THE EFFECT OF FLY SWAATER GAME ON STUDENTS' VOCABULARY MASTERY AT FIRST GRADE STUDENTS OF SMPN 1 INUMAN-KUANTAN SINGINGI

A Thesis

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BY:

ELATRI PARNI MERI

NIM : 2317123

Advisor:

HILMA PAMI PUTRI, M.P.d

NIP : 198605112015032003

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF BUKITTINGGI

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ABSTRACT

Elatri Parni Meri, 2317123. The Effect of Fly Swatter Game on Students' Vocabulary Mastery at First Grade Students of SMPN 1 INUMAN-KABUPATEN KUANSING.

This research was conducted because of several problems found in the field. There were students problem in vocabulary mastery. The students have difficulty in learning English. Some students were lack vocabulary. The lack of vocabulary they had and teaching was monotone technique so that the students were not motivated in learning English. In this research, the researcher used a fly swatter game to improve students' vocabulary mastery. According to the theory that has been read by researcher, that the fly swatter game can improve students' vocabulary because they can learn while playing, students feel challenged to find the words that are available. So, this study aims to find out whether there is a significant effect of fly swatter game to improve students' vocabulary mastery at the first grade students of SMPN 1 INUMAN-KABUPATEN KUANSING.

This research was a quantitative research and the kind of this research is experimental research. the design of this research was experimental research with one group pre-test and post-test design. The total population was 39 students and would be sample in this research was 19 students.the researcher used purposive sampling in choosing the sample. So, there is only one experimental class in this research without control class. The data were gotten from the students' vocabulary tests that were given before and after treatment was given.

The result of the research indicated that the score of the students' post-test was higher than the score of the students' pretest. The mean score of pretest was 62,37 where the mean score of the students' posttest was 73,68. It means that the fly swatter game gave contribution toward the students' vocabulary mastery. In addition to test hypothesis, the t-obtained is 6.053 while t-table on a= 0.05 is 1.734. It means that the t-obtained was higher than t-table. In other words, the Ha was accepted, which stated that there was significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KABUPATEN KUANSING. It can be concluded that fly swatter game gives significant effect for students in learning vocabulary mastery in English. In short, fly swatter game can improve students' vocabulary mastery that the teacher gave for them.

Key words: fly swatter, vocabulary mastery

ABSTRAK

Elatri Parni Meri, 2317123. Pengaruh Permainan Pemukul Lalat Terhadap Penguasaan Kosakata Siswa Pada Siswa Kelas I SMPN 1 INUMAN-KABUPATEN KUANSING.

Penelitian dilakukan karena beberapa permasalahan yang di temukan di lapangan. Ada masalah siswa dalam penguasaan kosa kata, siswa mengalami kesulitan belajar kurangnya kosakata. Kurangnya kosa kata yang mereka miliki dan teknik pengajaran yang monoton sehingga siswa tidak termotivasi dalam belajar bahasa inggris. Dalam penelitian ini peneliti menggunakan permainan pemukul lalat untuk meningkatkan penguasaan kosa kata siswa. Menurut teori yang telah di baca oleh peneliti, bahwa permainan pemukul lalat dapat meningkatkan kosa kata siswa karena mereka bisa belajar sambil bermain, siswa merasa tertantang untuk menemukan kata-kata yang tersedia. Maka penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang significant permainan pemukul lalat meningkatkan penguasaan kosa kata siswa pada kelas satu di SMPN 1 INUMAN-KABUPATEN KUANSING.

Penelitian ini merupakan penelitian kuantitatif dan jenis penelitiannya adalah penelitian eksperiment dengan desain penelitian ini adalah penelitian eksperimen penelitian one group pre-test dan post-test. Jumlah populasi 39siswa dan yang akan di jadikan sampel dalam penelitian ini adalah 19 siswa. Penelitian menggunakan purposive sampling dalam memilih sampel. Jadi hanya ada satu kelas eksperimen dalam penelitian ini tanpa kelas kontrol. Data diperoleh dari tes kosa kata siswa yang diberikan sebelum dan sesudah diberikan perlakuan.

Hasil penelitian menunjukkan bahwa nilai posttest siswa lebih tinggi dari nilai pretest siswa. Nilai rata-rata pretest siswa adalah 62,37 dimana nilai rata-rata posttest siswa adalah 73,68 yang berarti bahwa permainan pemukul terbang memberikan kontribusi terhadap penguasaan kosakata siswa Selain uji hipotesis, t yang diperoleh adalah 6,053 sedangkan t-tabel pada a= 0,05 adalah 1,734 artinya t yang diperoleh lebih besar dari t tabel Dengan kata lain Ha diterima yang menyatakan bahwa ada pengaruh yang signifikan permainan pemukul lalat terhadap penguasaan kosakata siswa kelas satu SMPN 1 INUMAN- KABUPATEN

KUANSING. Dapat disimpulkan bahwa, permainan pemukul terbang memberikan pengaruh yang signifikan bagi siswa dalam mempelajari penguasaan kosakata bahasa Inggris.Secara singkat, permainan pemukul terbang dapat meningkatkan penguasaan kosakata yang diberikan guru kepada mereka.

Kata kunci: permainan pemukul lalat, penguasaan kosakata

TABLE OF CONTENTS

ABSTRACK.....i

ABSTRAK.....ii

TABLE OF CONTENT.....iii

LIST OF APPENDIX.....v

CHAPTER I: INTRODUCTION 1

A. The background of problems 1

B. Identification of problem 3

C. Limitation of problem 4

D. Formulation of problem 4

E. Purpose of the research 4

F. Significant of the study 5

G. Definition of key term 5

CHAPTER II: REVIEW OF RELATED LITERATURE 6

A. Review Of Related Theory 6

1. The Nature of vocabulary 6

a. The definition of vocabulary 6

b. The important of vocabulary 7

c. Vocabulary mastery 8

d. Vocabulary assessment 10

2. The Nature of fly swatter game 11

a. Definition of fly swatter game 11

b. Procedure of using fly swatter game 13

c. Advantages of using fly swatter game 16

d. Disadvantages of using fly swatter game 17

e. Hypothesis 18

B. Review of related studies 20

C. Conceptual framework 22

CHAPTER III: RESEARCH METHOD 25

A. Research Design 25

B. The setting of the Research 27

C. Population and sample 27

a. Population 27

b. Sample 28

D. Instrument 29

a. Validity 30

b. Reliability 31

E. Technique of data collection 33

F. Technique of data analysis 34

CHAPTER IV: FINDING……..

A. Findings…….

1. Description of the data……

a. Pre-test……

b. Post-test…….

B. Discussion …….

CHAPTER V: CONCLUSION AND SUGGESTION……

A. Conclusion…….

B. Suggestion ……

REFERENCES

APENDICIES

TABLE OF APPENDIX

Appendix 1 data of pre-test

Appendix 2 standard deviation of pre-test

Appendix 3 analysis of pre-test

Appendix 4 post-test of data

Appendix 5 standard deviation of post-test

Appendix 6 analysis of post-test

Appendix 7 analysis of t-test

Appendix 8 t-test formula

Appendix 9

Appendix 10

Appendix 11

Appendix 12

CHAPTER I

INTRODUCTION

A. The Background of problems

English is the first foreign language as an important subject in junior high schools, the main purpose of which is to give students the ability to understand English lessons. Vocabulary is most important material in foreign language teaching for young learners.

According to Hornby, vocabulary is the total number of words in a language.[1] Vocabulary is the key learning a language, it must be introduced in interesting ways. In line with that, students will not achieve success in learning unless they enjoy the process during English lesson.

Aswal state, "Vocabulary is an important element learning English; it is the first step for the students if they want to achieve their goal in English learning skill".[2] Therefore, teaching English has a very essential role in enabling students to master English as their foreign language.

And also Rahmat, said, "Vocabulary is one of the language

[1] Hornby.AS. *oxford dictionary third edition*, (London : Oxford University Press, 2000) p.176

[2] Aswal syafirudin, dkk. *an analysis of the student' vocabulary mastery a descriptive on the MTS* (2014) p 2 *vol:3*

components that have an important role to support the four basic learning skills, vocabulary is very important to make people easier to express their opinions and ideas in their communication with other people. Having limited vocabulary the students will find many difficulties in mastering language skill".[3] Vocabulary is one of the most important language components in studying English. Then, if the students did not have much vocabulary, they will have problems in speaking, reading, listening and writing. In other words, the students must have the basics of the English language like vocabulary. It means that learning vocabulary is very important especially for students in SMPN 1 INUMAN.

Actually, there are many ways that the teacher can do improve students vocabulary and one of effective way which can be applied by the teacher is to use fly swatter game. According to rezkiah also stated "fly swatter game is a kind of activity that students do in the classroom by using fly swatter game, and the students use it to hit the word on the whiteboard that teacher says before."[4]

Based on the interview with English teacher and some students In SMPN 1 INUMAN, the researcher found some problem

[3] Rahmat wirawan,dkk. *Increasing vocabulary mastery of the seventh grade of the students through snowball throwing. e-journal of English language teaching society(ELTS). (2013:2)*

[4] Helena Rezkiah and Dr.zul amri, *using flyswatter game to improve students' vocabulary of grade 5 elemtary school.* Jurnal of English Language teaching, (2013) p 240

above. For the first, most of students said they have difficult in learning English because English language is completely different from Indonesian language in the system of the structure, pronunciation and vocabulary. The second, the teacher said some of the students re difficulty to learn English because they lack of vocabulary. In addition the students are getting difficult to speak English. In other reason, the students are lazy to learn about English. The third, the students have low motivate to learn English during the learning process, because the teacher only use a monotone technique. This can make their not have spirit to learn English about know the new word.

The researcher aims to offer strategies to learning English with the use fly swatter game, which this strategy can using to learn English especially on vocabulary mastery.

Based on the arguments above the researcher has one of the solutions that is fly swatter game, the researcher using this technique in SMPN 1 INUMAN. This technique is a fun way for students in learning English. The researcher is interested in conducting a research on SMPN 1 INUMAN, especially in the first grade students. The researcher wants to help the students to solve their problems in vocabulary by using an interesting method like the fly swatter game that will be used in the teaching and learning process.

According with the explanation above, the researcher is interested in conducting research under the titled “THE EFFECT OF FLY SWATTER GAME OF ON STUDENTS’ VOCABULARY MASTERY AT FIRST GRADE STUDENTS OF SMPN 1 INUMAN-KUANTAN SINGINGI”.

