USING FLY SWATTER GAME AS A STRATEGY TO IMPROVE STUDENTS' VOCABULARIES AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 3 BONTOALA

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

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2024

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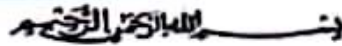
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Skripsi atas nama Yuliana NIM 105351107217, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 154 Tahun 1445 H/2024 M, tanggal 20 Dzulqaidah 1445 H/28 Mei 2024 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jum'at 7 Juni 2024

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ii

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APPROVAL SHEET

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iii

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COUNSELING SHEET FOR THESIS CONSULTATION

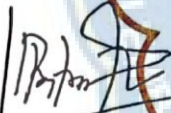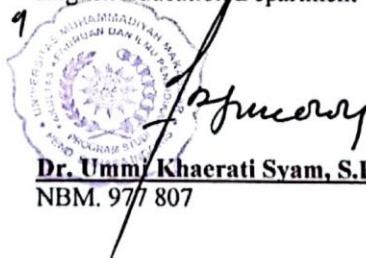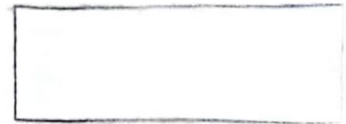|		
Name	:	Yuliana
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Day / Date	Chapter	Note	Sign
Tuesday, Feb 06, '24	4	Improve Findings	
Tuesday, Feb 20, '24	4	Improve Findings & discussion	
Friday, April 26, '24		Improve again what is stated. Next meeting will be signed.	

Makassar, 30 April 2024

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Day / Date	Chapter	Note	Sign
19/02/2024	I – V	Pra- Penelitian Instruments of the Research	
13/05/2024	I – V	Findings and Discussion	
14/05/2024	I – V	Abstract Table of Content Finding and Discussion	

Makassar, 25 May 2024

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Consultant II	:	**Ariana, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
18/05/2024	I–V	Abstract Finding and Discussion Bibliography	
21/05/2024	I–V	Findings and Discussion (count the findings again) Documentation	
24/05/2024		ACC	

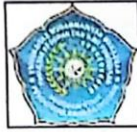Makassar, 15 May 20.24

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vi

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vii

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Yuliana

MOTTO

When you find that reality is not as beautiful as your dreams

Be patient!

Allah has prepared the best for you.

I dedicated this thesis for:

My loving parents, Jakariah and Nurlaelah, my sister and brothers.

Thank you for all of your sacrifices, sincerity, and prayers that never cease

that have enable me to finish my studies.

ABSTRACT

Yuliana (2024). *Using Fly Swatter Game as a Strategy to Improve Students'* *Vocabularies at the Eighth Grade of SMP Muhammadiyah 3 Bontoala.* English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, Supervised by Ratna Dewi and Ariana.

The objective of this research was to find out whether fly swatter game able to improve students' vocabularies, especially adjective and noun, at the eighth grade of SMP Muhammadiyah 3 Bontoala. The method used in this research is pre-experimental research with one group pretest-posttest design. The researcher used vocabulary test types of meaning, pronunciation, and spelling as the instrument, consisting of 30 questions. Data was collected using test on the pre-test and post-test. Data analysis using quantitative analysis was taken from pre-test and post-test scores. The population of this research was 39 students in the eighth grade at SMP Muhammadiyah 3 Bontoala. The sample was class VIII 1, which consisted of 20 students selected by using purposive sampling technique. Purposive sampling technique is a sampling technique based on certain criteria in accordance with the researcher's goals, which is in class VIII 1, There were still many students who have low vocabulary. The findings in this research showed that was the pre-test mean score in adjective was 46.9 and the mean score in noun was 51.2, while the post-test mean score in adjective was 74.4 and mean score in noun was 77. Furthermore, the total mean score of students' vocabularies on the post-test was 74.9, higher than the total mean score on the pre-test, which is 49.9. The improvement of students' vocabulary mean score from pre-test to the post-test was 25%. Based on the results of this research, the researcher concluded that using fly swatter game was effective to improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala.

Keywords: fly swatter, game, vocabulary

ABSTRAK

Yuliana (2024). *Menggunakan Permainan Pemukul Lalat Sebagai Strategi Untuk Meningkatkan Kosakata Siswa Kelas Delapan SMP Muhammadiyah 3 Bontoala.* Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing Oleh Ratna Dewi Dan Ariana.

Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan pemukul lalat mampu meningkatkan kosakata siswa, khususnya kata sifat dan kata benda, di kelas VIII SMP Muhammadiyah 3 Bontoala. Metode yang digunakan dalam penelitian ini adalah penelitian pra-eksperimental dengan desain one group pretest-posttest design. Peneliti menggunakan instrumen tes kosakata jenis makna, pengucapan, dan ejaan, yang terdiri dari 30 soal. Pengumpulan data dilakukan dengan menggunakan tes pada pre-test dan post-test. Analisis data menggunakan analisis kuantitatif yang diambil dari skor pre-test dan post-test. Populasi penelitian ini adalah siswa kelas VIII SMP Muhammadiyah 3 Bontoal yang berjumlah 39 orang. Sampelnya adalah kelas VIII 1 yang berjumlah 20 siswa yang dipilih dengan menggunakan teknik purposive sampling. Teknik purposive sampling merupakan teknik pengambilan sampel berdasarkan kriteria tertentu sesuai dengan tujuan peneliti, yaitu pada kelas VIII 1 masih banyak siswa yang mempunyai kosakata rendah. Temuan dalam penelitian ini menunjukkan bahwa nilai rata-rata kata sifat siswa pada pre-test adalah 46.9 dan nilai rata-rata kata benda siswa adalah 51.2, sedangkan nilai rata-rata post-test kata sifat adalah 74.4 dan nilai nilai rata-rata kata benda adalah 77. Selanjutnya, total nilai rata-rata kosakata siswa pada post-test adalah 74,9, lebih tinggi dibandingkan total nilai rata-rata pada pre-test yaitu 49,9. Peningkatan nilai rata-rata kosa kata siswa dari pre-test ke post-test adalah 25%. Berdasarkan hasil penelitian ini, peneliti menyimpulkan bahwa penggunaan permainan pemukul lalat efektif untuk meningkatkan kosakata siswa kelas VIII SMP Muhammadiyah 3 Bontoala.

Kata kunci: Pemukul lalat, permainan, kosakata

ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, Muhammad SAW peace be upon him. Alhamdulillah the researcher expresses her gratitude to the almighty God (Allah) that have been given guidance, chances and good health. So, the researcher could finish the thesis entitled "Using fly swatter game as a strategy to improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala".

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore, the researcher would like to express her deepest gratitude to them.

1. My beloved parents, Jakariah and Nurlaelah. I would like to thanks them from my whole heart. My father and my mother who always beside me for supports, pray, and give me suggestions during the hard time when completing this thesis.

2. Prof Dr. H. Ambo Asse, M.Ag as the Rector of Universitas Muhammadiyah Makassar for his advice during the researcher studied at the university.

3. Erwin Akib, S.Pd., M.Pd., Ph.D as the Dean of Faculty of Teacher Training and Education of Universitas Muhammadiyah Makassar.

TABLE OF CONTENT

LIST OF TABLE

xvii

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is a language element that focuses on the words or a specific group of words that we are attempting to acquire. According to (Alqahtani, 2015), vocabulary is a collection of words used in communication, and mastering vocabulary is essential in order to explain the information presented. Vocabulary is the foundation for learning a language. There is also no language structures. Language structure would not exist if there were no words.

Vocabulary learning is the heart of language learning and language usage. Actually, that is the essence of a language. Without the vocabularies, speakers are unable to express meaning or communicate with one another in a certain language. Vocabulary should be learned since it enables us to construct or organize our ideas in sentences and comprehend information. Yunisah, (2007:11), vocabulary mastery is a measure of a person's understanding of the vocabulary of a language and ability to use these vocabulary both orally and in writing. Mastery of vocabulary is part of mastery of language since mastery of language implies knowledge of vocabulary.

There are several researchers who have conducted research on vocabulary, especially the reasons of students, challenges in understanding vocabulary, including the following:

First research have done by (Lubis, 2020) students struggle to master vocabulary, which affects their pronounciation, sentences structure, and

1

motivation. Factors include difficulties memorizing, a lack of current media, and lack of interesting in learning English. To address this issue, the use of games as an alternative method to improve vocabulary mastery.

Second, (Sitorus, 2021), That students' problems in mastery vocabulary are related to grammar, pronunciation, meaning and spelling. In pronunciation, this is because the sometimes the vocabularies that are pronounced different to the written form. In grammar aspect, students have problem in using verb or tenses. Therefore, to increase student vocabulary mastery, it needs more exercises.

Third, (Meri et al., 2022) The data revealed that the students experienced three difficulties, namely, language's structure, pronouncing and understanding meaning of unfamiliar words. The students faced difficulties due to the foreign English context and the varying morphology system between English and Indonesian.

