THE EFFECT OF FLY SWATTER GAME ON STUDENTS' VOCABULARY KNOWLEDGE AT MTsN-2 KOTA PALANGKA RAYA

THESIS

**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M / 1440 H**

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Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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ADVISOR APPROVAL

Thesis Title	:	**THE EFFECT OF FLY SWATTER GAME ON STUDENTS' VOCABULARY KNOWLEDGE AT MTsN-2 KOTA PALANGKA RAYA**
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Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, May 13, 2019

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iv

MOTTO AND DEDICATION

"In learning you will teach, and in teaching you will learn"

(Quote by Phil Collins)

This Thesis is dedicated to:

My beloved parents (Bahrudin and Pivi Sumanti) for their valuable endless prayer, sacrifice, and support.

My beloved young sister (Chalista Azmi Atila) thanks for support me.

My mood booster (Ahmad Baiquni) thanks for the help, time, spirit, and support me.

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And my lovely friends (Noer Zalida Putri, Zahra Suci Nurfatihah, Yuliatul Qusna, and Anisa Rahmadhani) who are always help and support me.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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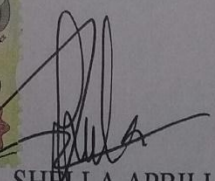
Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If a later time is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 13th 2019

Yours Faithfully

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ABSTRACT

Aprilia, Shella. 2019. *The Effect of Fly Swatter Game on Students' Vocabulary Knowledge at MTsN-2 Kota Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S, M.Pd., (II) Santi Erliana, M.Pd.

Key words: effect, fly swatter game, vocabulary knowledge.

The research was aimed to measure the effect of fly swatter game on students' vocabulary knowledge at MTsN-2 Kota Palangka Raya.

The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment and counted the students' score by pre-test and post-test. The population of this research was 955 students of students of MTsN-2 Kota Palangka Raya. The researcher took the sample of the first-grade students which consisted of nine classes. Based on the design of the study, the researcher only took two classes as a sample, there were VII-C as experimental group and VII-D as control group. The number of sample chosen was 79 students that consists of 38 male students and 41 female students from two classes. The sample were determined using cluster sampling technique.

After getting the data from pre-test and post-test, the researcher analyzed the data using SPSS 20 with t-test formula to test the predetermined hypothesis. Based on the result of analysis, it was found that the value of t-test = 4.413 with t-table = 1.99 at 5% level of significance and t-table = 2.64 at 1% level of significance with degrees of freedom = 77. It showed that the t-test was higher than the t-table. The result of testing hypothesis determined that the Alternative Hypothesis (Ha) stating that there was significant effect of fly swatter game on vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya was accepted and the Null Hypothesis (Ho) was rejected. It meant that teaching vocabulary using fly swatter game gave effect toward vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya.

ABSTRAK

Aprilia, Shella. 2019. *Pengaruh Fly Swatter Game pada Pengetahuan Kosakata Siswa di MTsN-2 Kota Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S, M.Pd., (II) Santi Erliana, M.Pd.

Kata Kunci : pengaruh, Fly Swatter Game, pengetahuan kosakata.

Penelitian ini bertujuan untuk mengukur apakah ada pengaruh dari *Fly Swatter Game* pada pengetahuan kosa kata siswa di MTsN-2 Kota Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan Desain Kuasi Eksperimental. Peneliti menyusun rencana pembelajaran, melakukan perlakuan dan menghitung skor siswa dengan pra-uji dan pasca-uji. Populasi dari penelitian ini adalah 955 siswa MTsN-2 Kota Palangka Raya. Peneliti mengambil sampel siswa kelas satu yang terdiri dari sembilan kelas. Berdasarkan desain penelitian, peneliti hanya mengambil dua kelas sebagai sampel, yaitu VII-C sebagai kelompok eksperimen dan VII-D sebagai kelompok kontrol. Jumlah sampel adalah 79 siswa yang terdiri dari 38 siswa laki-laki dan 41 siswa perempuan dari dua kelas. Sampel ditentukan dengan menggunakan teknik *cluster sampling*.

Setelah mendapatkan data dari pra-uji dan pasca-uji, peneliti menganalisis data menggunakan SPSS 20 dengan rumus t-tes untuk menguji hipotesis yang telah ditentukan. Berdasarkan hasil analisis, ditemukan bahwa nilai t-tes = 4.413 dengan t-tabel = 1.99 pada tingkat signifikansi 5% dan t-tabel = 2.64 pada tingkat signifikansi 1% dengan derajat kebebasan = 77. Hasil penelitian menunjukkan bahwa t-tes lebih tinggi dari t-tabel. Hasil dari pengujian hipotesis menentukan bahwa Hipotesis Alternatif (Ha) yang menyatakan bahwa ada pengaruh yang signifikan dari permainan pemukul lalat pada pengetahuan kosakata siswa kelas satu MTsN-2 Kota Palangka Raya telah diterima dan Hipotesis Nihill (Ho) telah ditolak. Ini berarti bahwa pengajaran kosakata menggunakan permainan pemukul lalat memberikan pengaruh terhadap pengetahuan kosakata siswa kelas satu MTsN-2 Kota Palangka Raya.

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Alhamdulillah and praise to Allah, because of His Blessing and Mercy, the writer is able to accomplish this thesis entitled: The Effect of Fly Swatter Game on Students' Vocabulary Knowledge at MTsN-2 Kota Palangka Raya. In this right chance, the writer would like to give her greatest thanks to:

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The writer realizes that this thesis is still far from the perfect, therefore some constructive critical and suggestion are warmly welcome. Hopefully, may Allah keep us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, May 13, 2019

The Writer,

SHELLA APRILIA
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LIST OF ABBREVIATIONS

Df   : Degree of Freedom

SD   : Standart Deviation

SE   : Standart Error

Ha   : Alternative Hypothesis

Ho   : Null Hypothesis

N   : The Total of Students

SPSS   : Statistical Package for the Social Science

MTsN   : Madrasah Tsanawiyah Negeri
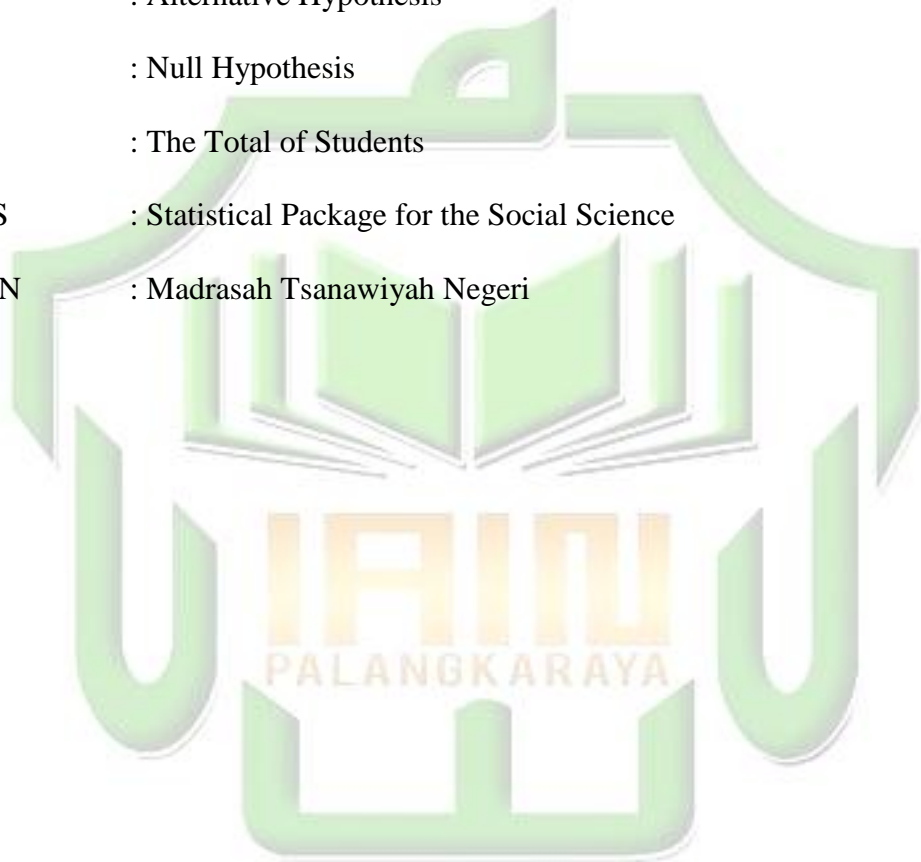
CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses introduction of the study that consists of background of the study, research problem, and objective of the study, hypothesis of the study, scope and limitation, significance of the study and definition of key terms.

A. Background of the Study

Vocabulary as an element or language is considered as the most important factor in increasing the mastered if the students are still lacking vocabulary. It is supported by Wilkins (1972) as cited in Darfilal (2014, p. 4) "you can say very little with grammar, but you can say almost anything with vocabulary". In line with Wilkins, Arikunto (2006, p. 10) as cited in Yuliani (2017, p. 2) stated that, vocabulary is one of the important points of English learning. Then, Tunchalearnpanih (p. 816) also stated that, the more vocabulary one knows or acquires, it will be better because more sentences they could create. On the other hand, Thornbury (2002, p. 15) said that in the most basic level, students are considered as already knowing a word when they know its form and meaning. Getting much vocabulary is better because they will have a stronger base in learning. Learning vocabulary as a foreign language seems easy but some students feel fear, especially in learning vocabulary knowledge. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

The fact shows that the result of teaching learning English is still low. It would be a concern about the condition of the students' English ability. Based on teaching experience when micro teaching 2 as well as from the observation of students at MTsN-2 Kota Palangka Raya that the students still less interest in learning English. On the other hand, the teacher's experiences who teach English especially in vocabulary, said that the students are difficulty to learn English because they lack of vocabulary. In addition, the students are getting difficult to speak up in English. In other reason, the students are lazy to learn about English because it is too difficult. In line with researcher's experience, based on researcher's pre-observation on January 28, 2019, approximately 50% of students already have experience in learning English. The students have learned English from elementary school, but most of them still cannot use English as a tool of communication. These statement is supported by Ningrum (2015) on her research entitled "*Students' Problems in Learning Vocabulary at Eight Grade in One of Junior High Schools in Jambi*", concluded that, the difficulties of students in learning vocabulary are the students' talent in language, the students' interest in vocabulary learning, and the students' experience in vocabulary. On the other hand, Susanto (2016, p. 2) stated "the students' junior high school still have less vocabulary to learn English well. Sometimes the students do not understand what the teachers meant or say". Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade.

