THE EFFECT OF USING FLY SWATTER GAME AS THE MEDIA IN TEACHING VOCABULARY AT SEVENTH GRADE OF MTS AL-WASHLIYAH MEDAN

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Abstract

The research aimed to find out the effect of using fly swatter game as the media in teaching vocabulary. This research was conducted by using experimental method. The experimental method designed were used two classes which were taught two different media. The experiment class was taught with media fly swatter game, and the control class was taught without media fly swatter game. The subject of this research was grade VII of MTs Al-Washliyah Medan Academic Year 2021/2022. The population of students consisted of 160 students; the sample was 50 students (25 students' experimental class and 25 students' control class). This research was conducted through the following procedures : giving pre-test, applying treatments, and giving post-test. The test is multiple choices and essay, which consist of 20 items to both of experimental group and control group in pre-test and post-test. The data was analyzed by using T-test formula. The result of the research there was a difference score between students' score in learning vocabulary by using fly swatter game and without fly swatter game. The mean score of control class, pre-test got 37 and post-test got 56,2 and for the mean score of experimental class, pre-test got 50,8 and post-test got 79,2. The result that found in this research t observed was 15.578 and t table 2.0106. In conclusion, fly swatter game effectively be used to teach vocabulary learning of seven grade students of MTs. Al-Washliyah Medan.
Keywords: Fly Swatter Game; Vocabulary; Games; Teaching media; Learning

1. Introduction

Language is a tool for interaction or a tool for communication, in the sense of a tool to deliver thoughts, ideas, concepts or feelings. In sociolinguistic studies, language is defined as a system of symbols, in the form of sound, arbitrary, productive, dynamic, diverse and human. According to KBBI language is a system of arbitrary sound symbols, which are used by members of a society to cooperate, interact, and identify themselves.

There are many languages that is used around the world as a tool for communication between people in a country and a language that is often used for communication is English, which is known as the language most widely used and studied in the world and is known as an international language.

In English, there are four skills, namely listening, reading, speaking and writing. There are also several language components such as pronunciation, spelling, vocabulary, and grammar that must be taught to support the development of language skills. One of the supporting components for developing language skills, the most important thing is vocabulary, because all these abilities will not be possible to learn if we do not have good and correct understanding of vocabulary. It is almost impossible to learn a language without vocabulary. Many experts said vocabulary learning is important, because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs. When we learn about language without learning vocabulary, we cannot say anything because we do not understand how to convey it. This also shows that English has a special way of teaching foreign languages in schools, especially junior high schools. Lessard-Clouston (2013), defines it as Vocabulary is central to English language teaching,without sufficient vocabulary, students cannot understand others or express their own ideas. Vocabulary as a component or sub-skill of English must be taught to students, because vocabulary is the most important thing in language learning.

There are many ways to learn vocabulary, one way that can be used for teaching media that can make students motivated to learn English is to use appropriate media, such as games, the use of games will not only change conditions in the classroom more be active but also help students learn with enthusiasm and help the brain to learn more easily and effectively. Media in learning will make students' memory last longer and make them more interested in learning.

One of media that can be used teach vocabulary is fly swatter game. That is a game where students have to find the words on the blackboard according to the teacher's instructions. This game helps students and give the effect to increase their ability to recognize and remember vocabulary, the definition of the word effect is influence or the results. In this game, students who previously felt memorizing vocabulary is boring be excited to think fast and be creative to find words based on teacher instructions. That is why the writer wants to conduct a research with the title "The effect of using fly swatter game as the media in teaching vocabulary at seventh grade of MTs Al-Washliyah Medan."

2. Review of Literature

According to Zahedi & Abdi (2012), one of the components to master English as a foreign language is vocabulary mastery, it means that the students have ability in understanding and using the words and meaning. The students know the words and their meaning. It also plays an important role in English language skills. The greater vocabulary students master, the better they perform their language. By having limited vocabulary, the students will find difficulties mastering English skill.

According to Mohammadnejad, Nikdel and Oroujlou (2012), vocabularies are recognized as the fundamental element of any language since they are used to label many things such as objects, actions, and even ideas without which people are unable to get across their intended meaning.

Alqohtani (2015) states, vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in

classrooms. It is also central to language teaching and is of paramount importance to a language learner.

Rezkiah and Amri (2013) stated that the Fly Swatter game is a game to increasing vocabulary where students must find a word on the blackboard according to the teacher's instructions using a tool called a fly swatter, and students use it to hit the word on the blackboard according to teacher instructions.