Fourth, (Syahrir L. et al., 2022) shows that students still experience difficulties in distinguishing forms of vocabulary such as adjective, verbs, nouns, and adverbs. Another difficulty in learning vocabulary that students face is meaning and pronunciation. Addressing these issues is crucial to improve students' English language abilities and motivation, which will leading to higher grades.

Next, (Junaid et al., 2022) Based on the result, the researcher have found that the students difficulties in vocabulary mastery in term of nouns, verbs, and

adjectives. While, the adjective is have easy criteria. The difficulties question for students is noun question.

The last, (Cahyani & Zulfitri, 2023) The finding of this study include: 1) the challenges that students encountered in vocabulary mastery, such as their inability to remember, write, or say the words. 2) students' challenges in vocabulary mastery are caused by boredom, low motivation to retain language, and lack of interest in English class. Teachers' efforts to help pupils with vocabulary mastering by using some English learning techniques.

Based on the brief review of the journals above, the similarity between this study and previous studies is concerning vocabulary, where students' difficulties in mastering vocabulary are still a problem in learning English, and this research uses a fly swatter game as a media to teach vocabularies. On the other hand, the difference is the focus of research. Syahrir and Junaid et al (2022) focus on the parts of speech: verb, noun, adverb, and adjective. While this study focuses on nouns and adjectives. Therefore, this research is intended to use the fly swatter game to increase students' vocabulary.

Based on the discussion, the research title will be formulated as "*Using Fly Swatter Games as a Strategy to Improve Students' Vocabularies at the Eighth Grade of SMP Muhammadiyah 3 Bontoala*".

B. Problem Statement

Based on the problems in the background of the study above, the researcher formulated the research question as follows: Is fly swatter game able to improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala?

C. Research Objectives

The objective of this research is to find out whether or not Fly Swatter Game able to improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala.

D. Significant of the Research

The significant of this research are as follows:

1. For student

   It is intended that this research would help students increase their vocabulary by using the fly swatter game to teach them.

2. For teacher

   It is intended that the findings of this research would be useful for teachers in offering learning interventions that increase students' vocabulary through the use of the fly swatter game.

3. For school

   The findings of the research may serve as references to consider for implementing the curriculum and learning by teachers utilizing the fly swatter game approach in an effort to improve the quality of learning and the quality of schools.

E. Scope of the Research

To make it easier to understand the research problem, the author limits the scope of the research that focuses on the use of the fly swatter game in learning to improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala. Student vocabulary mastery focused on identifying adjectives and nouns vocabularies found in descriptive text. The vocabulary in this research was more directed to the meaning, pronunciation, and spelling.
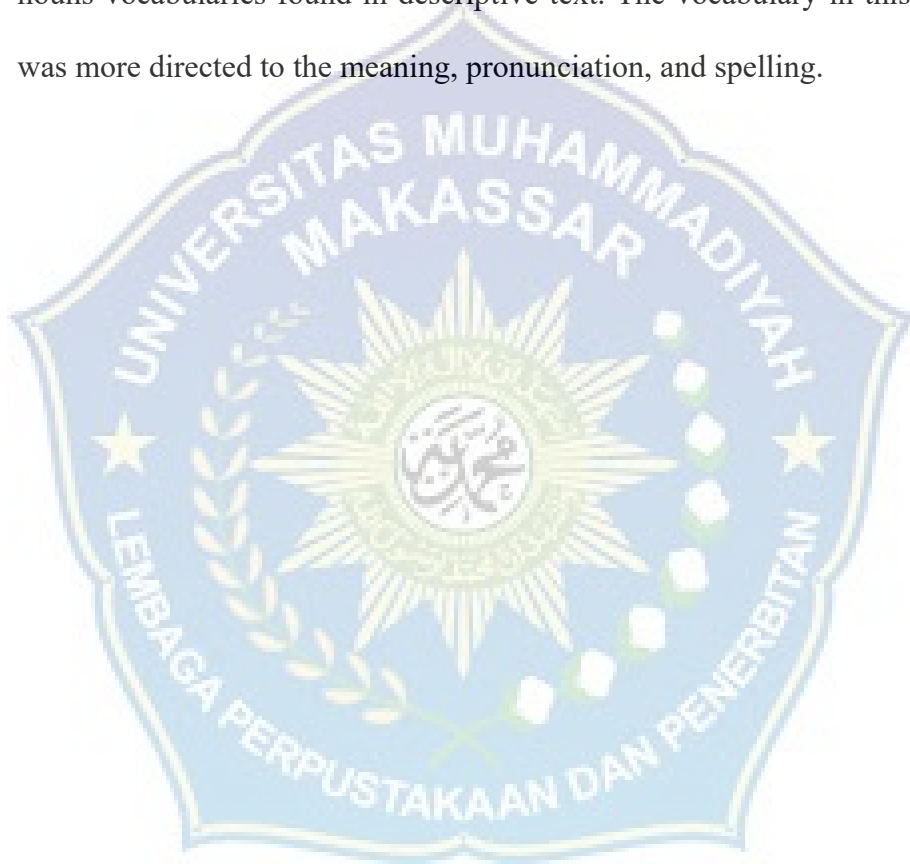
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Studies