Realizing how important the vocabulary and how difficult students to build up, the English teacher should find out solution by creating an exciting, effective and efficient strategy to help students in learning English vocabulary. Allen (1997, p. 149) said, vocabulary is very important in a language when we learn a language like English, we learn words of the language. The English teacher who teach vocabulary in first-grade especially in class VII-C and VII-D at MTsN-2 Kota Palangka Raya has applied the dictionary use method in teaching vocabulary. The dictionary that used in teaching vocabulary is a paper dictionary. However, based on an interview with English teacher on February 16, 2019, she said that the dictionary use method is still not effective because the values obtained by students are still very low. In line with this, some researchers like Al-Seghayer (2001); Laufer & Hill (2000); Osaki, Ochiai, Iso, & Aizawa (2003) in Amirian and Heshmatifar (2013), concluded that electronic dictionary is more useful than paper dictionary in learning and retention of vocabulary. Besides that, Shen (2013) on her research entitled "*The Effects of Vocabulary Knowledge and Dictionary Use on EFL Reading Performance*" concluded that, the use of a bilingual electronic dictionary has a significant effect on the reading scores for both high proficiency group and low proficiency group. Based on the findings of previous researchers and the statement of the English teacher who teach vocabulary in first-grade at MTsN-2 Kota Palangka Raya, the researcher can conclude that the dictionary use method, especially the paper dictionary is still not effective to be used in learning English in MTsN-2 Kota

Palangka Raya. So, here the researcher offers a suggestion about a new method that is more effective to use in learning English.

In this study, the researcher interests in doing a research about the game that is used in teaching vocabulary in English subject. Games is one of strategy that can make students fun and enjoy. Besides that, it is believed that students can easier to remember word. It is supported by Nguyen & Khuat (2003) as cited in Nurjanah (2015, p. 2) who point out that games help learners to learn and retain new words more easily. Then, Derakhshan and Khatir (2015, p. 46) stated that "by using vocabulary games, students can use the language more communicatively". In line with this, Al-Shaw i (2014, p. 145) also stated that, using games to practice vocabulary can improves students' ability to memorize the new words effectively. The use of games not only will change the dynamic of class but also help students study easily and help the brain to learn more effectively. So, it can conclude that the use of games in teaching and learning process is effective and can help students to solve their problem on vocabulary.

One of games that can improve the students' vocabulary knowledge is fly swatter game. Fly swatter game is a game where the students have to get the word in the whiteboard by using the teacher's instruction. According to Schmenk (2001, p. 3), fly swatter is a game where the students have to get the word by swatting the words in the whiteboard. This game helps students to improve their sight-word dictionary and it can be a valuable tools. Rezqiah & Zul (2013, p. 237) stated that "it is an exciting activity in the class, and students will feel more enjoyable and they will get addicted to the game". In

line with Rezqiah, Fitriyani (2016) stated that, by using fly swatter game can improve students' vocabulary. On the other hand, Permadi (2014) also stated that the use of fly swatter game was effective for teaching and learning vocabulary. Ideally, if the students can play many games in English, their vocabulary knowledge will be up. The researcher chooses fly swatter game to be investigated because it is believed that the game can improve vocabulary knowledge of students at MTsN-2 Kota Palangka Raya, besides that it can make students fell enjoyable during learning activity. It is also can emerged their motivation in learning which it can help students get word easier because they learn in fun atmosphere.

The researcher interested in conducting a research in MTsN-2 Kota Palangka Raya because the researcher found some problem of students, especially in the first-grade students. The researcher wants to help the students to solve their problems in vocabulary by using an interest method like fly swatter game that will be used in teaching and learning process.

Based on the explanation above, the researcher interested in conducting a research under the titled **"The Effect of Fly Swatter Game on Students' Vocabulary Knowledge at MTsN-2 Kota Palangka Raya"**.

B. **Research Problem**

Based on the background of the study above, the problem of the study is "What is the effect of fly swatter game on vocabulary knowledge of the first-grade students of MTsN-2 Kota Palangka Raya?"

C. Objective of the Study

The objective of the study based on the research problem is to find out the effect of using fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya.

D. Hypothesis of the Study

The hypothesis of this study is divided into two categories. They are Alternative hypothesis and Null hypothesis.

1. Alternative Hypothesis (Ha): There is significant effect of fly swatter game on vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya.
2. Null Hypothesis (Ho): There is no significant effect of fly swatter game on vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya.

E. Scope and Limitation

To avoid misinterpretation to the problems, the researcher would like to limit the scope of the study. This study is focused on the use of fly swatter game in teaching and learning process to help students to solve their problem in learning vocabulary. This study is conducted at the first-grade students of MTsN-2 Kota Palangka Raya. In this study, the researcher focused on parts of speech. The vocabulary knowledge in this study is more directed at meaning, synonym, gap-fill, and ordering tasks. This method will be carried out in class during the lesson.

F. **Significance of the Study**

In this research, the researcher expects usefulness of the research both theoretically and practically.

Theoretically, the results of the study enrich knowledge about English learning using fly swatter game. It can give new information of teaching strategy (fly swatter) includes how it can be used in the class and how it give the influence to the students' vocabulary knowledge that not only implies a definition, but also implies how that word fits into the world. Furthermore, this strategy in teaching is still immature. So, the function of this study can be a source to support to the theory of fly swatter game strategy, whether or not this strategy is a useful strategy to help students in learning vocabulary especially in parts of speech.

Practically, the findings of this study can give information to teacher, students and other researchers. The teacher who wants to adopt this way in teaching vocabulary, as one of the alternative strategies of teaching vocabulary by using game. Then, for the students this game will be a good experience of vocabulary learning, and also it will enrich their knowledge of learning vocabulary in an easy and fun way. In addition, this research can be used as reference for other researchers who want to conduct a research which still has relationship with this research.

G. Definition of Key Terms

1. Effect

    The effect refers to a change of produced by an action or a course, a result or an outcome (A S Hornby, 1995).

2. Fly Swatter Game

    A fly swatter refers to a small square piece of material which is on the end of a short flexible stick that used to kill flies (Haring, 2009).

3. Vocabulary Knowledge

    Vocabulary knowledge refers to the knowledge of a word not only implies a definition, but also implies how that word fits into the world (Stahl, 2005, p. 95).
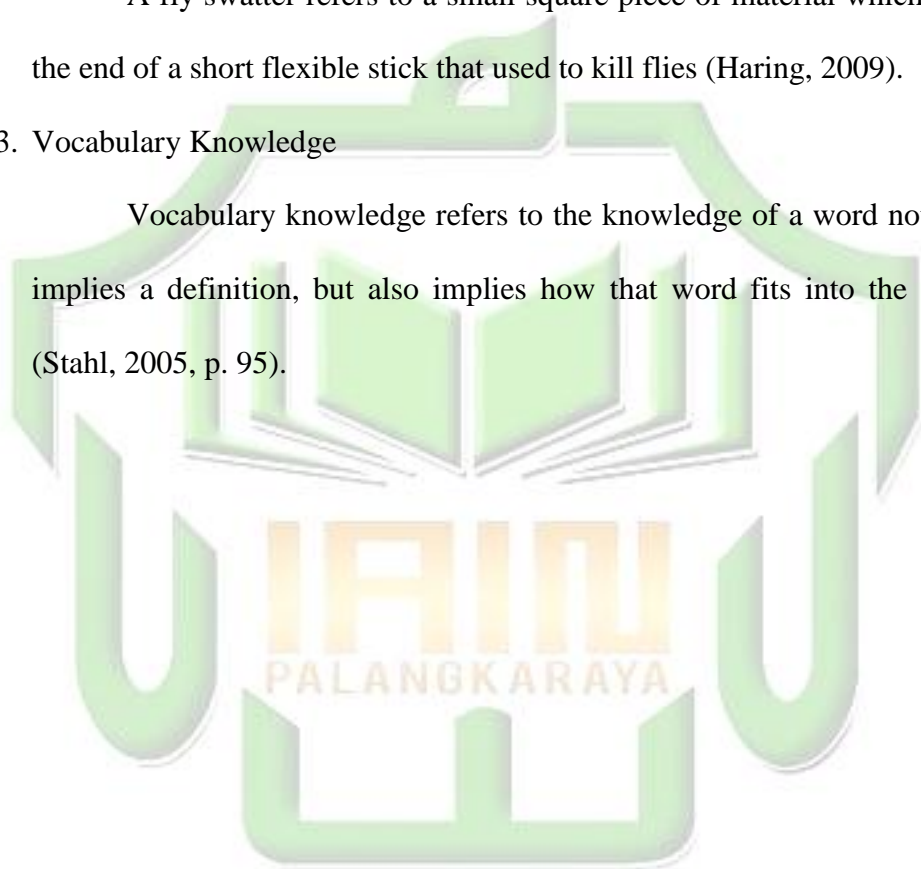
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses review of related literature that consists of Related Studies, Vocabulary Knowledge, and Fly Swatter Game.