B. Identification of the problem

Based on the background of the problem above, identification of problem are:

1. The students have difficulty in learning English.
2. Most of the students are lack vocabulary.
3. The teacher uses monotone technique in teaching vocabulary.

C. Limitation of problem

Based on the identification of problem above, this research was limited of fly swatter game on students’ vocabulary mastery at first grade students of SMPN 1 INUMAN-KABUPATEN KUANSING

D. Formulation of problem

Based on the limitation of problem above, this research was

formulated as follows: Does fly swatter game give a significant effect on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI.

E. Purpose of the research

The purpose of the research is to know the significant "effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI".

F. Significant of the study

1. For the students, this game will be a good experience of vocabulary

   learning, and also it will add their knowledge of learning vocabulary in an easy and fun way.

2. For English teacher, who wants to adopt this way in teaching vocabulary, as one of the alternative strategies and get the new experience of teaching vocabulary by using the game.

3. For the researchers, it can add to the experience of the researchers and have a good understanding of providing new methods in teaching. This research can use as a reference for future research.

G. Definitions of the key term

1. Fly swatter game

Fly swatter is need students ability to get the word on the whiteboard by using teacher's instruction. With this game the students will be more active and easy to learn vocabulary.

2. Vocabulary mastery

Vocabulary mastery is the competence to know words and the meaning. In other hand, vocabulary mastery is a students to know word and meaning in the sentence or when the students tell something

CHAPTER II

REVIEW OF RELATED LITTERATURES

Theories are required when conducting research to explain some

notion or phrase used in the study. Some concepts are used in this study, and they must be explained theoretically.

A. Review of Related Theory

1. The Nature of vocabulary

a. The Definition of vocabulary

Vocabulary is one of the most important language components in studying English. Without a lot of vocabulary that a person has, then that person will have problems in speaking, reading, listening and writing. In other words, first, that to be master for language learner in learning language especially English is vocabulary. There are many statements about vocabulary. In oxford dictionary, vocabulary is all the words that a person knows and use.[5] Moreover, Aleidine stated that vocabulary is central to the learning and teaching of a second language as it affords learners assess to all forms of oral and written communication that includes literature, music and content knowledge.[6] At the center of learning second language is vocabulary, both in speaking and in writing.

Zhibong, Vocabulary is one of the three key factors for language learning. It is basic to make a sentence and express thought and meanings, and a key requirement of language

[5] Oxford dictionary, *Oxford learner's pocket dictionary*, New York: Oxford University Press, (2008) p.495

[6] Aleidine J Moeller, *The essentials of vocabulary teaching : from theory to practice, U*niversity of Nebraska at Lincoln, (2017) p. 1

communication, so a big amount of stable vocabulary is significant and essential.[7] The basic to make a sentence and to know the meaning is vocabulary, and to communicate with one's interlocutor also requires vocabulary, without vocabulary someone will not know what to say or convey.

Based on the definition above, the researcher concluded that vocabulary is one central to learn second language learning which is learned oral or writing. So vocabulary is important in learning English.

b. The importance of vocabulary

Vocabulary is one of the important elements of the language. vocabulary is a set of words that have a meaning and can be used by someone in a language. There are many statements about how the important of vocabulary. According to Helna, Vocabulary is the important thing because it can listing of the words used in some enterprise, a language user's knowledge of words and the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques".[8]

Nugroho also said vocabulary is central to language and of

[7] Zhibong bai . *an analysis of English vocabulary learning strategy.* Journal of language teaching and research. (2018:1) *vol 9*

[8] Helena rezkiah and Dr Zul Amri. *Using fly swatter game to improve students' vocabulary of grade 5 elementary school, journal of English Language teaching (2013)* , p.2

critical importance for the typical language learner.[9] Without a sufficient vocabulary, one cannot communicate effectively or his idea in both oral and written form. Having limited vocabulary is also a barrier that prevents students from learning a foreign language.

Based on the definition above, the researcher concluded vocabulary as one of the elements of language is very important to learn and master in order to develop students' language skills. Vocabulary becomes the foundation when the students start to learn English. Vocabulary is the first stepping to learning English because without knowing much vocabulary in English learners will have difficulty in mastering English.

c. Vocabulary mastery

Mastery is comprehensive knowledge or uses a subject or instrument. Vocabulary mastery is the competence to know words and their meaning. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

There are many statements about vocabulary mastery. According to William stated that, mastery is knowledge or use of a

[9] Muhammad erfan nugroho, *teaching English vocabulary to the seven grade students of SMP Muhammadiyah 5 Surakarta, (2015)* p. 2

subject or instrument. Mastery is derived from the word “master” which means to become skills, to gain complete knowledge through understand.[10] In other words, vocabulary mastery is a student’s to know words and meaning in the sentence or when the students tell something. The student's mastery of the vocabulary is based on the students’ skill.

Hughest also said there are some types of vocabulary test, namely: synonym, antonym, definition and gap filling.

1. Synonym

   Synonym is the same meaning of word. for example, same means similar.

2. Antonym

   Antonym is opposite meaning word. for example, hot is opposite meaning with cold.

3. Definition

   Definition is the meaning of word based on context and category. Definition can use the use the function, explanation, meaning and description of the word. for example, rose is the beautiful flower.

4. Gap filling

   The context can give in one sentence only. But the teacher can give several sentence in which the appear.in this test,

[10] William Collin, *webster New Twentieth Century Dictionary,* America: The United States of America, (1979), p.604

teacher make sentences and put gap in the part.[11]

Aswal Also said vocabulary mastery is one of the factors to master English as a foreign language. It means that the students have the ability in understanding and use the word and the meaning. The large the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skills.[12] If the students have a lot of vocabulary, the students will easy to learn the English language.

Based on the explanation, vocabulary mastery is the competence to know words and their meaning. The researcher uses four types to use as a guide in making exercise there are synonym, antonym, definition and gap filling.

d. Vocabulary assessment

Assessment is the process of collecting and processing information to measure the achievement of students learning outcomes. According to Hughes, Proficiency tests, achievement tests, diagnostic tests, and placement tests are the four types of tests used to assess a student's abilities.[13] Also said, Multiple-choice questions should use to test vocabulary such as synonyms

[11] Arthur Hughest, Testing for Languange Teacher, (Cambridge, 1989), p.148

[12] Aswal syafiruddin , *an analysis on the students' vocabulary mastery a descriptive study on the MTS, (2019), p.2*

[13] Hughes baker. Assessment centre and interview practice. (2013) p.11

and definitions.[14] In other words, there are many kinds of tests to measure students' ability like proficiency, achievement, diagnostic, and placement tests. To measure the vocabulary, multiple-choice also can use like make the synonyms and definitions.

Brown also stated that assessment of vocabulary consists of ordering tasks, short-answer, and sentence completion tasks, multiple-choice, and gap-fill.[15] Furthermore, to measure vocabulary many types of tests can used: short–answer, sentence-completion tasks, multiple-choice and gap-fill. The multiple-choice format is one of the most widely used methods of vocabulary assessment.

Based on the explanation above, it can conclude that to measure students' vocabulary using multiple-choice. Multiple-choice that consist of meaning, synonym, and ordering tasks to test the students' vocabulary knowledge. In this research, the researcher will use multiple-choice to measure students' vocabulary mastery.

2. The Nature of fly swatter game

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

[14] Hughes, baker. Assessment centre and interview practice. (2013) p. 180

[15] Brown F.A. *Vocabulary knowledge and comprehension in second language text processing.* Asian EFL (2010), p. 230

flexible stick. [16]

a. Fly swatter game

Fly swatter is an interesting activity for students because they can learn through playing. There are some experts of fly swatter game one of is Haring, A fly swatter is an instrument used to kill flies. It consists of a small square piece of material or mesh that is on the end of a short flexible stick.[17] So, for this game fly swatter will using to kill the word on the whiteboard, every group will get one punch tool (a fly swatter) to the word on the whiteboard.

In the other hand, Lubis also stated, fly swatter game is need students ability to get the word on the whiteboard by using the teacher instruction. [18]. In this game, the students can active and creative in the class, the students fell fun and are not boring in the learning process. So the swatter game is an interesting activity for the students because they can learn through playing.

The last on Muchlas Akbar stated Fly swatter game is a cheerful and challenging game where the students can learn vocabulary without getting bored and the students can also be more motivated in their learning process because of the enjoy in

[16] Macmillan Dictionary, *definition of fly swatter game.(*2016)
[17] Haring. *The Fly Swatter Game (online). (2009:234) vol 2*
[18] Ika rahmadani Lubis. *improving students vocabulary mastery by using fly swatter.*UINSU Medan.(2017) p.5

the class.[19] So, the fly swatter game is a game that can make the students active and motivated to learn English in the classroom. The students feel interested in learning because the technique used is not monotonous.

Based on the explanation above, the researcher can conclude fly swatter is an instrument used to kill flies. Fly swatter game is need students' ability to get the word on the whiteboard by using the teacher's instruction.

b. Procedure of using fly swatter game

In applying the fly swatter game in the classroom, the teacher must know some procedures in applying it. There are some experts that discuss the procedures that researcher can apply in the classroom in teaching English. There are jones, rezkiah and hikmah.

According to jones, there are seven procedures that must be followed:

a. The teacher pasting flashcards on the whiteboard.

b. The teacher divides the class into 2 groups.

c. The teacher gives one person of each group a different color fly swatter.

d. The teacher gives the groups hints about which card want

[19] Muchlas akbar,dkk. *Improving vocabulary mastery of grade seventh students through fly swatter game.* E-jurnal of ELTS. (2019, p.2) *vol.6*

them to hit.

e. The teacher watches carefully to see which group hits the correct card with their fly swatter first.

f. The teacher asks to spell the word and tell the meaning.

g. The teacher gives the first team one point.[20]

In other hand, according to rezkia there are eight procedures that must be followed:

a. The teacher asks students will complete each other to hit the word by the fly swatter.

b. The teacher asks two students to stand in front of the class and face their friends.

c. The teacher asks students to listen to what the teacher says carefully.

d. They may face the whiteboard and find out the word after they listen to the word said by the teacher.

e. The teacher asks students to spell the word after hitting the word on the whiteboard in front of their friends.

f. Teacher knows the winner by listening to the first sound of a

[20] Tamara jones, Ten Ways to Turn Lesson Into Game, *The internet TESL Journal,* available on itselj.org/techniques/jones-lesson,

fly swatter.

g. The teacher will give the point to students who hit the word.

h. The will give something for the winner.[21]

The last one, Hikmah said there are some seven procedures that the teacher can be demonstrated:

a. The teacher asks one member from each group to come forward and stand in front with their back facing the whiteboard so they can't read the words written on the whiteboard.

b. The teacher gives both of them a Fly Swatter.

c. The teacher gives instruction or questions to the players randomly from the words that the students have been learned before from the material.

d. When the teacher finishes reading the instruction, the players are at the front.

e. can turn around, face the whiteboard, and then they have to find the word that is the correct answer. When they find the word, they have to swat it with Fly Swatter. The first student that swats the correct answer will get points for his/her

[21] Helena rezkiah and Dr. Zul Amri, *using flyswatter game to improve students' vocabulary of grade 5 elemtary school.* Jurnal of English Language teaching, (2013) p. 238

team.

f. After that, both of the players sit down and change with two new students from each group.

g. The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a chance to play the game.[22]

Based on the theory about the procedure of using fly swatter game, the researcher use the procedure from jones there are seven procedures that must be followed:

a. The teacher pasting flashcards on the whiteboard.

b. The teacher divides the class into 2 groups.

c. The teacher gives one person of each group a different color fly swatter.

d. The teacher gives the groups hints about which card want them to hit.

e. The teacher watches carefully to see which group hits the correct card with their fly swatter first.

f. The teacher asks to spell the word and tell the meaning.

