

USING FLYSWATTER GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY AT GRADE EIGHT SMP DWI SEJAHTERA PEKANBARU

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Abstract: At the eight grade of SMP Dwi Sejahtera Pekanbaru, the researcher found some problem, such : they were lack of vocabulary, could not easy to memories the word, express the repetition word, low of motivation, bored of monotoun method, and they were shy to speak. They could not pass the passing grade (78), that's why the researcher conducted this research aimed to improve students' vocabulary mastery in short functional text by using flyswatter game. This research was Classroom Action Research (CAR). There were 30 students as participants, the instruments were test, observation, field note, and interview as the instrument. This research consisted of one cycle in which each cycle consisted of five meetings and one test. After conducting this research, it was found that the students' vocabulary mastery in short functional text was improved in cycle 1. the average score was 83.67. The improvement was was influence by some factors such the students' enjoy in every single step, using flyswatter game could make the students more active, have some vocabularies, the teacher was explain the material clearly and using media, and classroom condition very support the activities . It could be concluded that flyswatter game could improve students' vocabulary mastery in short functional text.

Keywords: Flyswatter Game, Vocabulary Mastery and Short Functional Text

1. INTRODUCTION

Vocabulary was one of English components or sub skill that must be taught to the learners, because the vocabulary has the primary role for all languages. The vocabulary have a role to develop the four language skill (listening, reading, writing and speaking). More vocabulary that the learners have, is the easier for them to develop it. In order to, for those who were learning English as a foreign language, vocabulary was needed in learning. As we knew that English as a foreign it makes difficult to communicate. So that made learning vocabulary was important to communicate well in English language. In the learning process of English subject in SMP Dwi Sejahtera

Pekanbaru at Grade Eight based on syllabus to enable students to master vocabulary about short functional text. Based on interview to the English teacher of SMP Dwi Sejahtera most of the students could not passed the passing grade (78) and based on observation the researcher found some problems. They were; the students express the repetition word when deliver some information, they were not easy to memories some words, they were lack of vocabulary, low of motivation, they used dictionary to found the meaning of the word and than they were bored of the monotoun method and strategy. Based on the problem above there were need a change in teaching strategy to solve those problems Since

vocabulary was an ultimate source of building a language, the learners be able to understand the listening, speaking, reading and writing when they have sufficient vocabulary. One of the strategies or methods that could be used to teach vocabulary was Flyswatter Game. It was a game where the students have to get the word in the blackboard 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. In this game, students were encouraged to be active and creative in finding words based on a certain clue. This game was interesting enough and could changed untrue judgment that learning English was so complicated and boring.

2. METHOD

This research was classroom action research. It used to solve the students' problem in teaching and learning process and to improved the students' speaking skill. Mills in Creswell (2012: 576) stated that Action research designs were systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Educators aim to improve the practice of education by studying issues or problems they faced. Educators reflect about these problems, collected and analyze data, and implement changes based on their findings. In some cases, researchers addressed a local, practical problem, such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, an emancipate individuals from situations that constrain their self-development and self-determination.

2.1 Participants

The participants of this research were students at SMP Dwi Sejahtera Pekanbaru, and the researcher took the students of Eight 1 class that consist of 30 students.

2.2 Data Collection

To collecting the data, the researcher used test, observation, interview and field notes

1. Test

Test was one of the method to collected information from the students First step, the researcher gave the students a topic about short functional text. then, The researcher asked the students to tell that text. By concerned was purpose vocabulary mastery (verb,noun, adjective and adverb).

2. Observation

This instrument was use to collected the qualitative data which did by collaborator, the collaborator observed the teachers' activities and students' activities in classroom and it need observation checklist. Also, the researcher and collaborator discussed our finding to conduct improvement for next meeting.

3. Interview

The researcher used interview to asked about their problem in short functional text and how impression after applied Flyswatter Game in Learning Vocabulary Mastery

4. Field note

This one of qualitative data's instrument that used by researcher to know the improvement while used the strategy and also got some information when the research conduct.

2.3 Data Analysis Technique

1. Quantitative Data

In quantitative data, the researcher used test that gave to students. The researcher got from the students' score that know by mean to analyses and evaluate students' vocabulary mastery in short functional text by used Flyswatter Game use the formula by Sudijono (2012) as follow:

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

Mx : Mean

$\sum x$: amount of the score

N : number of participants

2. Qualitative Data

In analyzing the qualitative data have triangulation data, they were observation, interview and field note. The researcher used observation, interview and field note. Qualitative data useful for researcher to help the researcher completed data about the phenomenon that difficult to find by quantitative data.