A. **Related Studies**

There are some related studies has been done by the previous researchers. Ika Rahmadani Lubis (2017) conducted a study entitled "*Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (Pab) 1 Helvetia*". The design of the study is Classroom Action Research (CAR). In the study, the writer mention that fly swatter game can improve students' vocabulary mastery. In the limitation of study, the researcher stated that the study was limited to the noun and verb used in the research instrument. However, the instruments used by the researchers that have been attached show that in addition to using noun and verb, there are also uses of adjectives and adverbs. Then, the study is focus on teaching and learning process. On the other hand, the present study is focus on how fly swatter game can give positive effect to students' vocabulary knowledge. It is supported by Lewis (1995, as cited in Pajo, 2017) who point out, games help students feel comfortable in learning English since games are fun for them. Then, Al-Shaw i (2014, p. 145) also stated that games can improves students' ability to memorize words effectively.

Fitzgerald (2015) explored "*The Effect of Using Games for English as a Second Language Primary School Learners*". The result of the study is

games can help children acquire new language and memorize words. Using games in teaching English can create learning conditions and motivate students to learn. The study focus on the effects that games have on language learning and acquisition, motivation and self-esteem. In addition, Shahriarpour and Kafi (2014) has also explored research entitled "*On the Effect of Playing Digital Games on Iranian Intermediate EFL Learners' Motivation toward Learning English Vocabularies*". They were concluded that using games and activities to practice vocabulary enhances students' ability to acquire words, encourages students' interaction, and enhances students' motivation. They also stated, the used of digital games in education is one of the factors which make the students interested and motivated. The weakness of these studies are the researchers takes only some instance of a population. As Fitzgerald (2015), takes only fourteen students as sample from three hundred and eight students on population. Then, the researcher concluded that using games in teaching and learning process is effective. In addition, Shahriarpour and Kafi (2014), takes only twenty-five students as a sample from a bigger population (Iranian Intermediate EFL Learners). Then, they were concluded that, using digital games in the classroom results in better motivation and it facilitates the learning process of EFL learners. These opinion are contrary to the opinion of Ary (2010, p. 148) who stated that, "If you can observe all instances of a population, you can base conclusions about the population on these observations (perfect induction). However, if you

observe only some instance of a population, you cannot infer that these observations will be true of the population as a whole (imperfect induction)".

Ashraf, Motlagh, and Salami (2014) in their study entitled "*The Impact of Online Games on Learning English Vocabulary by Iranian (Low–intermediate) EFL Learners*" concluded that online games can be effective in vocabulary acquisition. However, the findings indicate there is no significant difference between scores in experimental and control groups after the treatment. Whereas, in language teaching and learning process, Uberman (1998, as cited in Klimova, 2015, p. 1159) believes, games are encourage, entertain, teach, and promote fluency and communicative skills. Then, Warschauer and Healy (1998, as cited in Sorensen and Meyer, 2007) stated, games have often been utilized to increase motivation and authentic communicative practices, since games have been reputed as an enjoyable factor in language learning. They create a fun environment in where students become more interested in teaching and learning process. Thus, using games in teaching English is beneficial to students (Chirandon, 2010).

Nemati and Maleki (2014) have studied about "*The Effect of Teaching Vocabulary through the Diglot – Weave Technique on Vocabulary Learning of Iranian High School Students*". Their study investigated whether diglot weave technique facilitate students' vocabulary in retention. Sixty female Iranian EFL students of High school, in Babol city, Mazandaran province, Iran participated in the study. Result indicate that the diglot weave technique leads to increasing of the vocabulary test scores in Iranian first year high

school students. However, the normal distribution by Kolmogorov-Smirnov test indicated that the test is not significant since the obtained p (0.891) is greater than 0.05, the test is not significant at 0.05 level and it indicates that there was no significant difference of the scores between the experimental and control groups. Besides that, homogeneity test by the Levene's test shows that the Levene's test was not significant (p = 0.920 > 0.05). This means that two groups had equal error variances and were homogenous. Based on the results of the test and the pre and post-test scores of the two groups, it showed that the scores from both groups experienced an increase from pre-tests to post-test, although the average score of the control group increasing in the post test not as much as experimental.

Based on the above research, there are still little research on fly swatter game. So, the researcher is interested in conducting a research on the game by using different design, different dependent variables, and different procedures for using fly swatter game from previous studies. This game is important to improve students' vocabulary knowledge. In addition, according to Rezkiah and Amri (2013) fly swatter game can develop students' vocabularies and can make students enjoy the classroom activity. Then, Fitriyani (2016), Silaban and Andriani (2017) on their research concluded that, fly swatter game can be effective technique in language teaching and learning process.

B. **Vocabulary Knowledge**

1. **Definition**

According to Alqahtani (2015, p. 25) vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. Then, Hiebert and Kamil (2005, p. 2) state that, vocabulary is not a developmental skill or one that can ever be seen as fully mastered. However, Swan and Walter as cited in Thornbury (2002, p. 14) wrote that, vocabulary acquisition is the largest and most important task facing the language learner. So, getting much vocabulary is better because they will have a stronger base in learning. Besides that, Stahl (2005, p. 95) stated, vocabulary knowledge is the knowledge of a word not only implies a definition, but also implies how that word fits into the world. As said by Brown (2010, p. 92), the vocabulary knowledge is necessary for text comprehension is generally accepted. In addition, it is widely accepted that vocabulary knowledge entails receptive and productive knowledge. The former refers to the ability to understand a word while reading or listening, whereas the latter involves the ability to use a word in speaking or writing.

Based on the definitions above, it can be concluded that vocabulary knowledge is a knowledge or ability to understand the word that includes the definition, form and also its use in speaking, writing, listening, reading, and so forth.

2. Kinds of Vocabulary

In language learning especially learning vocabulary, there are kinds of vocabulary. According to Thornbury (2002, p. 4) there are two kinds of vocabulary, such as grammatical words (function words) and content words (lexical words). As we know that, grammatical words are words that have little lexical meaning or have ambiguous meaning. Grammatical words consists of prepositions, conjunctions, determiners, and pronouns. Prepositions are words or group of words that is used to show the way in which other words are connected. For example: *in, of, on, under, into, behind, near, beside, between, at, from, etc*. Conjunctions are words that connect sentences, phrases or clauses. For example: *and, so, but, etc*. Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. For example: *this, those, my, their, which, a, an, the*. Pronoun is a word that used in place of a noun or noun phrases. For example: *her, she, they, etc*.

While content words are words that carry the content or the meaning of a sentence and are open-class words. Content words consists of nouns, verbs, adjectives, and adverbs. A noun is a word used to name a person, place, thing, or idea. Nouns can be used as the subject or object of a verb. For example: *House, book, pen, car, etc*. Verbs are words or group of words which is used in describing an action, experience or state. For example: *write, ride, run, etc*. Adjectives are words that give more information about noun or pronoun. For example: *kind, better, sad, angry,*

etc. Adverbs are words that modify verbs, adjectives, and other adverb. For example: *beautifully, quickly, sadly, etc*.

Based on the explanation above, the researcher concludes that vocabulary has two kinds, they are grammatical words (function words) and content words (lexical words). In this study, the researcher generally focus on grammatical words and content words (parts of speech).

3. **The Importance of Vocabulary**

There are some experts who state the importance of having many vocabularies. According to Wilkins as cited in Thornbury (2002, p. 13) without grammar very little can be conveyed, however without vocabulary nothing can be conveyed. It is mean that vocabulary is important because without sufficient vocabulary students cannot understand others or express their own ideas. In the other hand Dellar as cited in Thornbury (2002, p. 13) also stated that, spending most of the time to study grammar English will not improve very much. The most improvement is learning more words and expressions. Then, the researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011) as cited in Alqahtani (2015, p. 22) have realized that the acquisition of vocabulary is essential for successful second language use and has an important role in the formation of complete spoken and written texts. It can be concluded that, vocabulary is very important in language learning, when we master vocabulary we can communicate effective or express our idea and we will have a stronger base in learning.

4. Assessment of Vocabulary

In general, Hughes (2003, p. 11) stated that there are four types of test that used to measure students' ability, such as proficiency test, achievement test, diagnostic test, and placement test. However, in assessing vocabulary, Hughes (2003, p. 180) recommend the use of multiple choices to test vocabularies such as synonyms and definitions. Besides that, Brown (2003, p. 230) also stated that, assessment of vocabulary consists of ordering tasks, short-answer and sentence completion tasks, multiple choice, and gap-fill. In lines with Hughes and Brown, Read (2000, p. 77) stated that, multiple choice format is one of the most widely used methods of vocabulary assessment. Besides that, on page 90, Read recommend a specific multiple choice to assess quality of vocabulary knowledge, that is meaning and synonym.

Based on the explanation above, this research use multiple choice that consists of meaning, synonym, gap-fill, and ordering tasks to test the students' vocabulary knowledge. It is supported by Read (2000, p. 76) stated that, multiple choice vocabulary test proved to have excellent technical characteristics for measuring vocabulary knowledge.

