocabulary is also important tool in learning language. In Al-Qur'an Allah SWT required human to remember all the names of anything. The students will be easier to improve their language skills when they study and know many vocabularies. A person's language skills will increase by learning vocabulary. If someone only learns the grammatical, the development of language will be less improving. Strengthened by the opinion of John that vocabulary is carrier of a meaning and as a determinant of the material structure of a language, without words there is no communication.

After all, the researcher concludes that vocabulary learning process would be the center of the learning because it has done few past times. The teachers have to create the model of the vocabulary learning process which empowerment the students' ability in English. So, one factor of the success in teaching learning English as foreign language is the mastery of the vocabulary. Because without words it would be less improving the ability in English.

Kinds of Vocabulary

Some experts have classified kinds of vocabulary. according to Friesin Zainuri, vocabulary can be divided into two kinds: Function and Content words. The function words are words which the definitions are not clear but exist in dictionary. They have correlation with prepositions, conjunctions and interrogative particles. In this research, the researcher focuses on the third class of words which is the words for qualities or most known as adjective.

Vocabulary Teaching in Indonesian EFL Context

Since English is regarded as a foreign language in Indonesia, lack of exposure to English vocabulary is the reason why vocabulary acquisition is problematic. First, it is not same with first language vocabulary learning, foreign language vocabulary learning are slow and uneven. Most Indonesian EFL teachers do not know how to measure their students' vocabulary, what words they have to teach and bow to teach the words. Second, there is simply too much to learn. According Folse, K S, an educated native speaker knows 20,000 word families. This number is the result of addition 1000 words each year after having 5000 words in the age five years.

While an educated foreign language speaker's vocabulary is 8000–9000 words, even the latter may be a life-long challenge for an EFL learner. It is because a student who has graduated from high school and does not read may only know about 5000- 6000 words. Based on the explanation above, it describes that the factors to impede the success of teaching learning EFL in Indonesia are English teachers in Indonesia need to explore many kinds of techniques in the teaching of vocabulary. Increasing the students' vocabulary requires media development, implying the need for training students in the use of media for vocabulary learning. Because, it will give good impact to the students' ability in mastery English as a foreign language.

The Use of Games in Vocabulary Teaching

Based on the statements above, there are many kinds of games which can be used in teaching English vocabulary, they are: Firstly, Role-play games. They can vary from guided drama to free speaking activities but it depends on the language level, curiosity, and confidence of players. Secondly, Crossword puzzles games. These kinds of games allow utilizing children's enjoyment with words. Thirdly, Drawing games. They require creativity and sensitivity towards world, the children must be able to understand instructions and describe their art. Next, Card games. It is games, during which children collect, give away, sort and count cards; cards can have a meaning in a game, or simply serve as symbols for objects or actions. Lastly, Fly Swatter Games. It can develop their linguistics skill, especially for spelling, pronunciation and concentration.

The Use of Fly Swatter Game in Vocabulary Teaching

Fly Swatter Game is one of the games that can help in stimulating learning foreign language process particularly in teaching of vocabulary. This make the players guess letters to reveal a word or phrase in the whiteboard. After teacher say the word, the student will run to whiteboard. Then, guess the word by hit the whiteboard. Fly Swatter game offers a challenge that will motivate the students to try to guess word based on hit the whiteboard.

It is an excellent way to add vocabulary, and keep the mind focus on teaching learning process.

The Procedure of Teaching Vocabulary by Using Fly Swatter Game

The procedure of Fly Swatter game also can be played by: Firstly, students will complete each other to hit the word by fly swatter. Secondly, two students stand in front of the class and face their friends. Thirdly, students listen to what the teacher says carefully. Then, they may face the white board and find the word after they listen to the word said by teacher. Next, the students hit the word. Lastly, after they have hit the word, they spell it in front of their friends. Finally, teacher knows their winner by listen the first sound of fly swatter.

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

Advantages of Fly Swatter Game

There are several advantages of using fly swatter game for student vocabulary mastery. Firstly, it is not use a monotonous activity. Second, it is fun for students, third it helps students learn and acquire new word easily. Last, it involves friendly competition and keeps students interest.

Disadvantages of Fly Swatter Game

There are several disadvantages of using fly swatter game for student vocabulary mastery, such as: first, fly swatter game needs more preparation for the teacher for time allocation, such as time for divided a group. Second, the class noisy. Third, some students not care when some students play the games.

RESEARCH METHOD

In this research, the researcher used Classroom Action Research. (CAR) designed by Hopskin. Classroom Action Research (CAR) is a research action taken by a teacher in a class. In this study the respondents were the first grade students of MTs Hifzil Qur'an Medan, because in syllabus of first grade students are learning vocabulary in adjective. Furthermore, the sample is a group of people, objects, or items that are taken from a larger population for measurement. The sample was taken in grade VII-3 which consisted only one class in that school, there were 30 students in the classroom, with detail all males. The researcher then chooses the first grade students based on the purpose of this study and consideration of the factors of the problems found regarding their mastery such as the students feel difficulties to pronounce the words correctly and make a good sentence.

