

**THE USE OF FLY SWATTER GAME IN TEACHING VOCABULARY
MASTERY TO THE SEVENTH GRADE STUDENTS' OF SMP
NEGERI 6 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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THESIS

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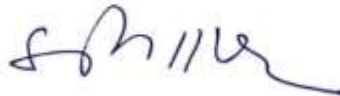
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Menyatakan bahwa skripsi berjudul:

The Use of Fly Swatter Game in Teaching Vocabulary Mastery to the Seventh Grade Students' of SMP Negeri 6 Palembang, beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 15 Maret 2023

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MOTTO AND DEDICATION

Motto

“Don’t look back, you’re not going that way because it’s the past, you should look forward, to the future”.

This thesis dedicated to :

1. My beloved parents Mr. Amsani and Mrs. Emi Astuti. Thank you so much for your love, best support, and prayers. There were no words which can describe my biggest thanks for you.
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ABSTRACT

Yolanda, Shely, 2023. *The Use of Fly Swatter Game in Teaching Vocabulary Mastery to the Seventh Grade Students' of SMP Negeri 6 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Sherly Marliasari, S.Pd., M.Pd. (2) Dita Adawiyah, S.Pd., M.Pd.

Keywords: *Teaching, Vocabulary Mastery, Fly Swatter Game.*

The objective of this research was to find out whether teaching vocabulary mastery using fly swatter game in vocabulary mastery significant or not. The method used in this research was quasi experimental method. The population of this research was all the seventh grade students' of SMP Negeri 6 Palembang. The total number of population was 372 students. The samples took out were 68 students from 372 students by using purposive sampling method. They divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching vocabulary mastery using fly swatter game on vocabulary help students in understanding vocabulary better. The mean in posttest of experimental group was 72.71, it was higher than the mean posttest of the control group which was 58.65. The result of T-Test obtained significance (sig. 2 tailed) was 0.002, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, so the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students' vocabulary mastery taught using Fly Swatter game than those who are not.

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The writer realizes that the thesis is far from being perfect. There are still many mistakes and weakness. Therefore, the writer hopes for suggestions and expect that this thesis will be useful for all of us.

Palembang, 20 February 2023

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents; background of the study, formulation of the study, objective of the study, significance of the study, and hypotheses of the study.

A. Background of the Study

In learning English, vocabulary was the one of the important components that support our learning when we were going to start learning English. Anyone would have problems, speaking, writing, reading and listening, when they did not have a good amount of vocabulary mastery. Susanto & Fazlinda (2016) states that when one learns foreign language, he would first time refer to the word list of the target language. Nevertheless, a language learner is not able speak, read, write, or understand a foreign language without knowing vocabulary. The more he knows the words, the better he could be (p. 166). It showed that it is important to mastery vocabulary when we learned a language.

According to (Dawamuddin, 2021) English vocabulary have some different characteristics with students language, like the grammar, pronunciation, vocabulary, etc. It makes English vocabulary very different with students' language (p. 54). Thus, it can be concluded that, vocabulary was the one item that must be mastered while learning English, because we cannot speak the language unless we mastered it. No matter how well we learned grammar or how well we mastered the sound of the foreign language, communication in the foreign language cannot occur in any meaningful way unless we had words to express a wider range of meanings.

A study by (Reskiawan, Andas, & Hajra, 2020), there are some factors that cause students difficulties in vocabulary mastery the first is different between written word and the pronouncing of English, the second is rarely to interact using English, it's rarely to practice, the third, the writing the word or sound-spelling mismatches, the fourth some word similar but different meaning, and the fifth wrong pronunciations are often caused by a lack of similarity between sounds English and Indonesian (p. 34).

According to (Hidayat & Rahmawati, 2017), Teaching a foreign language English for Indonesian is not an easy thing to do. Teachers are required to be successful. Effective

teaching is a basic factor for the success of the teaching and learning process to prepare for effective learning (p. 247). The writer concluded, that the problem of learning and teaching English in schools persists because English differs significantly from Indonesian in terms of structure, pronunciation, and vocabulary. Teachers develop techniques to teach English, teaching effectively and efficiently was not an easy task, therefore teachers might be able to plan and carried out teaching and learning activities. They might present good techniques for teaching English.

Based on writer observation and interview with the teacher and seventh grade students' at SMP Negeri 6 Palembang, the writer found that students had many problems in their English learning. There were (1) Less of vocabulary in English (2) students found difficulties to memorize and pronounce vocabulary in English (3) then they felt bored because they only memorize vocabulary through a dictionary. To solved the problems teacher needed to have many strategies such as using songs, pictures and games to make are interesting. In keeping with this reason, the writer would use game for doing this research.

According to Hashemi (2021), Games will create a friendly atmosphere in the classroom where every student is interested in a fun and competitive way of creating a supportive learning environment (p. 152). The used of games were not only changes the dynamic of the teaching, but also helped students study more easily and helped the brain learn more effectively. Games enable students to worked cooperatively, compete with other strategies in novel ways, and work in less stressful and more productive environments. In addition (Teyssier, 2016) Games have lots of advantages, there were enhance motivation, more flexible, setup engaging scenario, establish educational goals, then evaluate our learners with many ways.

Based on the writer observation at SMP Negeri 6 Palembang, the writer was used fun techniques in English learning, by using Fly Swatter Game. According to Rezkiah & amri, (2013) one of the strategies or methods that can be used for teaching vocabulary was fly swatter game (p. 237). The writer concluded that fly swatter game was one game that could help improve students' vocabulary mastery. The fly swatter game required students to use the teacher's instructions to get the word on the board. The student's task was to found the words on the board based on the teacher's instructions. If students found the

word meant, the student might hit the word with a bat that given, pronounce it in English and spell it. If students could play a variety of games in English, their vocabulary mastery improved. It was evident from the fact that they had memorized less vocabulary and were unable to recall the meaning of simple vocabulary. Therefore the writer was interested in conducting a research, entitled **“THE USE OF FLY SWATTER GAME IN TEACHING VOCABULARY MASTERY TO THE SEVENTH GRADE STUDENTS’ OF SMP NEGERI 6 PALEMBANG ”**.

B. Problem of the Study

Based on the background of the study above, the writer formulated the question as followed: “Was there any significant difference between the students’ who were taught by using Fly Swatter Game as a technique in teaching vocabulary and the students’ who were not taught by using fly swatter game at the seventh grade students’ of SMP Negeri 6 Palembang?”

C. Objectives of the Study

The objective of this study “Was to find out significant difference between the students’ who were taught by using fly swatter game technique in teaching vocabulary and the students who were not taught by using fly swatter game at the seventh grade students’ of SMP Negeri 6 Palembang”.

D. Significance of the Study

The significance of this study were:

1. Teachers of English

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

2. Students

For the students, this game will be a good experience of vocabulary learning, and also it will enrich their knowledge of learning vocabulary in an easy and fun way.

E. Hypotheses of the Study

The hypotheses of this study were formulate as followed:

1. H_a (alternative hypotheses) : There was a significant difference of the students' vocabulary skill before and after teaching vocabulary use Fly Swatter Game strategy.
2. H_0 (Null Hypotheses) : There was no significant difference of the students' vocabulary skill before and after teaching vocabulary use Fly Swatter Game strategy.

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