C. Fly Swatter Game

1. Definition

A fly swatter is an instrument used to kill flies. It consists of a small square piece of material or mesh which is on the end of a short

flexible stick (Haring, 2009). Fly swatter is a game that need student's ability to get the word in the whiteboard by using the teacher's instruction. In this game, the students are encourage to be active and creative in finding words (Lubis, 2017, p. 5). According to Macmillan Dictionary as cited in Lubis (2017, p. 13) stated, fly swatter game is the interesting activity for students because they can learn through playing. Fly Swatter is an object used for killing flies that consist of a flat piece of plastic etch on a long handle. Silaban & Refika (2017, p. 37) stated, fly swatter game is a game where the students have to get the word in the whiteboard by using the teacher's instruction. This game helped the students to improve their sight-word dictionary and it could be a very valuable tool.

Based on the explanation above, it can be concluded that the fly swatter game is a game that used to kill flies in whiteboard based on the teacher's instruction.

2. **Procedure of Using Fly Swatter Game**

This game has three rounds. First and second rounds have same activity. Every students 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.

According to Haring (2009) and Kisdobos (2013), in this game there are some procedures based on three rounds. The first round has some procedures: a) divided the class into 8 groups, b) give one person from

each group a different color flyswatter, c) four students stand in front of the class and face their friends, d) students listen to what the teacher says carefully, e) the teacher say a phrase in English, f) students may face the whiteboard and find the word after they listen to the phrase said by teacher, g) the one who touches it first with the fly swatter and spell it, gets the point and become the winner, and h) the teacher do this until every person on each team has been at the board once.

The second round, the teacher used the same words on the board with instruction: a) the teacher pair the students up differently so that they are competing against a different person from the opposite team, b) this time the teacher say the word in the students native language and they have to find the English, c) the one who touches it first with the fly swatter and spell it, gets the point and become the winner, and d) the teacher make sure every student has a chance at the board. For the third round, the teacher give clues such as: a) find something you can sit on (when we did items in a room), b) find something that you can wear on your feet (when we did clothing), c) find a male teacher (when we did jobs words), d) find something you usually do indoors (when we had activity verbs), e) if students touch a word that's plausible and spell it, gets the point and become the winner, and f) for each round, the teacher make sure every student has a chance at the board.

3. **Advantages of Using Fly Swatter Game**

According to Rezkiah & Zul (2013, p. 241), there are several advantages of using fly swatter game for students. The advantages include: a) it is not use a monotonous activity, b) it is fun for students, c) it helps them learn and acquire new word easily, d) it involves friendly competition and keeps students' interest, e) it serves students to learn pronouncing and spelling words, and f) the students more active than teacher.

4. **Disadvantages of Using Fly Swatter Game**

According to Lubis (2017, p. 17), there are several disadvantages of using fly swatter game for students. The disadvantages include: a) needs more preparation for the teacher for time allocation, such as time for divided a group, b) the class noisy, and c) some students not care when some students play the games.

CHAPTER III

RESEARCH METHOD

One of the important things in a research is the Research Method of the study. In this chapter the researcher present the research design, population and sample, research instrument, data collection procedure, and data analysis procedure of the study that have collected from the research in the field.

A. Research Design

In this study, the researcher will collect, process, and analyze the data to get conclusion of the research. This study is quantitative study. The design of this study is experimental design. Experimental design involves a study of the effect of the systematic manipulation of one variable on another variable. According to Creswell (2012, p. 295) in an experiment, the researcher test an idea (practice or procedure) to determine whether independent variable influences dependent variable. On the other hand, Butler (1985, p. 65) also stated "experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect on some other phenomenon".

Besides that, Ary (2010, p. 265) stated, "an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable". The manipulated variable is called the experiment treatment or the independent variable (fly swatter game as instructional media in teaching vocabulary). The observed and measured

variable is called the dependent variable (students' vocabulary knowledge). Then, Ary (2010, p. 266) also stated, an experiment has three characteristics: 1) an independent variable is manipulated, 2) all other variables that might affect the dependent variable are held constant, and 3) the effect of the manipulation of the independent variable on the dependent variable is observed.

In this study, the researcher use the quasi-experimental design because it is not possible to randomly assign subjects to treatment groups. It is supported by Creswell (2012, p. 309) stated that "quasi-experiments include assignment, but not random assignment of participants to groups". The characteristics of quasi-experimental design are: 1) having more than one variable, 2) having control group, 3) independent variable is manipulated, and 4) the other variables are controlled (Sukardi, 2007, p. 186).

The design consists of two groups that will choose without random, they are experiment group and control group. Both of groups will give the pre-test before having treatment. The experiment group will give the treatment (teaching by using fly swatter game) and the control group will teach by using the traditional method that used by the English teacher, that is dictionary use method. After having treatment, both groups (experiment and control group) will give the post- test. Finally, the results of post-test will compare using t-test.

Quasi-experimental design is aim to investigate the cause and effect between the object of research. This was related to the objectives of the study

to find the effect of using fly swatter game on students' vocabulary knowledge.

Table 3.1. Scheme of Quasi-Experimental Design Nonrandomized Control Group, Pretest-Posttest Design

Group	Pre-Test	Treatment	Post-Test
A	Y_1	X	Y_2
B	Y_1	-	Y_2

Where:
      A   : Experimental Group
      B   : Control Group
      X   : Treatment
      Y1   : Pre-Test
      Y2   : Post-Test

B. Population and Sample

1. Population

Population is defined as the area in which the researcher trying to get information. According to Creswell (2012, p. 142) "population is a group of individuals who have the same characteristic". The population of this study will be the students of MTsN-2 Kota Palangka Raya which numbered 955 students. The data is getting when the researcher doing the pre-observation on January 28, 2019 in MTsN-2 Kota Palangka Raya.

Table 3.2. The Number of Students of MTsN-2 Kota Palangka Raya

Numb	Classes			Number of Students		
	VII	VIII	IX	VII	VIII	IX
1	VII – A	VIII – A	IX – A	40	37	36
2	VII – B	VIII – B	IX – B	39	37	39
3	VII – C	VIII – C	IX – C	40	36	40
4	VII – D	VIII – D	IX – D	39	36	38
5	VII – E	VIII – E	IX – E	39	37	37
6	VII – F	VIII – F	IX – F	38	37	37
7	VII – G	VIII – G	IX – G	40	38	38
8	VII – H	VIII – H	IX - H	40	39	38
9	VII – I			40		
Total				355	297	303
Total Number				955		

Note: Column header "Population" spans Classes and Number of Students.

2. Sample

Sample is a number of the population of a larger group and it use in tests or use to provide information about the whole group. According to Creswell (2012, p. 142) "sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population". In this study, the researcher takes first-grade as a sample that consisting of nine classes. Based on the design of the study, the researcher only takes two classes as a sample, that are class VII-C and VII-D that chosen by shaking the paper. The number of sample chosen was 79 students that consists of 38 male students and 41 female students from two classes. Based on data obtained during pre-observation on January 28, 2019, it found that there are 40 students who has studied English since elementary school, while 39 students studied English in junior high school. This

shows that approximately 50% of students already have experience in learning English. However, the teacher who teach English in class VII said that there are still very few students of class VII who has the ability to speak English. This is because the students still lack of vocabulary. In a typical situation, schedules could not be disrupted nor classes reorganize to accommodate a research study. In this case, group samples already organized into classes or group. So, the researcher took the class without randomized.

The sampling technique that used in this research is cluster sampling because the sample that choose by the researcher is not an individual but a group of individuals who are naturally together.

Table 3.3.	The Number of Sample Students of MTsN-2 Kota Palangka Raya		
Numb	**Group**	**Class of Students**	**Number of Students**
1	Experiment Group	VII – C	40
2	Control Group	VII – D	39
Total Number			**79**

C. Research Instrument

1. Research Instrument Development

The instrument of collecting data is used by the researcher to get the data observation is using test. Test is used for getting the research data. The type of test used in testing students' vocabulary knowledge is a multiple choice test that consists of meaning, synonym, gap-fill, and

ordering tasks, and there are 40 items. The time that will allocate to do each vocabulary test are 80 minutes. The test that will use in this study are pre-test and post-test. The pre-test will be carried out before implementing fly swatter game in vocabulary. The function of pre-test is to measure students' vocabulary comprehension at first. Meanwhile, the post-test will be implemented after using fly swatter game in vocabulary. The function of post-test is to know how are the students' vocabulary knowledge after they taught by using fly swatter game.

The following table is presented for the test item specification.

Table 3.4. Test Item Specification

Numb	Aspect	Item Number	Percentage
1	Meaning	1 – 10	25 %
2	Synonym	11 – 20	25 %
3	Gap-fill	21 – 30	25 %
4	Ordering tasks	31 – 40	25 %
Total		**40 Items**	**100 %**

2. Instrument Try Out

The researcher try out the test instrument before it will applied to the real sample of the study. The researcher gives test to the students at MTsN-2 Kota Palangka Raya on March 9, 2019. In this case, the students will assign to do a vocabulary test which consists of four parts such as meaning, synonym, gap-fill, and ordering tasks. The total of the try out test are 40 questions. The result show that there are 29 valid questions and 11 invalid questions (see appendix 6).

After getting valid and invalid questions, the researcher change 11 invalid questions becomes an easy questions or difficulties questions. Then, the researcher gives the 11 questions to test to the students at MTsN-2 Kota Palangka Raya on March 16, 2019. The result show that all of the questions are valid (see appendix 7).

There are some procedures as bellow: a) the researcher prepare test instrument, b) the researcher gives try out to the respondents, c) the researcher collects the answer and give score, d) the researcher calculate the result of the test, e) the researcher analyze the data obtain to know the instrument validity and reliability, f) after that, the researcher know the valid and invalid items, and revised the invalid items to be tested to the real sample of the test.