[22] Hikmah noerqori saputra. *Teaching vocabulary through fly swatter game.* English language in focus (ELIF). (2019:19)

g. The teacher gives the first team one point.

c. Advantages of using fly swatter game

There are several experts who conclude the advantages of the fly swatter game. There are rezkiah and antri. According to rezkiah, there are several advantages of using a fly swatter game for the students. The advantages include:

a. It is not a monotonous activity.

b. It is fun for students.

c. It helps them learn and acquire new words easily.

d. It involves friendly competition and keeps students interested.

e. It serves students to learn pronouncing and spelling words,

f. The students more active than the teacher.[23]

In addition, antri lilin said there are several advantages of using fly swatter game for students. The advantages include:

a. The students learn while playing, students usually doing something fun.

[23] Helena Rezkiah and Dr.zul amri, *using flyswatter game to improve students' vocabulary of grade 5 elemtary school.* Jurnal of English Language teaching, (2013) p 241

b. Using this game can make students remember some words like their friend did something wrong or funny.

c. Using the fly swatter game students are competent with each other to find out the meaning of a word by following some interesting activities in this game.[24]

From the statement above the researcher concluded that fly swatter game are good to improve student's vocabulary mastery and can make students interest to learn English especially in learning vocabulary.

d. Disadvantages of using fly swatter game

There are several experts who conclude the disadvantages of the fly swatter game. The researcher learns disadvantages to make the better technique in the classroom. According to lubis, there are three several disadvantages of using fly swatter game for students' vocabulary mastery are:

a. The teacher needs more preparation for allocation time, such as to the divided group.

b. The class is noisy.

c. Some students do not care when some students play the

[24] Antri lilin ima silaban, *using fly swatter game to improve students' vocabulary mastery at grade eight SMP Dwi Sejahtea Pekanbaru. (2017) p.39*

game.[25]

In addition according to kiki, to anticipate the disadvantage, the teacher may use the following steps:

a. prepare well.

b. Control the students not to make noise.

c. Invite with the spirit all students to play together.[26]

From the statements above, the researcher will give some solutions to help the students' problems in learning vocabulary of using fly swatter game. The solution includes:

a. The teacher does not need to divide many groups, only two groups in the class enough.

b. The teacher must prepare material before teaching and learning process as kind of vocabulary that will give to students. The example is descriptive text.

c. The teacher must give motivation to students before starting the class.

d. Use some interesting media to play the game. For example

[25] Ika rahmadani lubis, *improving students vocabulary mastery by using fly swatter game in the first grade of MTS Persatuan Amal Bakti (pab) 1 helvetia. (Stated Islamic University of* North *Sumatra* (2017) p, 23

[26] Kiki dinastia paramandita. *Improving students mastery of vocabulary through fly swatter game at second year students MTS NW PENGADANG Iin academic year. Skripsi. (2019)*

colored fly swatter, word cards, or pictures.

e. Hypothesis

According to Arikunto, hypothesis is defined as a temporary answer of the research problem until proven by the data collected. Therefore, the researcher proposes Ho (null hypothesis) and Ha alternative hypothesis). The hypotheses of this research as follow:

1. Ha : There is significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI.
2. Ho: there is no significant effect of fly swatter game on students' vocabulary mastery at first grade student of SMPN 1 INUMAN-KUANTANG SINGINGI .

In conclusion, Ha mean fly swatter game gives the significant effect on students' vocabulary mastery. On the other hand, H0 mean fly swatter game does not give the significant effect on students' vocabulary mastery.

B. Review of related studies

There are many researches about this research. The first is a research conducted by ika rahmadani lubis (2017) at the first grade of MTS Persatuan Amal Bakti, with the title "improving students' vocabulary by using fly swatter game in the first grade of MTS Persatuan Amal Bakti (PAB) 1Helvetia". In this research, lubis has conducted a research method using Classroom Action Research (CAR). The finding in this research, after conducting CAR at the first grade of MTS Persatuan Amal Bakti (PAB) 1Helvetia school, it can be concluded that fly swatter game can improve the students' vocabulary and can help them to remember and keep their vocabulary.[27]

The second was conduct by kiki dinastia paramandita (2019) at second-year students' MTS NW Pengadang, with the title "improving students' mastery of vocabulary through fly swatter games at second-year students' MTS NW Pengadang in Academic Year. In this research, kiki has conducted a research method quantitative approach using experimental design. The finding in this research, teaching vocabulary by using a fly swatter game is effective for the students of MTS NW Pegadang. In the research

[27] Ika rahmadani lubis, *improving students' vocabulary by using fly swatter game in the first grade of MTS Persatuan Amal Bakti (PAB) 1Helvetia*. (2017) p.32

results, teaching vocabulary by using pictures can be effective.[28]

The third was conducted by Asfiatul Maudah at the fourth grade of MI Negeri 1 Semarang, with the title "improving students' vocabulary mastery by using fly swatter game". In this research, asfiatul has conducted research using Classroom Action Research (CAR). The finding of this research there are several conclusions to answer the problems of the research: 1) The students' profile in vocabulary mastery of IV C grade of MI Negeri 1 Semarang was medium or not low. 2) The implementation of the fly swatter game in improving students' vocabulary mastery for the fourth grade of MI Negeri 1 Semarang runs well. All of the students are enthusiastic to follow the lesson. The activities of the using fly swatter game can improve the students' vocabulary mastery. 3) The improvement of the students' vocabulary mastery by using fly swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase.[29]

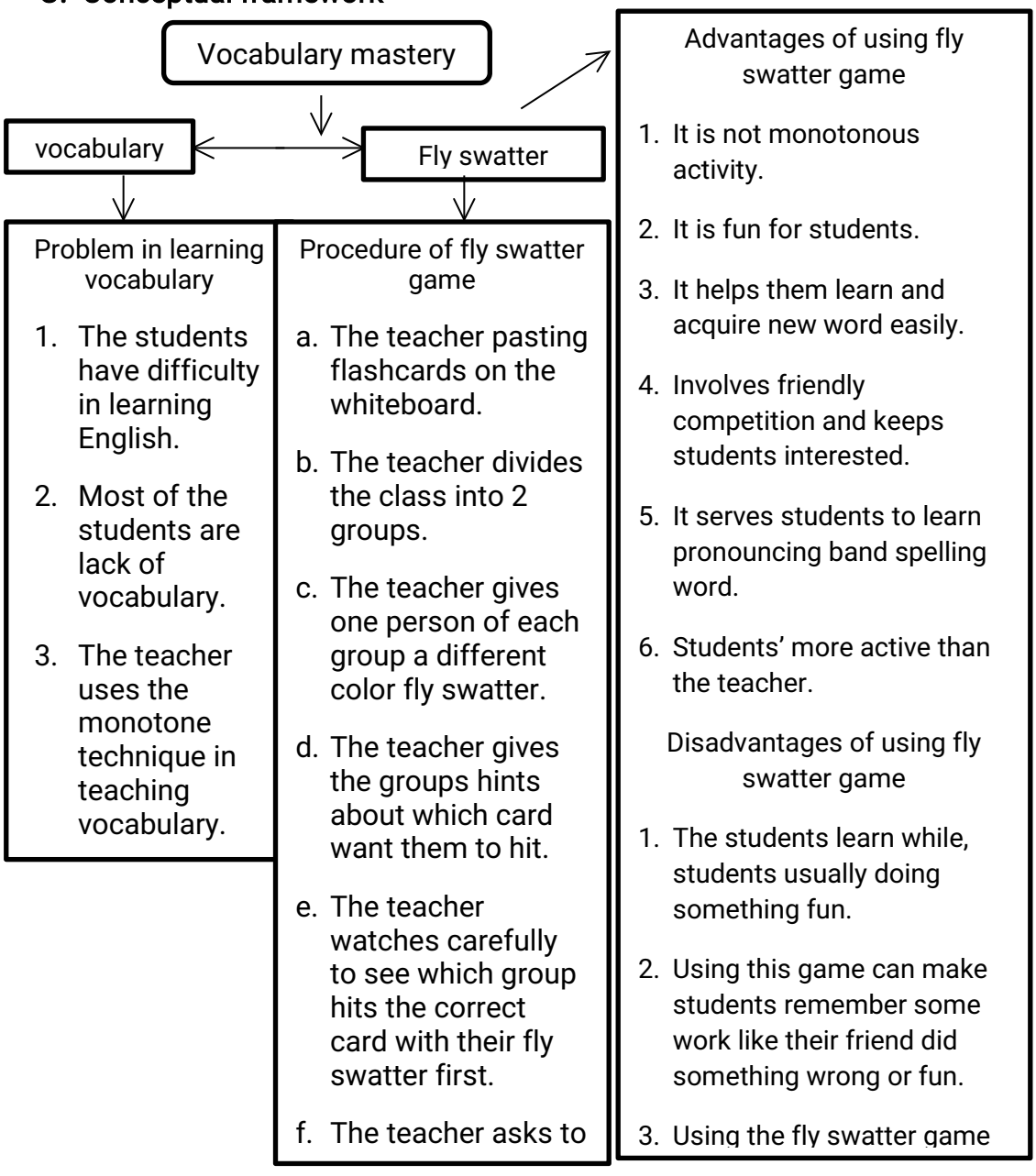
From the explanation of related researches above, there are different with the researcher. In this research, the researcher is interested to formulate the thesis under the title The Effect of fly swatter game on students' vocabulary mastery at first-grade

[28] Kiki dinastia paramandita. *improving students' mastery of vocabulary through fly swatter games at second year students' MTS NW Pengadang in Academic Year.* (2019) 33

[29] Asifiatul muadah, *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 years).* (2019)

students of SMPN 1. In this research, the researcher will apply a quantitative approach using an experimental design with experiment and control pre-test and post-test.