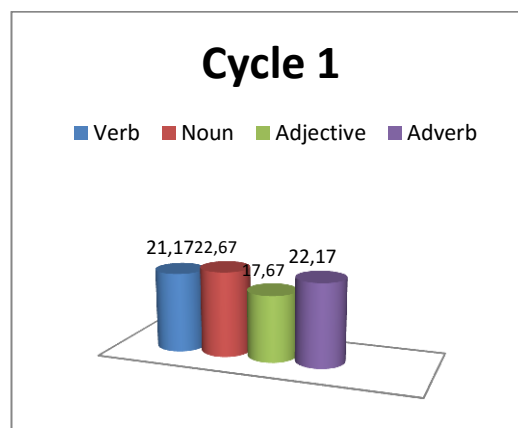
3. FINDINGS AND DISCUSSION

3.1 FINDINGS

After conducting the research, the researcher would like to explain what researcher had found in conducting the research. This research was conducted at class VIII.1 of SMP Dwi sejahtera Pekanbaru. They were consisting of 30 students This research was conducted by using one cycle that applied Flyswatter Game toward the students' vocabulary mastery. There were one cycles that consisted of five meetings. Four meetings were meeting and the one meeting was test for students' vocabulary mastery. There were four steps for each cycle: plan, action, observation and reflection. After four of these steps had been applied, the

result of the study was analysed. First step in cycle 1, the researcher gave exercise as based score to the students to know their vocabulary mastery before Flyswatter game applied to them. The average score of the students in based score was 65.3. Most of the students could not pass the passing grade, it could be summarized that most students had problem in vocabulary. Students average score in cycle 1 was 83.67. It could be seen from students' vocabulary mastery in cycle 1 per indicator. See diagram below:

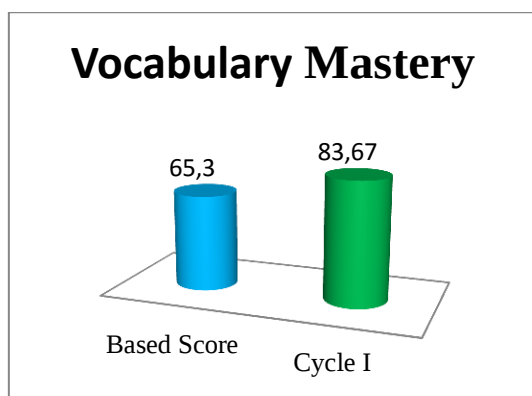
Diagram 1. Vocabulary Mastery Score in Cycle 1 per Indicator



From the diagram above, the students' vocabulary mastery in verb was 21,17 It means students' vocabulary in verb already good. The students' vocabulary mastery in noun was 22,67 It means students' vocabulary mastery in noun already good. The students' vocabulary mastery in adjective was 17,67. It means students' vocabulary mastery in adjective already good. And the students' vocabulary mastery in adverb was 22,17. It means students' vocabulary mastery in adverb already good. There were 29 students could pass the passing grade and than 1 student still fail but he has

improved his vocabulary mastery. The average score of the students' vocabulary mastery in cycle 1 score was 83,67. It was concluded the students' vocabulary in short functional text test in cycle 1 was improved.

Diagram 2. Increasing Point from Based Score to Cycle 1



From the test, it was known that there were increasing score from based score to second cycle 1 was 18,37 point. It was increased and passed the English Minimum Criteria 78. The students' improvement was found in their vocabulary mastery average score that 65,3 in based score and 83,67.

According to the analysis data from observation checklist, field note, interview and supported by Mahmoudi theory taken during the research the factor influenced the students' improvement in vocabulary mastery can clarify as follows :

a. Internal Factor

Flyswatter Game Leads the Students to Engage in Active Interaction, Flyswatter game help the Students to improve the vocabulary, Flyswatter game Makes the students to Have Enjoyable and Fun Learning.

b. External Factor

Beside the internal factor, there was other factors including in students speaking skill, that was external factors. The external factors come from outside of the students : the teacher, the classroom condition and by using media.

3.2. DISCUSSION

Based on research findings, flyswatter game was considered as the suitable strategy to improve students' vocabulary mastery of short functional text at the Grade Eight SMP Dwi Sejahtera Pekanbaru. Flyswatter game was not only improved their vocabulary but also their learning process. It could be seen from the students' score and the result of observation, field note, and interview, that Flyswatter game helped them comprehend the text. Based on the result of the students' vocabulary mastery on short functional text score, flyswatter game gave a good improvement in comparing to the based score and cycle 1. The based scores were 65,3 and cycle 1 were 83,67. It can be concluded that the use of Flyswatter game had positive effect on students' vocabulary mastery. This result was supported by the previous researcher, by Rezkiah and Amri (2013) entitled “*Using Flyswatter Game to Improve Students' Vocabulary at Fifth Grade Of Elementary School*”. Based on the researcher activities, students could improve their vocabulary because; first, the students learning while playing. In elementary school, students usually doing something fun. They interested in the classroom. Second, there some moments that can made students remember some words like when their friend did something wrong or funny, other students can remember those moments also the words automatically. Third, by using flyswatter game, students competence with each other to find out the meaning of

words by following some interesting activities in that game.

4. CONCLUSSION

After conducting this Classroom Action Research in improving vocabulary mastery of the Grade Eight students at SMP Dwi Sejahtera Pekanbaru by applying Flyswatter Game, the researcher conclude this research into some conclusion; by using Flyswatter game can improve students' vocabulary mastery in short functional text, Teaching vocabulary in short functional text by using Flyswatter Game has some factors that can influence the chancing of students' vocabulary mastery at the class VIII.1 of SMP Dwi Sejahtera Pekanbaru

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