3. Instrument Validity

Instrument validity discusses about content validity of the test which use in the research (Heaton, 1988, p. 160). Validity refers to the extent to which an instrument measures what it is intended to measure (Ary, 2010, p. 196). An instrument is consider being a good one of if it meets some requirement. One of them is validity. Validity is a measurement which shows the grades of number of an instrument. A valid Instrument must have high validity, it means that an instrument which lacks validity is said to be Invalid instrument.

According to Heaton (1988, p. 160), content validity is:

"Kinds of validity depends on a careful analysis of the being test and the particular course objectives. The test should be as constructed as contain a representative sample of the course. The relationship between the test item and the course objectives always being apparent".

In this study, the researcher used multiple choice item that consists of meaning, synonym, gap-fill, and ordering tasks, which match with suitable answer to the questions. The researcher analyze and score the answers to know the students' vocabulary knowledge.

4. Instrument Reliability

According to Ary (2010, p. 237), Reliability is concerned with the effect of error on the consistency of scores. Reliability is consistent in measuring whatever it is measuring. Then, Heaton (1988, p. 162) stated that reliability is necessary characteristic of any good test: for it to be valid all, a test must be reliable as a measuring instrument.

D. Data Collection Procedure

To get the data, the researcher will use some procedures such as: 1) the researcher will choose the population of the study, 2) the researcher will carry out pre-observation to find out the total of population that will be the subject of research, 3) and the researcher will determine the class that will be the sample in this research. Based on teaching experience when micro teaching 2 as from the observation, sample of this study are class VII-C and class VII-D, 4) the researcher will determine two groups, the first group is

experiment group and the second group is control group (these groups are chosen by using shaking the paper), 5) the researcher will conduct a validation test, 6) the researcher will analyze the results of the validation test, 7) the researcher will give a pretest to both of classes, 8) the researcher will examine the result of pretest, 9) the researcher will give the treatment (teaching) to the experiment group by using fly swatter game (the procedure of using fly swatter game is on page 17-18), 10) the researcher will teach the control group by using traditional method that used by the English teacher, that is dictionary use method, 11) after carrying out four treatments, the researcher will give a posttest to both classes, 12) the researcher will examine the result of posttest, 13) the researcher will give the score to students' answer (pretest and posttest), 14) the researcher will analyze the data.

E. Data Analysis Procedure

According to Creswell (2012, p.75), there are several interrelated steps used in the process of analyzing quantitative data, such as prepare the data for analysis that consists of scoring the data, determining the types of scores to use, selecting a computer program, inputting the data into the program for analysis, and clearing the data. The data of this study is students' vocabulary ability score. Therefore, the data is quantitative. The pretest and post-test raw score will convert into percentages. The mean, standard deviation and standard error of students' score will be computed for the pretest and post-test scores of the experiment and control groups. The researcher will use

statistical t-test to answer the problem of the study. In order to analyze the data, the writer did some procedures.

1. Giving a tests to the students of the first grade students of MTsN 2 Kota Palangka Raya

2. Collecting the data of the students work sheet test result

3. Examining the students' score using the formula: (Anas Sudijono as cited in Hasanah, 2016, p. 76)

$$Score = \frac{B}{N} \times 100$$

Where:

B: Frequency of the correct answer

N: Number of test items

4. Tabulating the data into the distribution of frequency of score table, then find out the mean of students' score, standard deviation, and standard error of variable X^1 (Experimental group) and X^2 (Control group) by using statistical test

5. Using the statistical test to normality test

6. Calculating the result of $X^2_{observed}$ is compared with X^2_{table} by 5% degree of significance. If $X^2_{observed}$ is lower than X^2_{table}, so the distribution list is normal

7. Using the statistical test to homogeneity test

8. Calculating the data by using t-test to test the hypothesis of the study

9. Interpreting the result of t-test

10. After that, the value of t-test is consulted on the t-table at the level of significance 1% and 5%. In this research, the researcher will use the level of significance at 5%. If the result or t-test is higher than t-table, it means Alternative Hypothesis (Ha) is accepted. But if the result of t-test is lower than t-table, it means Null Hypothesis (Ho) is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described the obtained data of the students' vocabulary knowledge before and after taught by using fly swatter game. The presented data consists of data presentation, research findings, and discussion.

A. Data Presentation

In this section it would be describe the obtained data of improvement the students' vocabulary knowledge before and after taught by using fly swatter game. The presented data consisted of distribution of frequency, the mean of students' score, standard deviation, and standard error.

1. The Result of Pre-test Score

a. The Result of Pre-test Score of Experiment Class

The students' pre-test score of experiment class were distributed in the following table (see appendix 8) in order to measure the students' vocabulary knowledge before conducting the treatment. To determine the distribution of frequency, the mean of students' score, standard deviation, and standard error were calculated using SPSS 20.

The distribution of students' pre-test score can also be seen in the following figure.

Figure 4.1. The Frequency Distribution of Pre-test Score of Experiment Class
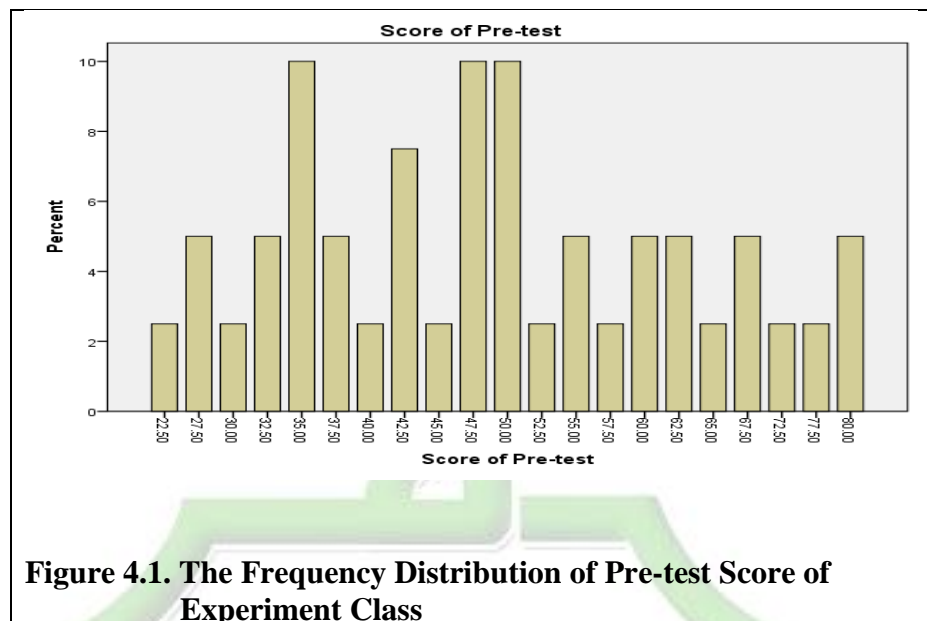
The bar chart depicts the students' pre-test score of experiment class. A student scored a low of 22.5, it means student's vocabulary knowledge was poor. Twenty-four students scored 27.5 – 50, it means students' vocabulary knowledge was enough. Twelve students scored 52.5 – 72.5, it means students' vocabulary knowledge already good. Three students scored high 77.5 – 80, it means students' vocabulary knowledge was very good.

The average score of the students' vocabulary knowledge in pre-test was 49.13. It was concluded the students' vocabulary knowledge must be improved.

Besides that, the distribution of students' pre-test score can also be seen in the following table.

Table 4.1. The Frequency Distribution of Pre-test Score of Experiment Class

No	Category	Criteria	N	Percentage
1	Poor	1 – 10	1	2.5%
2	Enough	11 – 20	24	60%
3	Good	21 – 30	12	30%
4	Very Good	31 – 40	3	7.5%
Total			**40**	**100%**

Based on the table above, it was concluded that around 62.5% of students got scores below the average. It means that the students' vocabulary knowledge must be improved.

The next step, the result calculated the mean of students' score, standard deviation, and standard error using SPSS 20 program as follows:

Table 4.2. The Calculation of Mean, Standard Deviation, and Standard Error using SPSS 20

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Score of Pre-test	40	49.1250	2.37601	15.02722
Valid N (listwise)	40			

Based on the data above, it was known the lowest score was 22.5 and the highest score was 80. For the result of calculation using SPSS 20, it was found that the mean of score pre-test was 49.1250, the

standard deviation 15.02722 and the standard error of mean was 2.37601.

b. The Result of Pre-test Score of Control Class

The students' pre-test score of control class were distributed in the following table (see appendix 9) in order to measure the students' vocabulary knowledge before post-test. To determine the distribution of frequency, the mean of students' score, standard deviation, and standard error calculated using SPSS 20.

The distribution of students' pre-test score can also be seen in the following figure.