C. Conceptual framework



CHAPTER III

RESEARCH METHOD

In this chapter consists of the methods that were used by the researcher, whether it was historical, descriptive, experiment, correlation or a case study. This chapter also included the design of the research, population and sample, instrumentation, technique of the data collection, and technique of the data analysis.

A. Design of the Research

In this research, the researcher used two variables which they were variable X and variable Y. Variable X was fly swatter game method while variable Y was students' vocabulary mastery. To collect the data the researcher used quantitative research. Quantitative research used objective measurement to gather numeric data and need to be quantified by statistical formula. According to Margono, "Quantitative research is a process of finding knowledge that uses data in the form of numbers as a means of finding information about what do you want to know". [30]

There were many types of quantitative research. Based on the problem of the study state previously, the researcher used experimental research type in this research. According to Gay, "The

[30] Margono, 2007, *Metodologi Penelitian Pendidikan*, Jakarta: PT Rineka Cipta, p. 105-106

experimental method is the only method of research that can truly test hypotheses concerning cause effect relationship".[31] Furthermore, Sanjaya says "experimental research is a research method used to determine the effect of a particular action or treatment that is intentionally carried out on a particular condition".[32]

According to Gay, experiment research is the only method of the research that truly test hypotesis concerning couse-effect relationship. [33]There are many kinds of experimental research that can be used, but in this experimental research, the researcher used pre-experimental design by using the one group pretest-posttest design.

Furthermore, this research used one group pretest-posttest design, which followed pretest (T) exposed to a treatment (X), and posttest (T2).[34] The expected result of the treatment is determined by comparing pretest and posttest score.[35] The resercher used this research because the research only choosed one class that involved of the first grade at SMPN 1 INUMAN with 19 students. Therefore, the

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[31] Gay,L.R 1990, *Educational Research: competencies for Analysis and Application 3th ed*, New York: Mcmilan Publishing Company, p.260

[32] Wina Sanjaya, 2013, *Penelitian Pendidikan : Jenis, Metode, dan Prosedur*, Jakarta: Kencana Prenada Media Group, p. 87

[33] L..R Gay, Educational Research: *Competencies of analysis and Application*, (Singapore: Merril, 1990, p.260

[34] L.R Gay ,Educational Research *Competencies of analysis and Application*, (Singapore: Merril, 1990, p.280

[35] L..R Gay, Educational Research: *Competencies of analysis and Application*, (Singapore: Merril, 1990, p.281

researcher could not take a control class as comparison to the experimental class. The research described it as follows:

Table 1. variable pre-test and post-test

Pre-test	Treatment	Post-test
T1	X	T2

Where:

X = The treatment was given to experiment class by using fly swatter game

T_1 = Pre-test

T_2 = Post-test

\- = No treatment

Based on the research design above, the class was treated using fly swatter game. Then, this reserch used the pre-test before treatment and also post-test after treatment, the purpose of the test was to know whether there was an effect of the students' vocabulary mastery.

B. Population and Sample

1. Population

Population and sample were two important elements in the research. Population and sample should be there in research, without population and sample the research could not be done. According to Gay, population is the group of interest to the researcher would like the result of the study to be generalized.[36] It means that the population was the entire research object which some of them were used as source of data. All of the population should had the specific character. Furthermore, Margono stated that the population is all data that is of concern in a given scope and time. Population is also referred to as the whole object of research consist of humans, objects, animals, plants, symptoms, test scores or events as a source of data that has certain characteristics in a study.[37]

The population of the research was all of the first grade students of SMPN 1 INUMAN. The number of the students for each class can be seen from the table below:

Table 2. Total population of the first grade students of SMPN 1 INUMAN

[36] Suharsimi, Arikunto, 1993, *Prosedur Penelitian Suatu Pendekatan Prakte,.* Yogyakarta: Rineka Cipta. P. 231

[37] Margono, 2007, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, p. 118

No	Class	Students
1	VIIA	20
2	VIIB	19
Total		39

Sources : The teacher English of SMPN 1 INUMAN

From the table above, the total population of this research was 39 students.

2. Sample

Sample represents the quality and characteristic of population. According to Margono, “Sample is as part of the population, as sample take using certain methods”. Sample in the study arise because the research intends to reduce the object of research as a result of the large number of populations so that they must examine only a portion of the population.[38] Furthermore, Sugiyono states that sample is a part of the total and the characteristics that exist in that population.[39]

Sample is a part of the population that is researched by

[38] Margono, 2007, *Metodoloogi Penelitian Pendidikan*, Jakarta: PT Rineka Cipta, p.121

[39] Sugiyono, 2009, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, an*
R&D, Bandung: Alfabeta, p.118

researcher that is taken by using certain way. According to Suharsimi, sample is part of population that will be reserched.[40] In the research, The researcher took one class for the sample. The research choosed this class with certain consideration. To determine a sample in this research, the technique uses is purposive sampling technique. According to Sugiyono, "Purposive sampling is a sampling technique with certain considerations".[41]

In this research, the researcher choose the VII^{B} only, as the sample because of some considerations. First, these class had almost same vocabulary ability, second. it was approved by the English teacher that teach this classes.

To choose the samples, the researcher followed the step below as suggested by Arif Miboy:[42]

a. Collect the mark of students' vocabulary mastery.

b. Test the normality of the data

The purpose of testing normality of the data wa to know whether the data spreads normal or not. The researchers followed thr step bellow as suggested by Lillieforst.[43] It could be done in

[40] Suharsimi Arikunto, *prosedur penelitian,*(Jakarta : Rhineka Cipta,2006),p.117

[41] Sugiyono, 2017, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta,
P.85

[42] Arif Miboy, *Statistik Pendidikan*, (Bukittinggi: IAIN Bukittinggi, 2015), p. 56

[43] Arif Miboy, *Statistik pendidikan*, (Bukittinggi: IAIN Bukittinggi, 2015), p.56

these following steps:

1. Arrange the data form the lower to the higher
2. Input the data to of the SPSS
3. Test the normality of the data by using Shapiro-wilk

C. Instrumentation

In this research, a vocabulary test in a form of monolog used as the instrumentation for the class. The test conducted twice. There were two kinds of tests that used in this research, pre-test and post-test. The pre-test used to know the students' vocabulary mastery at the beginning, while the last one was given at the end of treatment as post-test. Whereas the post-test used to determine how well treatment can give an effect in their ability in vocabulary at the end after given the treatment. The aspect of vocabulary that assessed vocabulary mastery.

The test was created by considering the validity and reliability, as explain below:

1. Validity

Validity means a test measures accurately what was purposed to measure. Nasution said that the measurement tool can be categorized as valid one if tool can measure what it

should be measured.[44] Gay also said validity is an instrument that can measure what is intended to be measure.[45] Validity of the test depend on particular purpose and particular group. In other word, the test is valid if it is appropriate for what and for whom.

The type of validity in this research was “content validity’. For instrumentation in test form, content validity used by comparing the instrument of the content with the material that has done. Content validity is an instrument that has content appropriateness to measure what is supposed to be measured.[46] To measure the validity of the test, the researcher used product moment with the deviation formula:

$$R_{xy}=\frac{N\Sigma XY-(\Sigma X)-(\Sigma Y)}{\sqrt{[N\Sigma X2-(\Sigma X)2][N\Sigma Y2-(\Sigma Y)2}}$$

Where:

R_{xy}= Correlation coefficient between x variable and y variable, this two variables are correlated

N= total of students

Σxy= total of multiple score item and total score

[44] Nasution, *Metode Research,* (Jakarta: PT Bumi Aksara, 2012), p. 74
[45]Sugiyono, metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D, (*Alfabeta*:Bandung, 2009) p,173
[46] Margono, *methodology penelitian pendidikan, (Jakarta: PT. Rineka Cipta, 2007) p, 187*

Σx= total item

Σy= total score

So, if R_{xy}>r-table, the test was valid and R_{xy}<r-table, the test was invalid.

2. Reliability

Reliability refers to consistency of a measure. A test must be considered reliable if we get the same result repeatedly. Technically, reliability shows the extent to which the test scores are free from errors of measurement. Gay say that reliability is the degree to which at test consistently measures whatever it measure.40 It means that if the tests are given to the same students in different time the result should be consistent and trusted. In this research the researcher gives test to 21 students which consist of 20 items for 60 minutes. The researcher used the formula K-R 20 as follow:

$$R^{11} = \frac{n}{n-1}\left[\frac{s2-\Sigma pq}{s2}\right.$$

Where:

R^{11}= reliability coefficient

n= the sum of students

p= proposition who give right answer

q= proposition of students who give wrong answer

Σpq= sum of $_{pq}$

S^2= variant

General description of coefficient correlation as follows:

0.80 <R^{11} 1.00 : very high

0.60 < R^{11} 0.80 : high

0.40 < R^{11} 0.60 : moderate

0.20< R^{11} 0.40 : low

0.0 < R^{11} 0.20 : very low

D. Technique of Data Collection

Collecting the data, the data taken from the students vocabulary test. The researcher used a test to know the students' vocabulary mastery after they were taught by using thes fly swatter game. The test given in text test to the students at class VII^B SMPN 1 INUMAN. The test delivered to all of the students in the class. The researcher gave the test which consist of fluency types. After the students finish their test the researcher collected the students' scores. After that the researcher compared the students' scores

and answer the hypothesis.

The briefly steps which have been done in this research were:

1. Pre-test

   The researcher gave the pre-test before giving the treatment or before teaching English especially in vocabulary mastery. The pre-test is used to know the students' vocabulary mastery at the beginning. The post-test is used to know the development of the students' vocabulary mastery at the end. The researcher gave the test that was in instrumentation to the students, collected the students' score and then analyze the students' score.

2. Post test.

   After teaching. The teacher gave the test as the comparison and the evaluation of students' score before and after treatment is done. The researcher did the following instructions:

   a. Asked the students that they are ready for the test

   b. Testing the students test

   c. Gave the scores. The formula that is used in this step is

same with the formula in pre-test.