In collecting the data, there were steps done by the researcher, it was test. The aim of this test was to measure students' vocabulary mastery in adjective. The test were consist of 20 items of multiple choices that adopted by Ika Rahmadhani in her research from Hand book of Junior High School and dictionary. The test is never given to students before. In vocabulary test, score per item is 5 for the correct answer. Students get 100 point if they can

answer all the question correctly. The test was used in this study is pre-test and post-test. Pre-test was done before fly swatter game in preliminary study to know the students competence in vocabulary mastery. Post-test was done after implementing the fly swatter game in teaching English vocabulary

After obtaining the data, the researcher analyzed the data by using qualitative analysis and quantitative analysis. The qualitative analysis was used to describe the situation during teaching and learning process. The data of analysis in qualitative were obtained from observation, interview, and documentation. On the other side, the data of analysis in quantitative data, the data was analyzed through the analytic scoring rubric of Vocabulary Mastery. The researcher was used descriptive statistic

RESULT AND DISCUSSION

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from interview, field notes, observation sheet and photograph. The quantitative data was taken from the mean of the students' score in taking vocabulary tests. The test was given to improve students' vocabulary mastery. The research was conducted in MTs Hifzil Qur'an Medan from 8 August until 22 August 2020. In this research, the researcher became an observer who implemented the action research in teaching learning process in the classroom. This classroom action research was conducted in two cycles, each cycle was done in for two meetings. In the first cycle, there was pre-test, post-test I and post-test II in the second cycle. The last meetings of each cycle the researcher conducted post-test to know the description of the improvement of the students' vocabulary mastery.

Comparison the results of observation on pre-cycle, cycle I,and cycle II

NO.	Cycle	Mean Score	The Percentage
1.	Pre-cycle	47,80	10%
2.	Cycle I	65,37	30%
3.	Cycle II	77,23	80%

It can be seen that in the table above between pre-cycle, cycle I and cycle II. Students who are able to pass the test well are 2 out of 30 students (10%). In cycle one, students who get grades from 75-80 are 10 students and 20 other students still fail the test in this cycle. In the second cycle, there were about 20 students who were able to pass this test well, that means there were around 80% who couldn't pass the KKM. The researcher noted that the minimum standard that must be passed is 75. From the post test II data, there were 22 students who were successful in this test and 8 other students had not yet graduated. The total score they got was 2317 and the number of students who took the test was 30 students. This gives the fact that the tests were carried out in the successful category.

Based on the data obtained above, it indicated that the use of Fly Swatter Game to improve students' vocabulary mastery was very effective and successful. From the results of student achievement has also risen significantly to improve students' vocabulary mastery using Fly Swatter Game.

The discussion of this research were Pre-Cycle, Cycle I and Cycle II. The result shows that there is an improvement of students' vocabulary mastery. It can be seen from the table of students' score improvement in appendix. It is because there is teamwork between the researcher and the collaborator and their collaboration and participation to provide feedback to their friends and teacher also still anticipate them in making feedback. Therefore, the implementation of fly swatter game can run well.

Regarding the findings of this study that is about the implementation of fly swatter game, Macmillan stated that applying of fly swatter game, can be creative, improvements, positive emotions. The results are so interested and motivation in learning process. The researcher also noticed that implementing the fly swatter game, in teaching learning process also made the students more active in the class. In addition, the findings that researcher got in the class is same that the fly swatter game, can help the students to improve their vocabulary mastery, the students can make their own sentence from the words.

Based on the results of student learning, students succeeded in increasing their grades and abilities from before treatment was taken to change after the researchers took action. Before the researcher gave treatment using Fly Swatter Game to improve students' vocabulary mastery, researchers gave a test I to students in order to measure their abilities and achievements before they took action. All of that can be seen from the results of the analysis and calculations in the table that showed the memories experienced by students in pre-test scores, post-test of cycle I and post test of cycle II. All can be achieved by the cooperation of teachers and the students. Teachers understand how to control class. In addition, the use of Fly Swatter Game can help students to improve their mastery in vocabulary.

Based on quantitative data it can be seen an increase from the first meeting to the next meeting where their scores continue to increase. From the results of qualitative data, which were mixed from the results of observations, interviews, and field notes. That gave the fact that the class was effective and students were learning more actively.

When the learning process takes place, students focus on the explanation of the material conducted by researchers. Note that students were very enthusiastic in following all material, especially adjective. This was evidenced by the results of observations made by researchers at the time the teaching and learning process took place. All that made students able to reach standart minimal (KKM). This proved that the use of Fly Swatter Game can help students to improve their mastery in vocabulary.

Based on the analysis of the data above, it showed that the use of the Fly Swatter Game method can improve students' vocabulary mastery. So, there was a significant increase both in terms of values and enthusiasm for learning from students in adjective.

CONCLUSION

Based on the result and discuccion of the research, it could be concluded that teaching adjective through Fly Swatter Game can improve students achievement in mastering vocabulary. There is a great improvement of the students' vocabulary mastery of the seventh grade of MTs Hifzil Qur'an Medan in the school year 2019/2020 who were taught using Fly Swatter Game technique. It can be seen from the students' mean of score in Pre-cycle is 47,80 It increased in cycle I became 65,37. Finally in cycle II the students' mean of score became

77,23. It has reached the minimum requirement standard score of vocabulary test in MTs Hifzil Qur'an Medan which is 75 and more than 30 % of the students got score 77 in English class.

Because, this Hifzil Qur'an Medan is effective and efficient to improve students' vocabulary mastery. Due to this technique has several reasons including: First, Fly Swatter Game can improve the students' motivation in learning adjective. Second, Fly Swatter Game can contribute to the use of language. Third, Fly Swatter Game can provide a detailed description of the person described. Last, Fly Swatter Game can be provided through discussion and description.

In conclusion, Fly Swatter Game is a good to teach vocabulary especially on adjective. It can motivate students and make them want to pay attention and this technique was succeed. Further, Fly Swatter Game can be used independently by students in learning English.

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