Figure 4.2. The Frequency Distribution of Pre-test Score of Control Class
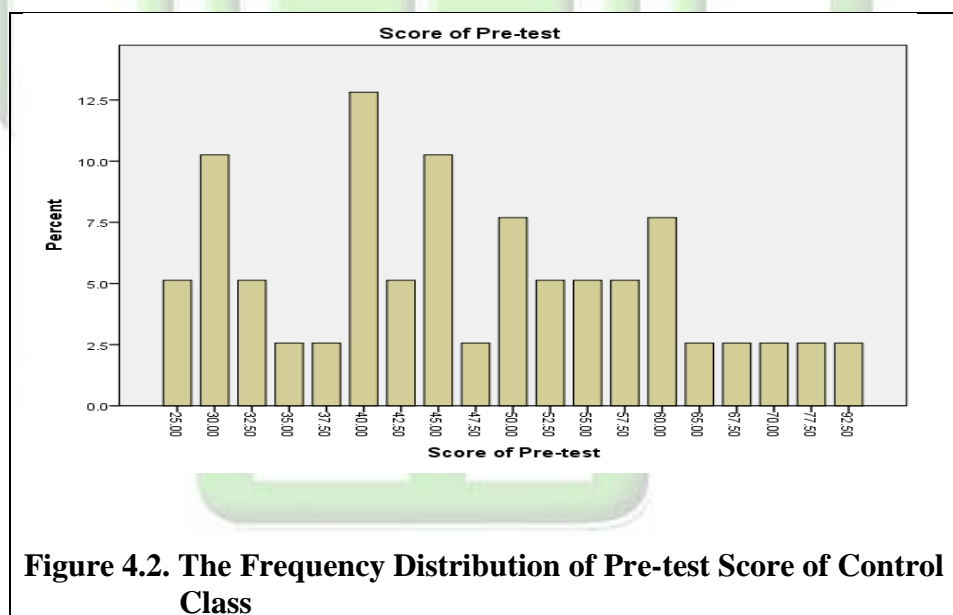
The bar chart depicts the students' pre-test score of control class. Two students scored a low of 25, it means students' vocabulary knowledge was poor. Twenty-three students scored 30 – 50, it means students' vocabulary knowledge was enough. Twelve students scored

52.5 – 70, it means students' vocabulary knowledge already good. Three students scored high 77.5 – 92.5, it means students' vocabulary knowledge was very good.

The average score of the students' vocabulary knowledge in pre-test was 47.50. It was concluded the students' vocabulary knowledge must be improved.

Besides that, the distribution of students' pre-test score can also be seen in the following table.

Table 4.3. The Frequency Distribution of Pre-test Score of Control Class

No	Category	Criteria	N	Percentage
1	Poor	1 – 10	2	5.1%
2	Enough	11 – 20	23	59%
3	Good	21 – 30	12	30.8%
4	Very Good	31 – 40	2	5.1%
	Total		**39**	**100%**

Based on the table above, it was concluded that around 64.1% of students got scores below the average. It means that the students' vocabulary knowledge must be improved.

The next step, the result calculated the mean of students' score, standard deviation, and standard error using SPSS 20 program as follows:

Table 4.4. The Calculation of Mean, Standard Deviation, and Standard Error using SPSS 20

Descriptive Statistics

|	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Score of Pre-test	39	47.5000	2.36476	14.76794
Valid N (listwise)	39			

Based on the data above, it was known the lowest score was 25 and the highest score was 92.5. For the result of calculation using SPSS 20, it was found that the mean of score pre-test was 47.5000, the standard deviation 14.76794 and the standard error of mean was 2.36476.

2. The Result of Post-test Score

a. The Result of Post-test Score of Experiment Class

The students' post-test score of experiment class were distributed in the following table (see appendix 10) in order to measure the students' vocabulary knowledge after conducting the treatment by fly swatter game. To determine the distribution of frequency, the mean of students' score, standard deviation, and standard error were calculated using SPSS 20.

The distribution of students' post-test score can also be seen in the following figure.

Figure 4.3. The Frequency Distribution of Post-test Score of Experiment Class
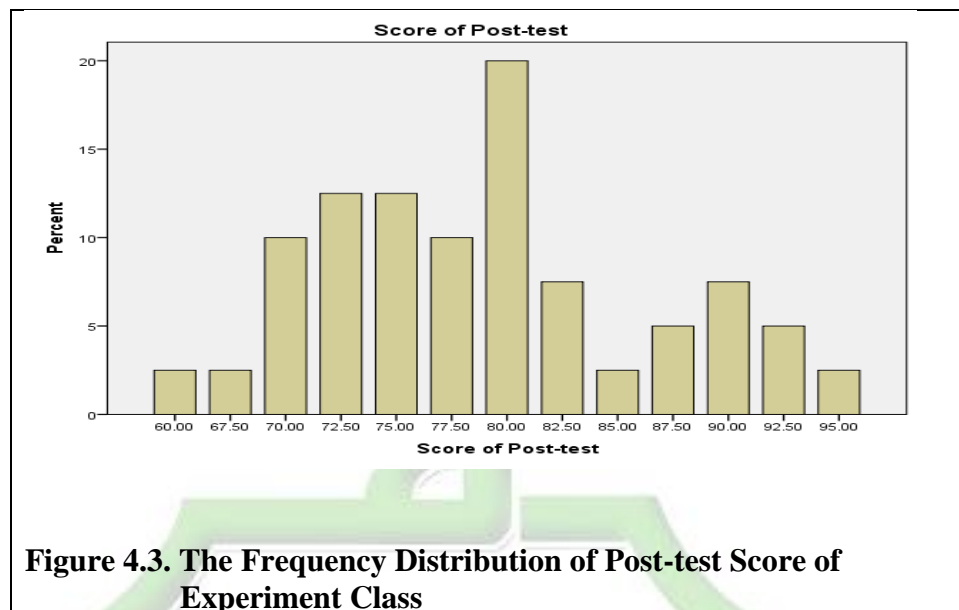
The bar chart depicts the students' post-test score of experiment class. Sixteen students scored 60 − 75, it means students' vocabulary knowledge already good. Twenty-four students scored high 77.5 – 95, it means students' vocabulary knowledge was very good.

The average score of the students' vocabulary knowledge in post-test was 78.81. It was concluded the students' vocabulary knowledge was improved.

Besides that, the distribution of students' post-test score can also be seen in the following table.

Table 4.5. The Frequency Distribution of Post-test Score of Experiment Class

No	Category	Criteria	N	Percentage
1	Poor	1 – 10	0	0%
2	Enough	11 – 20	0	0%
3	Good	21 – 30	16	40%
4	Very Good	31 – 40	24	60%
Total			**40**	**100%**

Based on the table above, it was concluded that almost 100% of students has a very significant increased by getting above-average scores, after taught by using fly swatter game. It means that the students' vocabulary knowledge was improved.

The next step, the result calculated the mean of students' score, standard deviation, and standard error using SPSS 20 program as follows:

Table 4.6. The Calculation of Mean, Standard Deviation, and Standard Error using SPSS 20

Descriptive Statistics

|	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Score of Post-test	40	78.8125	1.22077	7.72084
Valid N (listwise)	40			

Based on the data above, it was known the lowest score was 60 and the highest score was 95. For the result of calculation using SPSS 20, it was found that the mean of score pre-test was 78.8125, the standard deviation 7.72084 and the standard error of mean was 1.22077.

b. The Result of Post-test Score of Control Class

The students' post-test score of control class were distributed in the following table (see appendix 11) in order to measure the students' vocabulary knowledge after taught by traditional method. To determine the distribution of frequency, the mean of students' score, standard deviation, and standard error calculated using SPSS 20.

The distribution of students' post-test score can also be seen in the following figure.

Figure 4.4. The Frequency Distribution of Post-test Score of Control Class
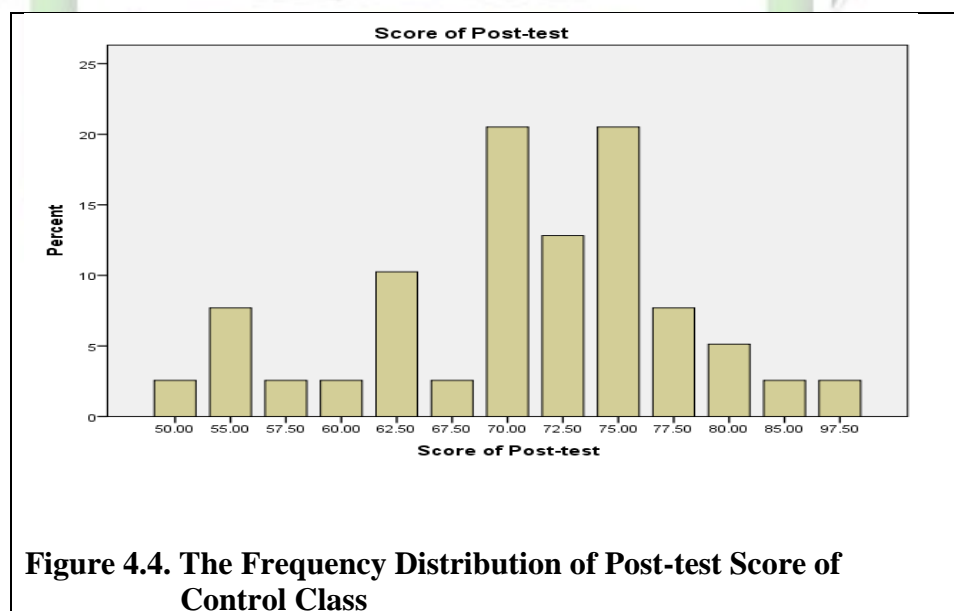
The bar chart depicts the students' post-test score of control class. A student scored 50, it means student's vocabulary knowledge

was enough. Thirty-one students scored 55 – 75, it means students' vocabulary knowledge already good. Seven students scored high 77.5 – 97.5, it means students' vocabulary knowledge was very good.

The average score of the students' vocabulary knowledge in post-test was 70.45. It was concluded the students' vocabulary knowledge was improved.

Besides that, the distribution of students' post-test score can also be seen in the following table.

Table 4.7. The Frequency Distribution of Post-test Score of Control Class

No	Category	Criteria	N	Percentage
1	Poor	1 – 10	0	0%
2	Enough	11 – 20	1	2.6%
3	Good	21 – 30	32	82%
4	Very Good	31 – 40	6	15.4%
Total			**39**	**100%**

Based on the table above, it was concluded that that the students' vocabulary knowledge was improved. However, it was not as significant as the experiment class because of the 39 students only 6 students received very good grades. In addition, there was also 1 student who gets enough grades.