In a study, support is needed from the results of existing research. Various studies to improve vocabulary mastery have been extensively researched before. Journals and research that discuss similarities in theory and research subjects are used as references in this study.

The first study that researchers found was a study conducted by Silabin and Andriani (2017) the results of this study that the flyswatter game can help students to improve vocabulary mastery in short functional texts. This increase can be seen from the comparison of the basic score and cycle 1 which has increased. It can also be seen from student learning outcomes, field notes, observations, and interviews, that the flyswatter game helps students understand the text. The flyswatter game is considered to be a solution to problems faced by students such as: embarrassed to speak, difficulty to memorize words, lack of vocabulary, not easy to repeat words, have low motivation, and tend to be bored with monotonous learning.

The second study by Paramandita (2020) this study aimed to improve students' vocabulary at MTs Pengadang through Fly Swatter Game. The results showed that using folktales through fly swatter game significantly improved students' vocabulary, with a 65% (Cycle I) and 86% (Cycle II) learning outcomes. This suggests that using folktales through fly swatter game can

significantly enhance students' vocabulary skills, enhancing their overall reading comprehension and overall vocabulary development.

The third study by Pilongo (2022) the research examines the impact of a fly swatter game on students' vocabulary mastery at SMP N 5 Dumoga. The study used a quantitative method and data collection through pre- and post-tests. Results showed a significant improvement in vocabulary mastery, with students becoming more active and enthusiastic in learning vocabulary, preventing boredom and enhancing their interest in the learning process.

The fourth study by Sianturi (2022) this research aimed to enhance vocabulary mastery among tenth grade students at SMK Negeri 1 Siborongborong using a fly swatter game. the study involved two cycles of planning, action, observation, and reflecting. Data was collected through qualitative and quantitative methods. The results showed that the fly swatter game significantly improved students' vocabulary mastery, with higher scores in post-tests. the study concluded that the fly swatter game can significantly enhance vocabulary skills among grade ten students.

Based on the findings of the four previous researchers, they showed that they had almost the same focus, but used different ways to improve students' vocabulary mastery. Likewise, the research that will be conducted focuses on how the fly swatter game can improve students' vocabulary. It aims to find out how effective the fly swatter game as a strategy to improve students' vocabulary.

B. The Concept of Vocabulary

1. Definition of Vocabulary

Learning a language cannot be separated from learning vocabulary. Vocabulary is one of the most important language components for language learners to master. According to (Richards and Renandya, 2002), vocabulary is the most important component of language proficiency because it provides a foundation for how well students listen, speak, read and write. Learners often achieve less than their potential when they lack a large vocabulary and strategies for acquiring new vocabulary, and they may be discouraged from taking advantage of language learning opportunities around them, such as listening to the radio, watching television, or reading.

According to (Syafrizal & Haerudin, 2018) vocabulary is basically described as the words taught in a foreign language. No matter how thoroughly students understand grammar or how well they acquire the sounds of a second language, communicating in a second language would be difficult without words that can express a variety of meanings.

From the definition above, the researcher can deduce that vocabulary is very important component of four English skills: listening, speaking, reading, and writing. Studying vocabulary will help students understand and improve their skills. It can also help students learn English faster and become fluent in the language.

2. Kinds of Vocabulary

There are two kinds of vocabulary, according to Kamil and Hiebert (2005:3): productive and receptive vocabulary.

a. Productive vocabulary

Productive vocabulary is the collection of words that a person can use while speaking and writing. Zhou (2010:15) defines productive vocabulary as the ability to construct a word that the learner may use in speaking and writing. These are widely recognized, common, frequently used words. Productive vocabulary is also defined as terms that pupils comprehend, pronounce correctly, and use effectively in writing and speaking.

b. Receptive vocabulary

Receptive vocabulary is a set of words that a person understands but rarely uses. Receptive vocabulary is acquired through listening or reading. Typically, these words are not employed casually. But when somebody comes across these terms, their know them but do not fully understand them. Zhou (2010:15) defines receptive vocabulary as the ability to comprehend a word when heard or seen. Receptive vocabulary frequently relates to language elements that could be identified and comprehended while listening or reading.