In this research the researcher obtained and relevant with two studies from the previous research, they are:

1. Ika Rahmadhani Lubis (UIN-SU Medan)
   The title is, "Improving Students' Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTS Persatuan Amal Bakti (PAB) 1 Helvetia".

2. Asfiatul Muadah (IAIN-Salatiga)
   The title is, "Improving Students Vocabulary Mastery By Using Fly Swatter Game (A Classroom Action Research for the Fourth Grade Of MI Negeri 1 Semarang in the Academic Year 2018/2019)".

In conclusion, writer considers the vocabulary as the basic components is necessary to communicate effectively. the more vocabulary of students have, it will be easier to understand a language.

3. Research method

This research design used quantitative research and will be conducted by experimental research. The sample in this research used two groups, namely experimental and control groups, the experimental group is the group that will received the treatment using by Fly Swatter game and the control group is the group which received the treatment without Fly Swatter game. Below is the design of the table.

Table 3.1 Design of the Research

Group	Pre Test	Treatment	Post Test
Experimental	√	Using Fly Swatter game	√
Control	√	Without Fly Swatter game	√

The population of this research was students at VII grade of MTS Al Washliyah Medan. The total number of the students consisted of 160 students.

The researcher will chose VII-B and VII-C. In every class was 25 students, total samples were 50 students. Technique of collecting data are pre test, treatment and post test.

In this research, the data got from two groups two compared it that was experimental group and control group, the data analyzed by used the following formula:

Arikunto (2015), $t = \dfrac{ma-mb}{\sqrt{\left(\dfrac{da^2 + db^2}{Na+Nb-2}\right)\left(\dfrac{1}{Na}+\dfrac{1}{Nb}\right)}}$

4. Discussion

After calculating the data by using t-test, it show that the tobserved value from both groups was 15,578.

For degrees of freedom (df) at the level of significance 0.05 was used to find out the t table as follow:

df= N-2

= 50-2

= 48

df= 48 with a significance level of 0.05 to obtained ttable = 2.0106

Based on the result, it show that tobserved was accepted the Ha if tobserved>ttable. It can be seen that the tobserved was 15,578 and ttable was 2.0106. It turns out that the results obtained showed that tobserved was higher than ttable.

4.3 Discussion

Based on the data analyzed the reseachers findings of the research the effect of using fly swatter game as the media in teaching vocabulary were described as the following:

The students' who were taught by using fly swatter game got higher score than the students' who were taught without fly swatter game.

The tobserved more higher than ttable in which tobserved was 15,578 and ttable 2.0106 (15,578>2.0106).

Based on the first point which provides answers to identification of the research where, students who previously lacked understanding in memorizing vocabulary and had difficulty memorizing vocabulary became aware of words and could remember as well, this could be seen from their ability to answer the given tests by increasing the score on the post-test than the pre-test.

For the second point indicates that tobserved is higher than ttable, this means that the alternative hypothesis was accepted and null hypothesis was rejected (15,578>2.0106), it means there was a significant effect of using fly swatter game as the media in teaching vocabulary at seventh grade of Mts Al-Washliyah Medan. The result of the research the using of fly swatter games as the media in teaching made increases their ability and interest in learning vocabulary because the class was fun and interactive and students' become' happier to learn therefore they could learn more easily, the application of learning by using this game also given them a new impression because previously the media used was too monotonous and serious because of that students became bored, this was also a comparison with the control class which used the usual method of memorizing within a time limit. Games made it had lively classroom situations that help students improve and remember vocabulary well because of both, practice and application.

5. Conclusion

Based on the data analysis , the researcher gave a conclusion and suggestion from this research, the conclusion were presented based on the result of the data.

The observed tobserved is higher than ttable. The formula of T-test and distribution of ttable were applied that the result showed that tobserved 20.801 were higher than ttable 15.578 with degree of freedom (df) = 48. Therefore, Ha was accepted and Ho is rejected.

Students in experimental group who used fly swatter game as the media got the high scores than the control group who did not used the fly swatter game. Therefore the effect of using fly swatter game has a significant effect on students vocabulary achievement.on of learning by using this game also given them a new impression because previously the media used was too monotonous and serious because of that students became bored, this was also a comparison with the control class which used the usual method of memorizing within a time

limit. Games made it had lively classroom situations that help students improve and remember vocabulary well because of both, practice and application.

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