The next step, the result calculated the mean of students' score, standard deviation, and standard error using SPSS 20 program as follows:

Table 4.8. The Calculation of Mean, Standard Deviation, and Standard Error using SPSS 20

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Score of Post-test	39	70.4487	1.45464	9.08425
Valid N (listwise)	39			

Based on the data above, it was known the lowest score was 50 and the highest score was 97.5. For the result of calculation using SPSS 20, it was found that the mean of score pre-test was 70.4487, the standard deviation 9.08425 and the standard error of mean was 1.45464.

B. **Research Findings**

3. **Testing Normality and Homogeneity Using SPSS**

a. **Testing of Data Normality**

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS 20 to measure the normality of the data.

Table 4.9. Test of Normality Distribution Test on the Pre-test Score of the Experiment and Control Group Using SPSS 20

Tests of Normality

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Group A	.102	40	.200[*]	.968	40	.316
	Group B	.106	39	.200[*]	.953	39	.107

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

To know the normality of data, the formula can be seen as follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro –Wilk

The researcher's number of the data was $79 > 50$, so to analyzed normality data the researcher used Kolmogorov-Smirnov. The next step, the researcher analyzed normality of data by using formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Based on the Test of Normality output, the significance value for group A was 0.200, while the significance value for group B was 0.200. It can concluded the data for group A and group B were

normally distributed, because the significance value was greater than

0.05.

Table 4.10. **Test of Normality Distribution Test on the Post-test Score of the Experiment and Control Group Using SPSS 20**

Tests of Normality

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Group A	.139	40	.050	.969	40	.328
	Group B	.198	39	.001	.938	39	.033

a. Lilliefors Significance Correction

To know the normality of data, the formula can be seen as

follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro –Wilk

The researcher's number of the data was 79 > 50, so to analyzed

normality data the researcher used Kolmogorov-Smirnov. The next

step, the researcher analyzed normality of data by using formula as

follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Based on the Test of Normality output, the significance value

for group A was 0.050, while the significance value for group B was

0.001. It can concluded the data for group A were normally distributed because the significance value = 0.05. While group B were not normally distributed, because the significance value was lower than 0.05.

b. **Testing of Data Homogeneity**

Table 4.11. Homogeneity Test on the Pre-test Score of the Experiment and Control Group Using SPSS 20

Test of Homogeneity of Variances

Score of Pre-test

Levene Statistic	df1	df2	Sig.
.074	1	77	.787

The criteria of the homogeneity pre-test if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), meaning the distribution was homogeneity.

Based on the SPSS 20 program output above, the value of (probably value/critical value) from pre-test of experiment and control class on homogeneity of variance in sig column was 0.787. It means that group A and group B has the same variant or homogeneous, because the value was higher or r = 0.787 > 0.05.

Table 4.12. Homogeneity Test on the Post-test Score of the Experiment and Control Group Using SPSS 20

Test of Homogeneity of Variances

Score of Pre-test

Levene Statistic	df1	df2	Sig.
.185	1	77	.668

The criteria of the homogeneity pre-test if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), meaning the distribution was homogeneity.

Based on the SPSS 20 program output above, the value of (probably value/critical value) from pre-test of experiment and control class on homogeneity of variance in sig column was 0.668. It means that group A and group B has the same variant or homogeneous, because the value was higher or r = 0.668 > 0.05.

4. **Testing Hypothesis**

a. **Testing Hypothesis using t-test Manual Calculation**

The level of significance used 5%. It meant that the level of significance of the refusal null hypothesis in 5%. The level of significance decided at 5% due to the hypothesis type stated on non-directional (two-tailed test). It meant that the hypothesis cannot directly predict the alternative hypothesis. To test the hypothesis of the research used t-test statistical calculation. It calculated the standard deviation

and the standard error of X_1 and X_2. It was found the standard deviation and the standard error of post-test of X_1 and X_2 at the previous data presentation. It could be seen in this following table:

Table 4.13. Standard Deviation and Standard Error of Experiment Class and Control Class

Variable	Standard Deviation	Standard Error
X_1	7.72	1.22
X_2	9.08	1.45

X_1 = Experiment Class

X_2 = Control Class

The table showed the result of the standard deviation calculation of X_1 was 7.72 and the result of the standard error mean calculation was 1.22. The result of the standard deviation calculation of X_2 was 9.08 and the result of the standard error mean calculation was 1.44.

The next step, the researcher calculated the standard error of the differences mean between X_1 and X_2 as follows:

$$SE_{M1} - SE_{M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{(1.22)^2 + (1.45)^2}$$

$$= \sqrt{1.4884 + 2.1025}$$

$$= \sqrt{3.5909}$$

$$= 1.8949670182$$

$$SE_{M1} - SE_{M2} = 1.89$$

The calculation above showed the standard error of the difference mean between X_1 and X_2 was 1.89. Then, it inserted to the formula to get the value of $T_{observed}$ as follows:

$$T_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$= \frac{78.81 - 70.45}{1.89}$$

$$= \frac{8.36}{1.89}$$

$$= 4.423280423$$

$$T_o = 4.42$$

Which the criteria:

If t-test (t-$_{observed}$) ≥ t-$_{table}$, Ha was accepted and Ho was rejected

If t-test (t-$_{observed}$) ≤ t-$_{table}$, Ha was rejected and Ho was accepted

Then, the degree of freedom (df) accounted with the formula:

$$df = (N_1 + N_2) - 2$$

$$= (40 + 39) - 2$$

$$= 79 - 2$$

$$df = 77$$

The calculation above showed the result of t-test calculation as in the table follows:

Table 4.14. The Result of t-test Manual Calculation

Variable	t$_{observed}$	t-$_{table}$		df
		5%	1%	
X_1-X_2	4.42	1.99	2.64	77

Where:

X_1 : Experiment Class

X_2 : Control Class

$t_{observed}$: The calculated Value

t_{table} : The Distribution of t value

df   : Degree of freedom

Based on the result of hypothesis test manual calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level significance in 5% or $t_{observed} > t_{table}$ (4.42 > 1.99). It meant Ha was accepted and Ho was rejected.

It could be interpreted based on the result of calculation that Ha stating that there was a significant effect of fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya and Ho stating that there was no significant effect of fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya. It meant that teaching vocabulary by using fly swatter game has an effect toward students' vocabulary.

b. Testing Hypothesis using SPSS 20

The result of the t-test using SPSS 20 was used to support the manual calculation of the t-test. It could be seen as follows:

Table 4.15. Standard Deviation and Standard Error of
Experiment Class and Control Class using SPSS 20

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score of Post-test	Experiment	40	78.81	7.721	1.221
	Control	39	70.45	9.084	1.455

The table showed the result of the standard deviation calculation of X_1 was 7.721 and the result of the standard error of mean calculation was 1.221. The result of the standard deviation calculation X_2 was 9.084 and the result of the standard error of mean was 1.455.

Table 4.16. The calculation of t-test using SPSS 20

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Score of Post-test	Equal variances assumed	.185	.668	4.413	77	.000	8.364	1.895		4.590	12.137
	Equal variances not assumed			4.404	74.412	.000	8.364	1.899		4.580	12.147

The table showed the result of t-test calculation using SPSS 20. The table is the main table from the analysis of independent sample t-test. It found that the value of sig (two-tailed) was $0.000 < 0.05$, so that there were differences in the score points between the experimental group and the control group. Based on the descriptive value, it is evident that the experimental group using fly swatter games scored higher than the control group using the dictionary use method.

5. **Interpretation of the Results**

To examine the truth of the false of null hypothesis stating that the students taught vocabulary by fly swatter game, the result of sig (two-tailed) was lower than 0.05 or $0.000 < 0.05$, so Ha was accepted and Ho was rejected. The result of t-test was interpreted on the result of degree freedom to get the t-$_{table}$. The result of the degree of freedom (df) was 77, it found from total number of the students in both group minus 2. The following table was the result of t$_{observed}$ and t-$_{table}$ from df at 5% level.

Table 4.17. The Result of t-test Manual Calculation

Variable	t$_{observed}$	t-$_{table}$		df
		5%	1%	
$X_1 - X_2$	4.42	1.99	2.64	77

The result of the t-test used SPSS 20, it was found the t$_{observed}$ was greater than the t-$_{table}$ at 5% significance level or $4.413 > 1.99$. It meant

that Ha was accepted and Ho was rejected. The value of mean of the experiment class was 78.81 higher than the value of mean of the control class 70.45. So, score of experiment was greater than score of control class.

It could be interpreted based on the result of calculation that Ha stating there was an effect of fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya and Ho stating that there was no effect of fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya. It meant that teaching vocabulary by using fly swatter game has an effect toward students' vocabulary.

C. Discussion

The result of data analysis showed that there was effect of using fly swatter game on vocabulary knowledge at the first-grade students of MTsN-2 Kota Palangka Raya. It can be seen from the mean score between pre-test (49.1250) and post-test (78.8125) of the experiment class indicating that students' score increased after the treatment.

In teaching and learning process, taught vocabulary by using fly swatter game used by the researcher to teach the students. The result shows that students had improvement in vocabulary knowledge. The improvement can be seen from the means of the pre-test and post-test scores of the experiment class (see appendix 12).

Here are also the improvement of the pre-test and post-test scores of the experiment class.