Based on the definition above, it can be concluded that vocabulary is divided into two kinds: productive and receptive

vocabulary. Productive vocabulary is a set of familiar words that are commonly used in speaking and writing. Meanwhile, receptive vocabulary is a set of words whose meaning is only understood and rarely used; receptive vocabulary is typically used for listening or reading.

3. **The Classification of Vocabulary**

In English, there are classification of vocabulary, it includes noun, pronoun, verb, adverb, adjective, and preposition.

b. Noun

According to (Iwanti, 2020) nouns are among the most significant parts of speech. The combination of it with the verb helps to produce the sentences core, which is required for every completely sentence. (Aprilia, 2019) noun can be either the subject or the object of a verb. In a sentence, a noun can serve as the clause's subject, direct object, or indirect object, as well as a complement to the object or subject of the sentence.

Husnunnisa (2022) states that nouns are employed for naming all objects and concepts in the world, regardless they're physically apparent or abstract. Meanwhile, (Wiltbank, 2015) defines a noun as a term that names a person, thing, place, or idea. As an example, person (Kenzo, doctor, professor, places (mosques, clinic, school), item (spoon, blanket, rings), and idea (happiness, care, light). This may also refer to a situation, activities, action, and quality. Noun

refers to everything we can see (book, house, clothes, bag, etc), hear (voice), touch (water, face, etc), and feel (wind, etc).

c. **Pronoun**

A pronoun is a term that is used to substitute a noun, or phrase of nouns. The pronouns help prevent repeating the same noun in a sentence. Pronouns can be employed as subjects, objects, or replacements for people, animals, or things. As subjects, the following pronouns are used: I, you, we, she, he, it, and they. And the pronoun used as objects are: me, you, him, her, us, it, them. According to (Sitorus, 2020) pronouns indicate a particular previously specified noun or a noun that does not require special naming.

d. **Verb**

Verb is a word that is used in a sentence to describe what a noun performs at a specific time or to describe what a noun does, such as sweep, eat, swim, etc. According to Eastwood in Kurniawan et al (2016), verb is a basic sentence construction that second language learners must master.

e. **Adverb**

Adverb is word that used to modify a verb, adjective, or other adverb or sentences. Adverbs can answer questions about the adverb itself, such as how, when, where, how often, and how many times

activities are performed. According to Crystal (2008), an adverb is used to qualify any part of speech, except, noun and pronoun.

e. **Adjective**

Adjective is a word that describe, identify, or quantify, noun or pronoun. According to Howard (2007) defines adjectives as words that describe nouns or pronouns. They tell you more about people, places, and things. (Kartika, 2020) also defined an adjective as a modifier intended to emphasize quantities or characteristics. Adjective also contribute to the meaning of the sentence by assisting the reader in visualizing or understanding the specifics of the noun or pronoun being changed. Thompson provides another definition of an adjective. He described an adjective as a word which can be employed in a noun phrase to specify an aspect of the phrase's main noun, such as color, size, shape, temperature, or other property notions. As an example, the bracelet is beautiful. The adjective in the above statement is "beautiful". Another example of adjective; pretty, small, thin, green, etc.

f. **Prepositions**

Prepositions are words used in sentences to connect a noun or pronoun is related to another word in a phrase. It is also used to indicate how a noun or pronoun to some other word in a sentence. For example: on, in, under, etc. According to Longman in Azhari

(2020), preposition is a word that is used before a noun, pronoun, or gerund to show the link between that word and another word.

4. **The Importance of Vocabulary**

Vocabulary is essential for students to master the English language. They will easily learn English language if they have a large vocabulary. Learners must increase their vocabulary knowledge so they can speak or understand the language, write or make some sentences, and convey their ideas in order to communicate with others. Learners will struggle to master English or communicate effectively if they do not master vocabulary.

Harmer (2002) states that without grammar, a little is able to be conveyed, while without vocabulary, not anything is conveyed. Although the students are lacking correct grammar, they might still be capable of communicating and comprehending a language, provided they have a large vocabulary. Nurfitri (2018) states that if someone has a large vocabulary, it will be easier to use English well and listeners will also easily understand what the speaker is saying. We all know that vocabulary is the most important component, and the learners should master it so they can use the language both verbally and non-verbally.