E. Technique of Data Analysis

Technique of the data analysis used by the researcher was t $_{test}$ formula to analyze the data and to find out how the effect of fly swatter game on students' vocabulary mastery. The researcher used statistical calculation of t_{test} to determine the final calculation (t-calculated) of fly swatter game on students vocabulary mastery. Suryabrata states that the suitable statistic formula in one group pre-test and post-test design is by using t-test to find whether the differences of pre-test and post-test are significant.[47] The researcher compare of the mens score of pre-test and post-test. in a research there was one class , the researcher used t $_{test}$ to analyze the data. The researcher use the formula of t $_{test}$ suggested by Ali , there are some steps conducted in one group pre-test and post-test design:[48]

1. Choose the subject as the sample.
2. Conduct the pre-test (T1).
3. Give the treatment (fly swatter game) to the students (x).
4. Conduct the posttest (T2) after the treatnebt is used in learning process.

[47] Sumardi Suryabrata, metodology penelitian, (Jakarta: PT. Raja Grafindo Persada,2004),p.102

[48] Mohammad Ali , Strategi penelitian pendidikan , (Bandung: Aksara, 1993), p. 148

5. Find the mean scores and standart deviation of pre-test and post-test. After that, compare them.

   a. Find the mean score ($\bar{x}$)

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

      Simbols :

      $\bar{x}$ = Means

      $\sum x$ = the sum of all the scores

      N = total number of subject

   b. Find the standard deviation (s)

      $$S = \sqrt{\frac{\sum F (xi - \bar{x})^2}{n-1}}$$

6. Test the differences of mean score by using t-test

   To analyze the result of experiment that used one group pre-tesr and pos-test design. Arikunto suggested to use the following formula:[49]

[49] Suharsimi Arikunto

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

Symbols:

Md = mean of pre-test and post-test

Xd = deviation of pre-test and post-test

$\sum x^2 d$ = sum of quadratic deviation

N = total number of subject

Post-test score is analyzed by using this formula to see whether there is or there is no significant difference of the students' pre-test result and students' post-test after using fly swatter game in improve students' vocabulary mastery. The researcher used t-test to compare of find out whether the value of t-obtained indicates a significant difference between mean scores of two test, it is compared to the value of t in the table at the degree of freedom α= 0.05. The condition is the alternative hyphotesis (Ha) is accepted if t- obtained > t table. While the nuul hypothesis (Ho) is accepted if t- obtained < t-table.

BAB IV

RESEARCH FINDINGS

A. Findings

In this chapter, the researcher wants to describe about result

of analysis of collected data carried out to answer the research question: is there any significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI. The finding of the research were intended to explain whether there was any significant effect of using fly swatter on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI.

1. Description of pre-test and post test

The data of this research was gotten by the researcher based on the research that had been done at first grade students of SMPN 1 INUMAN-KUANTAN SINGINGI. The data was gained by giving pre-test and post-test for the sample class. Pre-test was given before treatment, and post-test was given after treatment. There were 19 students involved pre-test and post-test. The data of this research was the scores of the students' vocabulary test in form objective tests. The kind of the tests was multiple choices that consisted of 20 items. To measure the score of the students' pre-test and post-test the researcher measured the students' scores by multiplying the right answer of the students with the score of the test. In this research the score of one test was 5. So the highest scores of the students was 100 and the lowest one was 0.

Pre-test was given to the students as sample at the

beginning of the class or meeting. Post-test was given to the students at the end of the class or meeting. There were 20 items which were answered by students. The data of pre-test and post-test was got as a table belows:

Table 4.1 The students score of vocabulary test

NO	Students code	Pre-test	Post-test
1	AJ	70	85
2	AA	60	75
3	A	60	70
4	AFK	55	65
5	DA	70	70
6	DY	50	70
7	EA	70	75
8	EAR	65	70
9	K	60	65
10	M	75	85
11	MVS	60	65
12	R	50	75

13	RTJ	80	90
14	RLS	65	70
15	RJ	70	80
16	RS	50	80
17	RA	55	65
18	WR	50	70
19	ZA	70	80
	Mean (x)	**62,37**	**73,68**
	Standard deviation (S)	**9,18**	**7,56**
	Varian ($S^{2)}$	**84,27**	**57,15**
	Max	**80**	**90**
	Min	**50**	**65**
	Σx_1	**1185**	**1405**

The table above showed that the number of all scores pre-test was 1185 and post-test was 1405, number of students pre-test and post-test was 19, mean score pres-test was 62,37 and post-test 73,68, standard deviation of pre-test was 9,18 and post-test was

7,56, variant of pre-test was 84,27 and post-test was 57,15. The highest score of pre-test was 80 and post-test wa 90 and the lowest score pre-test was 50 and post-test was 65.

Table. 4.2: The distribution of students' score in pre-test and post-test

Statistic	Pre-test	Post-test
N	19	19
Mean (x)	62,37	73,68
Standard deviation (S)	9,18	7,56
Variant (s^2)	84,27	57,15
Max	80	90
Min	50	65
Sum all of score ∑x	1185	1405

2. Analysis of the data

In this research there were two kinds of the data analyzed in this research : pre-test and post-test. After getting the mean score and the standard deviation both of tests then the researcher got the $t_{obtained}$. After that, the data were calculated by using t-test. Formula as follows:

$$t = \frac{Md}{\frac{\sqrt{\sum X2D}}{N(N-1)}}$$

Symbols:

Md= mean of pre-test and post-test

Xd = deviation of pre-test and post-test

$\Sigma x^2 d$= sum of quadratic deviation

N = total number of subject

The formula above was used to compare the mean score of pre-test and post-test. The researcher used the following table to analyze the t-test of mean scores between pre-test and post-test:

Table 4.3: Analysis of the t-test

No	Pre-test C1	Post-test C2	Gain (d) pre-test and post test	Xd (d-Md)	Xd^2
1	70	85	15	3,68	13,54
2	60	75	15	3,68	13,54
3	60	70	10	-1,32	1,74
4	55	65	10	-1,32	1,74
5	70	70	0	-11,32	128,14
6	50	70	20	8,68	75,34
7	70	75	5	-6,32	39,94
8	65	70	5	-6,32	39,94
9	60	65	5	-6,32	39,94
10	75	75	0	-11,32	128,14
11	60	65	5	-6,32	39,94
12	50	75	25	13,68	187,14
13	80	90	10	-1,32	1,74
14	65	70	5	-6,32	39,94
15	70	80	10	-1,32	1,74

16	50	80	30	18,68	348,94
17	55	65	10	-1,32	1,74
18	50	70	20	8,68	75,34
19	70	80	10	-1,32	1,74
	Σc1= 1185	Σc2= 1400	Σd= 215		Σxd2= 1192,06

$$Md= \frac{\Sigma d}{N}=\frac{215}{19}=11,32$$

$$t= \frac{Md}{\sqrt{\frac{\Sigma X2D}{N(N-1)}}}= \frac{11,32}{\sqrt{\frac{1192,06}{19(19-1)}}}=\frac{11,32}{\sqrt{\frac{1192,06}{19(18)}}}=\frac{11,32}{\sqrt{\frac{1192,06}{342}}}=\frac{11,32}{\sqrt{3,49}}=\frac{11,32}{1,87}=$$

6,053

df=19

by using t 0,05 was found t-table 1,734

$t_{obtained} < t_{table} = 6,053 < 1,734$

Based on the analysis of the t-test above, the mean score of pre-test and post-test was 11,32 the sum of gain (the differences of students post-test and pre-test) was 215 and the sum of

quadratic deviation was 1192,06. After getting those data, it was used to find the t-test of the pre-test and post-test. The t-test of the score was 6,053. Then, the researcher obtained the t-table on 2 degree of freedom and alpha 0,05 level of significance. From the calculation, it was found that t-obtained was higher than t-table, where the t-obtained was higher was 6,053 while t-table was 1,734. It means the differences between pre-test and post-test was significant.

3. Testing hypothesis

After the score pre-test and post-test had been analyzed, the hypothesis was tasted. The hypothesis in this research was:

Ha: there is a significant effect of fly swatter game method toward students' vocabulary mastery (Ha: $\mu_1 \neq 0$).

Ho: there is a significant effect of fly swatter game method toward students' vocabulary mastery (Ho: $\mu_1 = 0$).

Ha mean there is a significant effect of using fly swatter game on students' vocabulary mastery. on the other hand, Ho means there is no significant effect of using fly swatter game on students vocabulary. To measure whether the hypothesis was accepted or rejected, the researcher used this formula:

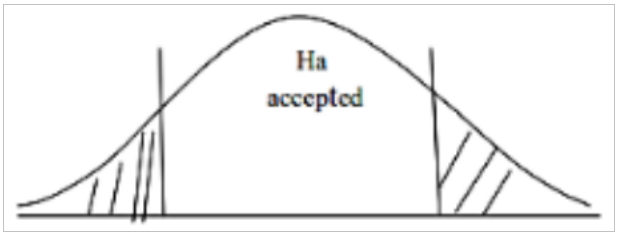
$T_{obtained} > t_{tab}$, it means Ha is accepted and Ho is rejected

$T_{obtained} < t_{tab}$, it means Ha is rejected and Ho is accepted

Based on the formula above, to find whether Ha is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table} was higher than the value of the t_{table} the descriptive hypothesis (Ha) is accepted. However, if the value ofthe $t_{obtained}$ is the same or less than the value of the null t_{table} hypothesis (Ha) is accepted.

From the calculation of the score of both tests, the mean score of the post-test = 73,68 was higher than the pre-test =62,37. Then, it was analyzed by using t- formula and the result of the t-obtained was 6,053 on 19 degree of freedom and (a) 0.05 level of significance. Through comparing the t- obtained (6,053) to the t-table (1,734) on the same degree of freedom and level of significance, it was found that the value of t-obtained was higher than the value of t-table. It shown in the graphic below:

Graphic:



-1,734 +1,734 6,053

From the data above, it could be concluded that the hypothesis (Ha) was accepted and the null hypothesis was rejected. For this reason, it can be said that fly swatter game gives better

effect on the students' vocabulary mastery.

B. Discussion

Vocabulary is one of important language components that contribute significantly on the mastery of language skill. Without mastering vocabulary the students cannot practice English fluently. They would be difficult in listening, speaking, writing and reading. Because vocabulary is one aspect component in English learning. For this reason, the teacher should find some effective method to improve students vocabulary mastery in English. One of method that might be used to improve students' vocabulary mastery is using fly swatter game.