Table 4.18. The Pre-test and Post-test Score of the Experiment Class

No	Name	Score			
		Pre-test	Category	Post-test	Category
1	Aditya Candra W.	32.5	Enough	75	Good
2	Afrida Zhafirah	55	Good	82.5	Very Good
3	Ahmad Nur Huda	60	Good	80	Very Good
4	Ahmad Rizki R.	45	Enough	75	Good
5	Amanda Nur A. A.	50	Enough	77.5	Very Good
6	Ami Amelia	40	Enough	77.5	Very Good
7	Arrafi Taufiq R. K.	35	Enough	72.5	Good
8	Aulia Zaskia	47.5	Enough	80	Very Good
9	Bayu Adji Saputro	37.5	Enough	72.5	Good
10	Dian Fajar Shoddiq	52.5	Good	72.5	Good
11	Enggar Ayurasthi	77.5	Very Good	90	Very Good
12	Farendya Imeya	62.5	Good	92.5	Very Good
13	Ferian Desta Ashadi	62.5	Good	82.5	Very Good
14	Friska Cicilia M.	80	Very Good	92.5	Very Good
15	Ghea Astri Aulia S.	50	Enough	80	Very Good
16	Hafizh Fadhlur R.	47.5	Enough	70	Good
17	Ibnul Malkan	32.5	Enough	80	Very Good
18	M. Bintang Sarwani A.	35	Enough	70	Good
19	Muhammad Abdika	42.5	Enough	80	Very Good
20	Muhammad Aldi	42.5	Enough	82.5	Very Good
21	Muhammad Aldi Dwi	67.5	Good	75	Good
22	Muhammad Nabil M.	35	Enough	72.5	Good
23	Muhammad Raffi	22.5	Poor	67.5	Good
24	Muhammad Rafli Ardi	50	Enough	70	Good
25	Muhammad Syahril R.	47.5	Enough	90	Very Good
26	Nazimah	27.5	Enough	60	Good
27	Nazwa	37.5	Enough	72.5	Good
28	Norman	30	Enough	77.5	Very Good
29	Novarin Fitrahman	42.5	Enough	80	Very Good
30	Nur Azizah Noviyanti	55	Good	85	Very Good
31	Praditya Marsellino	72.5	Good	90	Very Good
32	Rafiq Hariri Nandika	57.5	Good	75	Good
33	Rania Novita Sari	80	Very Good	95	Very Good
34	Riski Maulana	35	Enough	80	Very Good
35	Sinta Putika Sari	67.5	Good	77.5	Very Good

36	Siti Askia	50	Enough	75	Good
37	Sopia	47.5	Enough	80	Very Good
38	Syifa Aulia Salsabila	65	Good	87.5	Very Good
39	Taufik Fahriansyah	60	Good	87.5	Very Good
40	Ulan Indah Ayu Asari	27.5	Enough	70	Good
Total Score		**1965**		**3152.5**	
Average		**49.13**		**78.81**	
Lowest Score		**22.5**		**60**	
Highest Score		**80**		**95**	

Subsequently, the researcher analyzed the results and found that there was improvement in students' vocabulary knowledge. This can be seen from the mean scores for each aspect of the question. For meaning, the score increased from 10 in the pre-test to 17.5 in post-test. For synonym, the score 7.5 in pre-test increased to 20 in post-test. For gap-fill, pre-test was 5 rising to 20 post-test. The last for ordering tasks, the score rising from 10 in the pre-test to 17.5 in post-test (see appendix 13).

In the treatment process there were changed to the application of the methods used in learning. The researcher combined three rounds into one stage of the game because the time was inadequate. There was of a limitation in terms of time in the experiment phase. Every Monday, the students has a flag ceremony. Sometimes, the time used exceeds the time limit that should be. Consequently, the students were 15-20 minutes late to entered the class. So that the effective time to learned English only 50-60 minutes per class. Moreover, students do not ready to study because they were tired and some students went to canteen, toilet, and also there were getting a punishment because came late to school. The time limitation and learners' readiness were

found to have some influence on the learners' when they were in class. Todd (1999) stated that the amount of allocated time is the important factor that affects students' learning. In the periods of doing activity, if allocated time is limited, the amount of academic learning time will also be limited. Therefore, students will be unsuccessful in their learning.

For all these reasons, the teacher must try to use the fly swatter game in vocabulary learning. This game was important to improved students' vocabulary knowledge. In line with this, Rezkiah and Amri (2013) stated that fly swatter game develop students' vocabularies and make students enjoy the classroom activity. On the other hand, Fitriyani (2016), Silaban and Andriani (2017) stated that, fly swatter game is an effective technique in language teaching and learning process. Because of the fly swatter game could make an interaction between teacher and students. The existence of communication and interaction between teacher and students, it makes students more interested and more active in following the learning process. The approach is called communicative approach. Communicative approach is a style of language teaching that focuses on using language for real communication rather. According to Xu (2010, p. 160) communicative Approach is an innovation with many specific characteristics. It views language as a tool for communication, and interaction speaking activities in classrooms is the instances of real communication. Most of students have sufficient exposure to the target language. In addition, learning using fly swatter games also involves students to work in groups that require collaboration between group

members. So that the existence of such cooperation helps make it easier for students to remember vocabulary. This learning is called cooperative learning. According to Johnson & Johnson (1993, p. 9) cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Besides that Jacobs (2004) stated that, cooperative learning involves more than just asking students to work together in groups, but also to helping students make the experience as successful as possible.

Based on the theory above can be concluded that fly swatter game was one way to warm up students' interest and increase their motivation in remind vocabulary. Besides that, fly swatter game can motivate the students. Through fly swatter game as a method in learning activity, the researcher motivated the students to learn English in more enjoyable and interesting way. So, the researcher helped the students to find a good and enjoyable the lesson which was appropriate to the way the students think and the students' age.

The data were calculated using t-test formula. Manual calculation showed that the $t_{observed}$ was 4.42. The criteria of the test was if $t_{observed} > t_{table}$ Ha was accepted and Ho was rejected, it meant that there was effect of the method (fly swatter game). Then, if $t_{observed} < t_{table}$ Ha was rejected and Ho was accepted and it meant there was no effect of the method (fly swatter game). Then, to know t_{table}, it used formula df = N + N - 2, and N = 40 and 39. So, df = 40 + 39 - 2 = 77.

The $t_{observed}$ was consulted with t_{table} which df = 77. Significant standard was 5% = 1.99. So, after comparing the $t_{observed}$ with the t_{table}, it was found that the $t_{observed}$ was higher than the value of t_{table} at 5% significance level or 4.42 > 1.99. From the calculation above, it can be seen that $t_{observed}$ > t_{table}. It can be concluded that Ha was accepted and Ho was rejected.

Then, the data was calculated using t-test SPSS 20. It was found that the value of t-test was higher than t_{table} at 1% level of significance, t-test = 4.42 > t_{table} = 2.64. This finding indicated that the alternative hypothesis stated that there was statistically significant differences the total pre and post-test between students who learn through fly swatter game and traditional method at the first-grade students of MTsN-2 Kota Palangka Raya was accepted. On the contrary, the null hypothesis stated that there was no statistically significant differences the total pre and post-test between students who learn through fly swatter game and traditional method at the first-grade students of MTsN-2 Kota Palangka Raya was rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion about the result of study. The conclusion of the study was the answer of Problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teacher and other researcher related with the teaching vocabulary by fly swatter game.

A. Conclusion

The problem of the study as stated in chapter I is "what is the effect of fly swatter game on vocabulary knowledge of the first-grade students of MTsN-2 Kota Palangka Raya?"

Based on the result of data analysis, it showed that using fly swatter game gave effect on vocabulary knowledge of the first-grade students of MTsN-2 Kota Palangka Raya. The score of English vocabulary test from the experiment group taught using fly swatter game was significantly improved. It is proved that the students' scores of post-test are higher than the students' score of pre-test in the experiment group. So, this is proved that fly swatter game was used successfully.

It could be seen from the result of t-test using manual calculation. There were significantly different between $t_{observed}$ and t_{table}. $T_{observed} > t_{table}$ or $4.42 > 1.99$ at 5% level of significance. This indicated that the alternative hypothesis stating that there was significant effect of fly swatter game on

vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya was accepted. It implicated that teaching vocabulary using fly swatter game gave effect toward vocabulary knowledge at the First-Grade students of MTsN-2 Kota Palangka Raya.

B. Suggestion

In line with the conclusion, the researcher would like to propose some suggestions for the students, teacher and the other researcher as follow:

First, for the students when they learn vocabulary knowledge by fly swatter game, it is recommended that they have to pay attention to the teacher's explanation. The students should always keep their vocabulary by memorizing and practicing it in studying English to improve their skill and their knowledge. They have to try to memorize and practice their vocabulary. Second, the teacher must pay attention to the students' level and problems in learning English. Especially, in English vocabulary and the situation created in the class. The teacher must be a good media for the students. It gives contribution to the English teachers about the important of technique to support teaching learning process especially English vocabulary. It is recommended to the teacher that teaching vocabulary by using fly swatter game can motivate the students to memorize of vocabulary. They become more active follow the lesson. They will get an easy and more enjoy way to improve their vocabulary in English by using fly swatter game. And also they must memorize the vocabulary every day.

Third, for the other researcher that will use fly swatter game in teaching vocabulary, the researcher found some problems, such as: the researcher was unable to manage the time well, so that at the time of treatment the researcher combined three rounds into one stage. Then, the researcher combined second language (English) and first language (Bahasa Indonesia) in teaching vocabulary. It was because the students were confused and they did not understand. So, for the next researcher, the researcher hopes they could improve this method (fly swatter game) better and more interesting. They also should study to manage time well, so teaching and learning process more effective. The last, the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this fly swatter game.

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