C. **Concept of Fly Swatter Game**

1. **Definition of Fly Swatter Game**

The fly swatter game is one of various vocabulary teaching strategies. According to Haring (2009), fly swatter is an instrument used to kill flies that consists of a small square piece of material or mesh that is on the end

of short flexible stick and it makes a great thwacking when hit into a wall or similar surface.

Fly swatter game is an enticing activity for children since it allows them to study while playing (Macmillan, as cited in Aprilia, 2019). Furthermore, (Samwan et al., 2021) states that the fly swatter game provides an opportunity for students to play a game in which they can acquire the word on the blackboard by following the teacher's instructions. In this game, students form small groups and use a fly swatter to predict what the teacher said by hitting the answer on the whiteboard. Students that identify the correct answer receive points, and they then spell and say the meaning of the word.

According to Permadi (2014), the fly swatter game is formalized guessing game in which students must predict what the teacher says by hitting the answer on the blackboard. The students who will find the right answer will be given the points.

Rezkiah and Amri (2013) state that the fly swatter game is vocabulary game in which students must swat a word on the whiteboard based on the teacher's instructions. This game helps students enhance their vocabulary and can be a beneficial tool. In this game students are encouraged to be active and creative in finding words (Lubis, 2017:5). Students can increase their vocabulary by playing the fly swatter game.

Referring to the explanation above, a fly swatter game is a type of interesting activity in which students use a fly swatter to hit the words on

the blackboard that the teacher has previously said. This game helps students to improve their vocabulary and can be really beneficial. students are urged to be active and creative in finding words based on clues in this game. This game is interesting and changes the misconception that studying English is difficult and uninteresting.

2. **The Procedures of Using the Fly Swatter Game**

There are several strategies for teaching new vocabulary, and teachers must acquire a range of techniques because certain methods are more effective with specific types of words then another. According to Saputra and Hadi (2019), several processes should be followed when playing the game:

a. The teacher instructs one student from each group to come forward and stand in front of the whiteboard with their back to it, making it hard for them to see every word written it.

b. The teacher gives them each a fly swatter.

c. The teacher instructs or else asks the players at random using word which the students had previously acquired through the materials.

d. Once the instructor has finished conveying the instructions, those players in the front may move their positions to facing the white board, and then have to identify the right answer. Whenever they identify that word, they've got to swatting the word using the fly swatter. The first one person to swat with the right answer brings a point for their team's members.

e. Then, each player will sit down and then switch roles for two new pupils from each of the groups.

f. Students are able to end their game if they have completed all of the procedures and definitions, or after each student gets an opportunity to play.

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

In accordance with Rezkiah and Amri (2013), there are many a lot of advantages to playing a fly swatter game. The advantages include those that follow:

a. It's not a boring activity

b. This is enjoyable for the students

c. It also helps students for learning and also get new vocabulary more readily.

d. It helps students learns to pronounce and spell words.

e. Students becomes active more often

4. **Disadvantages of Fly Swatter Game**

According to Lubis (2017), using the fly swatter game has significant disadvantages for students' improving their vocabulary. Here are few disadvantages:

a. Teachers need greater planning for the time allotment, like the time for dividing groups of students.

b. The classroom is noisy

c. Some students are not concerned if other students play the game.

D. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text that is used to describe something or someone. As proposed by Emilia (2011), descriptive text is a kind of text that aims to give the information about something or someone. In descriptive text, the author describes person, object, appearances, scenes or phenomena naturally so they can make the reader imagine and feel it (Alwasilah & Alwasilah, 2007).

Based on the definition above, it can be said that the descriptive text is a text that describes something as detailed and clear as possible about an object is like, whether is form, its properties, its amount and others, so that the reader seems to experience, hear, and see the object described.

2. Generic Structure

The generic structure of descriptive text consists of two elements; namely identification, which consists of identifying phenomena that want be described and description, namely describing the features, forms, color (physical appearance), characteristics (aspects that are unique) or matters relating to the subject or object that the author describes (Pardiono, 2007). The generic structure in descriptive text according to Waluyo (2022) as follows:

a. Identification

Identification provides an introduction or clarification of the principal character that will be described. This section appears in first paragraph. The characters may refer to persons, locations, or events.

b. Description

The description part includes a concise and detailed explanation of the aspects, attributes, habits, or things which relate to the object to be described.

3. **Grammatical Features**

The grammatical features of descriptive text focus on language features; specific participant, simple present tense, action verb and adjective. According to Peronity {2011:1], the language features of descriptive text are use of simple present tense because it tells the object description, use of adjective to clarify the noun, and use of action verb to show an activity.