Based on this swatter game to improve students' vocabulary mastery. There was one class which involved in this research. The researcher choosed only one class because of considaration. The research was conducted by vocabulary tests. In this case, the function of the test want to know the students' mastery in vocabulary. So, in this research the researcher found fly swatter game give significant effect to improve students' vocabulary mastery because with use the fly swatter game. Students want to participation in front of the class and students got more new vocabulary, related to the topic of to finish the task and achieve the vocabulary that could help them objective. This was supported by

ika Rahmadani Lubis that fly swatter game caused the students become more active in the class. When the teacher ask them to find new vocabularies in whiteboard they can find it swatter game can make students' participation increased.

In addition, fly swatter game is useful for the teacher and students. It is easier in explaining lesson by simulating the idea of the students. by using fly swatter game the student is easier to think and speak in front of the class. Therefore, fly swatter game is an insteresting tool in learling English especially in lerning vocabulary as support by Haring.[50] It shows that fly swatter game can help students in learning English especially in vocabulary aspect since fly swatter game is interested an can motivate the students.

In the classroom process, there was some step that researcher did. First the class was given pre-test. After that, the researcher gave the treatment based on the topic. Then, the post-test was given after the treatment. After both of test were done, the researcher obtained the mean score, the standard deviation of pre-test. Based on the analyzed the data, the result of the both test which were gained would be calculated by comparing the score of the using t-test. It was found that there was significant effect of using fly swatter game method towards the student vocabulary

[50] Haring. The fly swatter game (online).(2009:234) vol

mastery.

Furthermore, statistically calculated that the result of t-test was 6.053 which was higher than the value of t-table 1.743. Thus, the result of study supported the researcher hypothesis and indicated that there was significant effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 INUMAN-KABUPATEN KUANSING with the level of significance (a) 0.05.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

It has mentioned before the purpose of this research is to know the effect of using fly swatter game method toward students' vocabulary mastery. in this research, there was only one class involved which was treated by using fly swatter game method, and then the class was given a pre-test and a post-test. Then, the researcher compared the scores of pre-test and post-test by using t

-test formula.

Based on the result of the research that had been discussed in the previous chapter, it can be concluded that the scores of the students who use fly swatter game method in learning vocabulary was higher than before. It can be seen the mean score of pre-test and the post-test. The mean score of pre-test was 62,37, while the mean score of post-test was 73,68. In addition the t-test value is 6,053. It is bigger than t-table (1,734).

B. Suggestion

Based on the finding above, it had been proved that there was significant effect of fly swatter game method toward students' vocabulary mastery at SMPN 1 INUMAN. As could be seen on the result of the research, the research would be like to suggest as follows:

1. It is expected that the English teachers can consider and use fly swatter game method in English learning process as a teaching way to increase the students' vocabulary mastery and to obtain the learning goals.
2. This research is an input or consideration for many people especially who concern in English education section and other educational institutions.
3. Since this research is only a beginning research, further research is expected to be done to see other findings that

have not been covered by this research. For this reason, the researcher hopes these suggestions can be accepted and done as well as possible by all of the readers.

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APPENDIX

APPENDIX 1: PRE-TEST DATA

Pre-test data

No	Students' code	Post-test
1	AJ	85
2	AA	75

3	A	70
4	AFK	65
5	DA	70
6	DY	70
7	EA	75
8	EAR	70
9	K	65
10	M	85
11	MVS	65
12	R	75
13	RTJ	90
14	RLS	70
15	RJ	80
16	RS	80
17	RA	65
18	WR	70
19	ZA	80

APPENDIX 2: STANDARD DEVIATION OF THE PRE-TEST

Standard Deviation Of Pre-Test

Xi	F	Fxi	xi-x	$(xi-x)^2$	$F(xi-x)^2$
50	4	200	-12,37	153,02	612,08
55	2	110	-7,37	54,32	108,64
60	4	240	-2,37	5,62	22,48
65	2	130	2,63	6,92	13,84
70	5	350	7,63	58,22	291,1
75	1	75	12,63	159,52	159,52
80	1	80	17,63	310,82	310,82
Σxi	Σf=19	Σfxi=1.185			Σf(xi-x)= 1.518,48

Standard deviation

$$S= \frac{\sqrt{\Sigma f\ xi\text{-}x2}}{n-1} = \frac{\sqrt{1.518,48}}{19-1} = \frac{\sqrt{1.518,48}}{18} = \sqrt{84,36} = 9,18$$

APPENDIX 3: ANALYSIS OF PRE-TEST

Analysis Of Pre-Test

No	Students' code	Xi	x	xi-x	$(xi-x)^2$
1	AJ	70	62,37	7,63	58,22
2	AA	60	62,37	2,37	5,62
3	A	60	62,37	2,37	5,62
4	AFK	55	62,37	-7,37	54,32
5	DA	70	62,37	7,63	58,22
6	DY	50	62,37	-12,37	153,02
7	EA	70	62,37	7,63	58,22
8	EAR	65	62,37	2,63	6,92
9	K	60	62,37	-2,37	5,62

10	M	75	62,37	12,63	159,52
11	MVS	60	62,37	-2,37	5,62
12	R	50	62,37	-12,37	153,02
13	RTJ	80	62,37	17,63	310,82
14	RLS	65	62,37	2,63	6,92
15	RJ	70	62,37	7,63	58,22
16	RS	50	62,37	-12,37	153,02
17	RA	55	62,37	-7,37	5,32
18	WR	50	62,37	-12,37	153,02
19	ZA	70	62,37	7,63	58,22

Mean of pre-test

$$(x)= \frac{\Sigma x}{N} = \frac{1.185}{19} = 62,37$$

Standard deviation

$$S= \frac{\sqrt{\Sigma f\ xi\text{-}x2}}{n\text{-}1} = \frac{\sqrt{1.118,48}}{19\text{-}1} = \frac{\sqrt{1.518,48}}{18} = \sqrt{84,36} = 9,18$$

APPENDIX 4: POST-TEST DATA

Post Test Data

No	Students' code	Post-test
1	AJ	85
2	AA	75
3	A	70
4	AFK	65
5	DA	70
6	DY	70
7	EA	75
8	EAR	70
9	K	65
10	M	85
11	MVS	65
12	R	75
13	RTJ	90
14	RLS	70
15	RJ	80
16	RS	80

17	RA	65
18	WR	70
19	ZA	80
	Mean (x)	**73,68**

APPENDIX 5: STANDARD OF DEVIATION OF THE POST-TEST

Standard Of Deviation Of The Post-Test

Xi	F	Fxi	xi-x	$(xi-x)^2$	$F(xi-x)^2$
65	4	260	-8,86	75,34	301,36
70	6	420	-3,68	13,54	81,24
75	3	225	1,32	1,74	5,22
80	3	240	6,32	39,94	119,82
85	2	170	11,32	128,14	256,28
90	1	90	16,32	266,34	266,43
	Σf = 19	Σfxi = 1405			$\Sigma f(xi-i)^2$ = 1030,35

Standard deviation

$$S= \frac{\sqrt{\Sigma f\ xi\text{-}x2}}{n-1} = \frac{\sqrt{1030,35}}{19-1} = \frac{\sqrt{1030,35}}{18} = \sqrt{57,24} = 7,56$$

APPENDIX 6: ANALYSIS OF POST-TEST

Analysis Of Post-Test

No	Students' code	Xi	X	xi-x	$(xi-x)^2$
1	AJ	85	73,68	11,32	128,14
2	AA	75	73,68	1,32	1,74
3	A	70	73,68	-3,68	13,54
4	AFK	70	73,68	-8,68	75,34
5	DA	70	73,68	-3,68	13,54
6	DY	70	73,68	-3,68	13,54
7	EA	75	73,68	1,32	1,74
8	EAR	70	73,68	-3,68	13,54
9	K	65	73,68	-8,68	75,34
10	M	75	73,68	1,32	128,14
11	MVS	65	73,68	-8,68	75,34
12	R	75	73,68	1,32	1,74

13	RTJ	90	73,68	16,32	266,34
14	RLS	70	73,68	-3,68	13,54
15	RJ	80	73,68	6,32	39,94
16	RS	80	73,68	6,32	39,94
17	RA	65	73,68	-8,68	75,34
18	WR	70	73,68	-3,68	13,54
19	ZA	80	73,68	6,32	39,94

Mean of post-test

$$(x)= \frac{\Sigma x}{N} = \frac{1405}{19} = 73,68$$

Standard deviation

$$S= \frac{\sqrt{\Sigma f\ xi\text{-}x2}}{n\text{-}1} = \frac{\sqrt{1030,35}}{19\text{-}1} = \frac{\sqrt{1030,35}}{18} = \sqrt{57,24}= 7,56$$

APPENDIX 7: ANALYSIS OF T-TEST

Analysis Of T-Test

No	Pre-test C1	Post-test C2	Gain (d) pre-test and post test	Xd (d-Md)	Xd^2
1	70	85	15	3,68	13,54

2	60	75	15	3,68	13,54
3	60	70	10	-1,32	1,74
4	55	70	15	3,62	13,54
5	70	70	0	-11,32	128,14
6	50	70	20	8,68	75,34
7	70	75	5	-6,32	39,94
8	65	70	5	-6,32	39,94
9	60	65	5	-6,32	39,94
10	75	75	0	-11,32	128,14
11	60	65	5	-6,32	39,94
12	50	75	25	13,68	187,14
13	80	90	10	-1,32	1,74
14	65	70	5	-6,32	39,94
15	70	80	10	-1,32	1,74
16	50	80	30	18,68	348,94
17	55	65	10	-1,32	1,74
18	50	70	20	8,68	75,34

19	70	80	10	-1,32	1,74
	Σc1= 1185	Σc2= 1400	Σd= 215		Σxd2= 1192,06

APPENDIX 8: T-TEST FORMULA

$$t= \frac{Md}{\frac{\sqrt{\sum X2D}}{N(N-1)}}$$

Symbols:

Md: mean of pre-test and post-test

Xd: deviation of pre-test and post-test

$\Sigma x^2 d$: sum of quadratic deviation

N: total number of subject

$$Md= \frac{\sum d}{N} = \frac{215}{19} = 11,32$$

$$t= \frac{Md}{\frac{\sqrt{\sum X2D}}{N(N-1)}} = \frac{11,32}{\frac{1192,06}{19(18)}} = \frac{11,32}{\frac{1192,06}{342}} = \frac{11,32}{3,48} = \frac{11,32}{1,86} = 6,086$$

by using t 0,05 was found t-table = 1,734

$t_{obtained} > t_{table} =$ 6,086 > 1,734

APPENDIX 9: HYPOTHESIS TESTING

T_{table} = 1,734

$T_{calculated}$ = 6,086

If $t_{table} > t_{calculatede} > + t_{table}$ Ha is accepted and Ho is rejected

-1,734 > 6,086 > + 1,734

Ha is accepted and Ho is rejected

APPENDIX 10 Normality of the class

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
KELAS VII	,110	19	,200*	,966	19	,700

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

a. Lilliefors Significance Correction

Base on the result the significant value is 0,700. It is bigger than alpha value (0,05)

APPENDIX 11

TEST INSTRUMENT GUIDLINE TRY OUT

Variable	Indikator soal	Description	No items
The effect of fly swatter game on students vocabulary mastery	1. Antonym 2. Synonym 3. Definition 4. Gap filling	1. Identifying the meaning of synonym of the word.	2,6,8,18,24 and 25
		2. Identifying the meaning of antonym of the word.	4,5,11,15,16,17 and 19
		3. Identifying the meaning of definition of the word.	1,3,7,12, 13, and 21
		4. Identifying the meaning of gap filling of the word	10,13,14,20,22,23and

APPENDIX 12

Lesson Plan In The Experimetal Class

Satuan pendidikan : SMPN 1 INUMAN
mata pelajaran : English
kelas : VII / 1
Topik : mendeskripsikan hewan
Materi pokok : Descriptive text
Alokasi waktu : 2 x 45 Minutes (90 Minutes)

A. Kompetensi inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong) , santun, percayadiri, dalam berinteraksi secara efektive dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang / teori.