According to (Jenny, 1992) there are significant grammatical features:

a. Focused on particular subjects.

For instance: My classmate. My mother, etc.

b. Using the simple present tense.

c. If extinct, using a simple past tense.

d. A verb for being and having "the relationship process"

For instance: My sister is very beautiful, and her skin is white.

e. Utilization of a descriptive adjectives.

For instance: white skin tone, big ears, and round eyes.

f. Use a comprehensive noun phrase to provide information about the subject.

For instance: a beautiful nature, a handsome man

g. Using action verbs

For instance: Dita eats an apple, Rabbit jumped very far

h. The usage of adverbs to provide more information related to behavior.

For instance: slow, green house

i. Using figurative languages

For instance: Nina is as white as cotton

E. Conceptual Framework

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┌─────────────────────────┐
│   English Learning      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Fly Swatter Game Strategy│
│  in Vocabulary Teaching │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Adjective and Noun    │
└─────────────────────────┘
        │        │
        ▼        ▼
┌───────────┐  ┌───────────────┐
│ Effective │  │ Not Effective │
└───────────┘  └───────────────┘
```
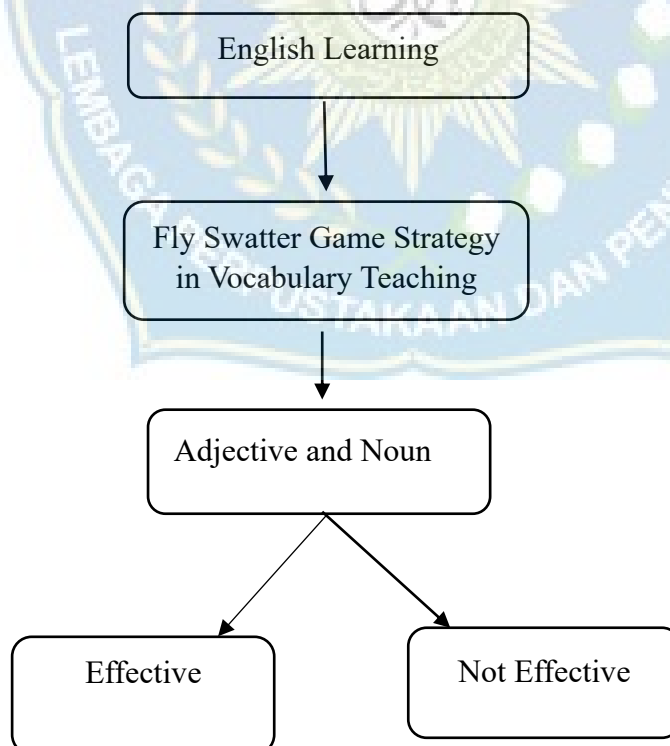
Figure 2.1 Conceptual Framework

The figure above refers to learning vocabulary using fly swatter game. Students' vocabulary focuses on adjective and noun. Students would have been given a pre-test and post-test to find out whether the fly swatter game if effective or not in improving students' vocabulary.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was quantitative research using a pre-experimental research design. Quantitative research focuses on tested objective theories by examined the relationship between variables (Malik and Hamied, 2014:36). Meanwhile, Sugiyono (2016) stated that pre-experimental research method could have interpreted as a research method used to determine the effect of a particular treatments on other treatments under controlled conditions. He also stated that the pre-experimental design includes only one group or class given a pre-test and post-test. The design of one group pre-test and post-test design carried out in one group without a controlled or comparison group. This studied used one group pre-test and post-test, namely students at the eighth grade of SMP Muhammadiyah 3 Bontoala.

The design of this research could have described as followed:

$$O_1 \ x \ O_2$$

Where :

O_1 : Pre-test

X   : Treatment (6 x meeting)

O_2 : Post-test   (Sugiyono, 2016:111)

B. Population and Sample

1. Population

Population was a generalization area consisted of objected or subjects that had certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiyono, 2016:117). So, it could have been said that the population was the whole of people, the object that would be the target of generalizations that had characteristics. The population of this research is the eighth grade of SMP Muhammadiyah 3 Bontoala. There are two classes for the eighth grade and consisted of 39 students.

Table 3.1. Total population

No	Class	Students
1	VIII 1	20
2	VIII 2	19
	Total	39

2. Sample

The sample was a parted of numbered and characteristics possessed by the population. In this studied, the sampling technique used was purposive sampling. According to Sugiyono (2016:124), purposive sampling was a sampling technique with specific considerations. It could be have concluded that purposive sampling is a sampling technique based on certain criteria in accordance with the researcher's

goals. In this research, the samples consisted of 20 students from class VIII-1. The researcher chose class VIII-1 because this class had the criteria needed by the researcher, namely there was still many students who had a low vocabulary and they also studied descriptive text.

C. Research Variables and Indicator

The research variable was the objected of research or the topic of a studied. Kerlinger (1973) in Sugiyono (2016) suggested that a variable was a construct or trait to be studied. On the other hand, Kerlinger also states that a variable could have been said to be a property taken from a different value. Thus, a variable is something that varies. Kidder (1981) further stated that the variable is the quality with which the researcher learns and draws conclusions from it. Research variable was frequently defined as factors that played a role in the events to be studied. Variables are classified into two categories:

1. **Independent Variable**