B. Kompetensi dasar

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang dan benda. Pendek

dan sederhana, sesuai dengan konteks penggunaanya.

C. Idikator pencapaian kompetensi

3.10.1 Menyebutkan informasi seperti nama, benda dan sifat binatang yang ada di dalam teks.
3.10.2 Menemukan kosakata baru yang ada di dalam teks.
3.10.3 Menunjukkan struktur teks deskriptif di teks.
3.10.4 Menghubungkan informasi yang ada dalam teks kedalam kegiatan permainan.

D. Tujuan pembelajaran

Siswa dapat mendeskripsikan orang, benda dan binatang dalam kehidupan sehari-hari.

E. Materi pembelajaran

Teks deskriptif pendek, sederhana tentang orang, binatang dan benda.

Fungsi sosial:

1. Menggambarkan objek dengan cara merinci objek secara subjektif atau melukis kondisi objek dari sudut pandang penulis.

Struktur teks:

1. Identifikasi
2. Deskripsi

Unsur kebahasaan:

1. Menyampaikan kata benda singular dan plural.
2. Menyampaikan kata ganti orang, it, they, dll.
3. Menyampaikan kata sifat long, expensive, dll.
4. Menyampaikan preposisi on,in and at
5. Kata kerja untuk menyatakan keadaan dan tindakan rutin dan simple present (he is my love cat, he likes to play with balls).

F. Model / metode pembelajaran

1. Pendekatan : Scientific
2. Strategi : fly swatter game

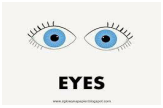
G. Media & sumber belajar

1. Media : Papan tulis, fly swatter, spidol, flashcard
2. Sumber belajar : Buku pegangan siswa dan lingkungan sekitar

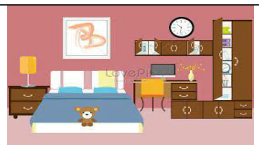
H. Kegiatan pembelajaran

Aktifitas (1st meeting)	Deskripsi	Alokasi waktu
Pendahuluan	• Guru memberi salam • Guru mengajak siswa berdoa • Guru memeriksa kehadiran siswa • Guru menjelaskan tujuan dan langkah-langkah pembelajaran	10
Kegiatan inti	*Mengamati* **A cat**  • Guru melihatkan gambar di papan tulis. • Guru meminta siswa untuk mengamati gambar yang telah di sediakan. *Menanya* • Guru menanyakan informasi kepada siswa tentang gambar yang telah di	70

	sediakan. *a.* Apa yang ada pada gambar ini? *b.* Yang yang dia lakukan? *c.* Apa yang di pecan olehnya? *<u>Mengumpulkan informasi</u>* • Guru meminta siswa untuk mengemukakan pendapat mereka tentang gambar. Text descriptive Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat. I love him so much. Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me. *<u>Mengasosiasi</u>* • Guru dan siswa mendiskusikan isi teks yang ada di dalam teks deskriptif. • Guru menanyakan kosakata yang ada di dalam teks.	

	• Guru mengajarkan siswa bagaimana cara membuat teks deskriptif *Fly swatter game* • Guru menempelkan flashcard di papan tulis.     • Guru membentuk kelas dalam 2 kelompok. • Guru memberi dua warna berbeda fly swatter game kepada 2 kelompok. • Guru memberi petunjuk kepada kelompok tentang kartu mana yang akan mereka pukul (dengan cara mengucapkan katanya seperti “cat”) • Guru memperhatikan dengan baik untuk melihat kelompok mana yang memukul kartu yang benar terlebih dahulu. • Guru meminta untuk mengeja dan mengarti kata yang telah dipukul dengan benar. • Guru memeberi tim pertama satu poin.	

	mengkomunikasikan • Guru meminta siswa membuat teks deskriptif. • Siswa mengumpulkan hasil tulisannya kepada guru • Siswa membaca satu persatu hasil dari tulisan mereka di depan kelas.	
Closing	• Siswa dan guru menyimpulkan point penting dalam kegiatan pembelajaran • Siswa dan guru merefleksi kegiatan pembelajaran • Guru memberikan tugas individu mendeskripsikan salah satu anggota keluarganya • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya • Guru memberi salam	10
Activity (2nd meeting) Pendahuluan	• Guru memberi salam • Guru mengajak siswa berdoa • Guru memeriksa kehadiran siswa Guru menjelaskan tujuan dan langkah-langkah pembelajaran	
Kegiatan inti	*Mengamati* **My bedroom**	

	 • Guru melihat gambar di papan tulis. • Guru meminta siswa untuk mengamati gambar yang telah disediakan. *Menanya* • Guru menanyakan informasi kepada siswa tentang gambar yang telah disediakan. *Mengumpulkan informasi* • Guru meninta siswa untuk mengemukakan pendapat mereka tentang gambar. Text descriptive Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There same bed cover and a warm blanket on my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelt. I put my books there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the	

	lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange the things neatly to make my bedroom comfortable to live in. <u>*Mengasosiasi*</u> • Guru dan siswa mendiskusikan isi teks yang ada di dalam teks deskriptif. • Guru menanyakan kosa kata yang ada di dalam teks. • Guru mengajarkan siswa bagaimana cara membuat teks descriptive. <u>*Fly swatter game*</u> • Guru menempelkan flashcard di papan tulis.     • Guru membentuk kelas dalam 2 kelompok. • Guru memberi dua warna berbeda	

	fly swatter game kepada 2 kelompok. • Guru memberi petunjuk kepada kelompok tentang kartu mana yang akan mereka pukul (dengan cara mengucapkan katanya seperti "bed") • Guru memperhatikan dengan baik untuk melihat kelompok mana yang memukul kartu yang benar terlebih dahulu. • Guru meminta untuk mengeja dan mengarti kata yang telah dipukul dengan benar. • Guru memeberi tim pertama satu poin. *mengkomunikasikan* • Guru meminta siswa membuat teks deskriptif. • Siswa mengumpulkan hasil tulisannya kepada guru. Siswa membaca satu persatu hasil dari tulisan mereka di depan kelas.	

F. penilaian pembelajaran

a. penilaian sikap : tanggung jawab, jujur, gotong royong dan percaya diri

b. penilaian keterampilan:

- tes tulis: Multiple-choice (test vocabulary)

Mengetahui Kepala sekolah	Inuman, ……. Guru mata pelajaran
AJIS S.Pd.,M.Pd	ELATRIPARNI MERI
NIP. ……	NIM. 2317.123

APPENDIX 13

LEMBARAN SOAL

MATA PELAJARAN: BAHASA INGGRIS

KELAS : VII

WAKTU : 60 menit

PETUNJUK UMUM:

1. Tuliskan data identitas pada lembar jawaban yang disediakan!
2. Periksa dan bacalah dengan teliti soal-soal sebelum menjawabnya!

3. Dahulukan menjawab soal-soal yang dianggap mudah!
4. Periksa pekerjan sebelum diserahkan kepada guru yang bersangkutan!

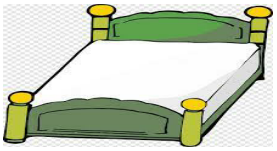
PETUNJUK KHUSUS:

Pilihlah satu jawaban yang paling benar dengan menyilang salah satu huruf a, b, c dan d pada lembar jawaban!

Name :

Class :

Subject :

1. 

   There is a …. In my bedroom

   a. bed
   b. table
   c. chair
   d. broom

2. this is (buku)

   a. box
   b. book
   c. pen
   d. pencil

3. my cat is <u>black</u>

   the antonym of the underlined word is…

   a. orange
   b. red
   c. white
   d. grey

4. 

What is the cat playing?

a. wood
c. rock
b. mouse
d. ball

The following text is for questions 5 to 9

My bedroom

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. in the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange the things neatly to make my bedroom comfortable to live in

5. "There are <u>many</u> kinds of furniture in my bedroom"

The antonym of the underlined word is….

a. little
c. big
b. much
d. small

6. There is a <u>nice</u> bed cover and a warm blanket on my bed.

The synonym of the underlined word is……

a. Good
c. Ugly
b. Bed
d. Nasty

7. 

There is a…. in my bed

a. bedcover
c. table
b. blanket
d. chair

8. "there is a table and a chair next to the shelf"

What is the translate of the underlined word?

a. Selimut dan meja
c. meja dan kursi
b. Jam dan kursi
d. kursi dan kasur

The following text is for questions 9 to 13

A cat

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much.

Milo is long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

9. "He is not an expensive cat"

The synonym of the underlined word is…

a. low
c. cheap
b. economical
d. costly

10. 

There is a…. in my house

a. cat
b. tiger
c. monkey
d. dog

11. “He is not an expensive cat.”

The Antonym of the underline word is…..

a. greedy
b. cheap
c. beautiful
d. kind

12. “he is my lovely “cat”

What is the translate of the underline word?

a. tikus
b. monyet
c. kucing
d. kambing

13. Milo is long whiskers and green eyes

The synonym of the underline word is….

a. short
b. big
c. tall
d. lengthy

The following text is for questions 14 and 15

My cat

I have a pet cat. It’s name is Puspus. It’s white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it’s love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it.

14. “It is very soft and furry”

    The antonym of the underlined word is…

    a. mushy
    c. sloppy
    b. hard
    d. slow

15. “It is very soft and furry”

    The synonym of the underlined word is…

    a. hard
    c. hairy
    b. slow
    d. soft



16. there is a…. in my bedroom

    a. bedcover
    c. bed
    b. book
    d. bookshelf

17. What is the meaning bookshelf?

    a. buku
    c. kotak
    b. rak buku
    d. kasur



18. there is a…..in my bedroom

a. Lamp
c. pen
b. Desk lamp
d. pencil

19. What is the meaning of o’clock?

a. Bulat
c. jam
b. Tv
d. hp



20. The cat have long….. and green eyes.

a. Whiskers
c. nose
b. Hair
d. eyes

GOOD LUCK

Appendix 14 documentation

Pre-test



Post-test



Treatment 1



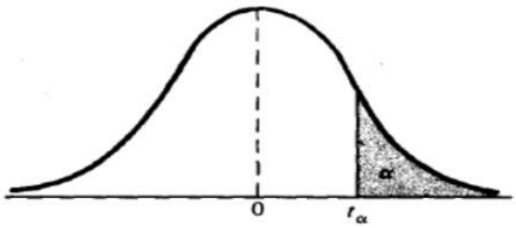
Treatment 2



Appendix 15

TABEL A.5*

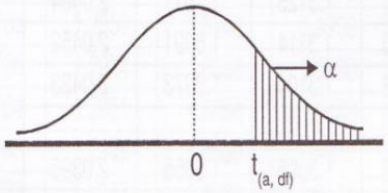
Nilai Kritik Sebaran t



	α				
ν	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.706	31.821	63.657
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
inf.	1.282	1.645	1.960	2.326	2.576

*Tabel diambil dari Tabel IV R. A. Fisher, *Statistical Methods for Research Workers*, Oliver & Boyd Ltd., Edinburgh, dengan izin pengarang dan penerbit.

Table 3 : Critical Value of the Distribution



Degrees of Freedom	UPPER – TAIL AREAS					
	0.25	0.1	0.05	0.025	0.01	0.005
1	1.0000	3.0777	6.3138	12.7062	31.8207	63.6574
2	0.8165	1.8856	2.9200	4.3027	6.9646	9.9248
3	0.7649	1.6377	2.3534	3.1824	4.5407	5.8409
4	0.7407	1.5332	2.1318	2.7764	3.7469	4.6041
5	0.7267	1.4759	2.015	2.5706	3.3649	4.0322
6	0.7176	1.4398	1.9432	2.4469	3.1427	3.7074
7	0.7111	1.4149	1.8946	2.3646	2.9980	3.4995
8	0.7064	1.3968	1.8595	2.3060	2.8965	3.3554
9	0.7027	1.3830	1.8331	2.2622	2.8214	3.2498
10	0.6998	1.3722	1.8125	2.2281	2.7638	3.1693

11	0.6974	1.3634	1.7959	2.2010	2.7181	3.1058
12	0.6955	1.3562	1.7823	2.1788	2.6810	3.0545
13	0.6938	1.3502	1.7709	2.1604	2.6503	3.0123
14	0.6924	1.3450	1.7613	2.1448	2.6245	2.9768
15	0.6912	1.3406	1.7531	2.1315	2.6025	2.9467
16	0.6901	1.3368	1.7459	2.1199	2.5835	2.9208
17	0.6892	1.3334	1.7396	2.1098	2.5669	2.8982
18	0.6884	1.3304	1.7341	2.1009	2.5524	2.8784
19	0.6876	1.3277	1.7291	2.0930	2.5395	2.8609
20	0.6870	1.3253	1.7247	2.0860	2.5280	2.8453
21	0.6864	1.3232	1.7207	2.0796	2.5177	2.8314
22	0.6858	1.3212	1.7171	2.0739	2.5083	2.8188
23	0.6853	1.3195	1.7139	2.0687	2.4999	2.8073
24	0.6848	1.3178	1.7109	2.0639	2.4922	2.7969
25	0.6844	1.3163	1.7081	2.0595	2.4851	2.7874
26	0.6840	1.3150	1.7056	2.0555	2.4786	2.7787
27	0.6837	1.3137	1.7033	2.0518	2.4727	2.7707
28	0.6834	1.3125	1.7011	2.0484	2.4671	2.7633
29	0.6830	1.3114	1.6991	2.0452	2.4620	2.7564
30	0.6828	1.3104	1.6973	2.0423	2.4573	2.7500
31	0.6825	1.3095	1.6955	2.0395	2.4528	2.7440
32	0.6822	1.3086	1.6939	2.0369	2.4487	2.7385
33	0.6820	1.3077	1.6924	2.0345	2.4448	2.7333
34	0.6818	1.3070	1.6909	2.0322	2.4411	2.7284
35	0.6816	1.3062	1.6896	2.0301	2.4377	2.7238
36	0.6814	1.3055	1.6883	2.0281	2.4345	2.7195
37	0.6812	1.3049	1.6871	2.0262	2.4314	2.7154
38	0.6810	1.3042	1.6860	2.0244	2.4286	2.7116
39	0.6808	1.3036	1.6849	2.0227	2.4258	2.7079
40	0.6807	1.3031	1.6839	2.0211	2.4233	2.7045
41	0.6805	1.3025	1.6829	2.0195	2.4208	2.7012
42	0.6804	1.302	1.6820	2.0181	2.4185	2.6981
43	0.6802	1.3016	1.6811	2.0167	2.4163	2.6951

44	0.6801	1.3011	1.6802	2.0154	2.4141	2.6923
45	0.6800	1.3006	1.6794	2.0141	2.4121	2.6896
46	0.6799	1.3022	1.6787	2.0129	2.4102	2.687
47	0.6797	1.2998	1.6779	2.0117	2.4083	2.6846
48	0.6796	1.2994	1.6772	2.0106	2.4066	2.6822
49	0.6795	1.2991	1.6766	2.0096	2.4049	2.6800
50	0.6794	1.2987	1.6759	2.0086	2.4033	2.6778
51	0.6793	1.2984	1.6753	2.0076	2.4017	2.6757
52	0.6792	1.2980	1.6747	2.0066	2.4002	2.6737
53	0.6791	1.2977	1.6741	2.0057	2.3988	2.6718
54	0.6791	1.2974	1.6736	2.0049	2.3974	2.6700
55	0.6790	1.2971	1.6730	2.0040	2.3961	2.6682
56	0.6789	1.2969	1.6725	2.0032	2.3948	2.6665
57	0.6788	1.2966	1.6720	2.0025	2.3936	2.6649
58	0.6787	1.2963	1.6716	2.0017	2.3924	2.6633
59	0.6787	1.2961	1.6711	2.0010	2.3912	2.6618
60	0.6786	1.2958	1.6706	2.0003	2.3901	2.6603
61	0.6785	1.2956	1.6702	1.9996	2.3890	2.6589
62	0.6785	1.2954	1.6698	1.9990	2.3880	2.6575
63	0.6784	1.2951	1.6694	1.9983	2.3870	2.6561
64	0.6783	1.2949	1.6690	1.9977	2.3860	2.6549
65	0.6783	1.2947	1.6686	1.9971	2.3851	2.6536
66	0.6782	1.2945	1.6683	1.9966	2.3842	2.6524
67	0.6782	1.2943	1.6679	1.996	2.3833	2.6512
68	0.6781	1.2941	1.6676	1.9955	2.3824	2.6501
69	0.6781	1.2939	1.6672	1.9949	2.3816	2.6490
70	0.6780	1.2938	1.6669	1.9944	2.3808	2.6479
71	0.6780	1.2936	1.6666	1.9939	2.3800	2.6469
72	0.6779	1.2934	1.6663	1.9935	2.3793	2.6459
73	0.6779	1.2933	1.6660	1.9930	2.3785	2.6449
74	0.6778	1.4931	1.6657	1.9925	2.3778	2.6439
75	0.6778	1.2929	1.6654	1.9921	2.3771	2.6430

Continued

76	0.6777	1.2928	1.6652	1.9917	2.3764	2.6421
77	0.6777	1.2926	1.6649	1.9913	2.3758	2.6412
78	0.6776	1.2925	1.6646	1.9908	2.3751	2.6403
79	0.6776	1.2924	1.6644	1.9905	2.3745	2.6395
80	0.6776	1.2922	1.6641	1.9901	2.3739	2.6387
81	0.6775	1.2921	1.6639	1.9897	2.3733	2.6379
82	0.6775	1.2920	1.6636	1.9893	2.3727	2.6371
83	0.6775	1.2918	1.6634	1.9890	2.3721	2.6364
84	0.6774	1.2917	1.6632	1.9886	2.3716	2.6356
85	0.6774	1.2916	1.6630	1.9883	2.3710	2.6349
86	0.6774	1.2915	1.6628	1.9879	2.3705	2.6342
87	0.6773	1.2914	1.6626	1.9876	2.3700	2.6335
88	0.6773	1.2912	1.6624	1.9873	2.3695	2.6329
89	0.6773	1.2911	1.6622	1.9870	2.3690	2.6322
90	0.6772	1.2910	1.6620	1.9867	2.3685	2.6316
91	0.6772	1.2909	1.6618	1.9864	2.3680	2.6309
92	0.6772	1.2908	1.6616	1.9861	2.3676	2.6303
93	0.6771	1.2907	1.6614	1.9858	2.3671	2.6297
94	0.6771	1.2906	1.6612	1.9855	2.3667	2.6291
95	0.6771	1.2905	1.6611	1.9853	2.3662	2.6286
96	0.6771	1.2904	1.6609	1.9850	2.3658	2.6280
97	0.6770	1.2903	1.6607	1.9847	2.3654	2.6275
98	0.6670	1.2902	1.6606	1.9845	2.3650	2.6269
99	0.6670	1.2902	1.6604	1.9842	2.3646	2.6264
100	0.6770	1.2901	1.6602	1.9840	2.3642	2.6259
110	0.6767	1.2893	1.6588	1.9818	2.3607	2.6213
120	0.6765	1.2886	1.6577	1.9799	2.3578	2.6174
~	0.6745	1.2816	1.6449	1.9600	2.3263	2.5758

Appendix 16

THE VALIDITY OF THE INSTRUMENT

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Agseora Ediyen, M.Hum

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Elatri Parni Meri dengan NIM 2317123 dengan judul "The effect of fly swatter game on students' vocabulary mastery at first grade students of SMPN 1 Inuman-Kuantan Singingi" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, Januari 2022
Validator

Agseora Ediyen, M.Hum