    This variable was often referred to as a stimulus variable, predictor, or antecedent. An independent variable was a variable that affects or is the cause of the changed or appearance of the dependent variable. In this research, the independent variable is the fly swatter game in learning.

2. **Dependent Variable**

    This variable was often referred to as the output, criterion, consequent variable. The dependent variable was a variable that is

influenced or the result, because of the existence of the independent variable. The dependent variable tested is students' vocabularies.

3. Indicator

Related to the two variables, indicators of this research are adjectives and nouns.

D. Instrument of the Research

The research instrument used was a test. A test was a technique for collected data is carried out indirectly to measure the knowledge or talent of an individual or group. This test is used to determine success in the learning process.

The instruments used in this research to collected the data was a vocabulary test. Vocabulary tested applied to the pre-test and post-test. Each test consisted of 30 numbers, 10 numbers about meaning, 10 numbers of pronunciation, and 10 numbers of spelling. The researcher gave the students a pre-test for the first meeting and a post-test at the end of the meeting. The test of pre-test was given before applying the fly swatter game in teaching vocabulary; its purpose was to measured students' vocabulary before they received treatment. meanwhile the post-test was carried out after applying the fly swatter game to taught vocabulary. The purpose of post-test was to determine that the students' vocabulary had canged after taught using fly swatter game.

Table 3.2. Rubric vocabulary assessment

Aspect	Indicator	Sub Indicator	Total Item
	Meaning	The students are able to interpret the word correctly	10
Adjective and Noun	Pronunciation	The students are able to pronounce the word correctly	10
	Spelling	Students are able to spell the words correctly	10

E. Procedure of Collecting Data

Data collection aimed to obtained the facts needed to achieve research objective. In this research, the researcher collected data used pre-test, treatment, and post-test.

1. Pre-test

Pre-test administered before started learned or applying fly swatter game to measure the extent of knowledge or vocabulary possessed by students. To determine students' initial abilities, researchers gave a pre-test with a total of 30 pre-test questions. The initial ability test regarding vocabulary consisted of three types of questions, namely questions about meaning, pronunciation and spelling. The pre-test questions

related to the themes that would be given during treatment, namely vocabulary noun and adjective.

2. **Treatment**

After being given a pre-test, the researcher could implement the fly swatter game as a strategy to improve students' vocabulary. Treatment had given at six meetings. The learning steps was as followed:

Opening

a. The researcher entered the class and greeted the students.

b. Start learning by praying

c. Checking students' attendance.

d. Motivate students so they are enthusiastic in participating in learning process.

Core activity

a. Present the learning topic and ask students about prior knowledge related to the topic.

b. Explain to students the procedures for playing fly swatter game.

    1) Researcher divided students into two groups

    2) The researcher asked one member from each group to stand in front of the class with their back to the blackboard.

    3) The researcher gave both of them fly swatter

4) The researcher said the words on the blackboard randomly

5) The student turn around and hit the word.

6) The first student who successfully hit the word with fly swatter and is able to say the meaning, pronounce and spell it correctly get point for her/his team.

7) The game can be ended when all group members have have the opportunity to play the fly swatter game.

c. The researcher asked students to mention the vocabulary they got and write the vocabulary in their books.

Closing

a. The researcher and students conclude the learning results

b. The researcher closed the meeting with greeting.

3. **Post-test**

Post-test was a test that carried out after the learned process is completed. To determine whether or not students' vocabulary increased after playing the fly swatter game. Post-tests are carried out to determine students' abilities or knowledge after treatment. The post-treatment test consisted of questioned related to the material that students have studied during treatment.

F. Technique of Data Analysis

The data from this research was the score of students' vocabulary mastery. The raw scores of the pre-test and post-test processed quantitatively.

After they completed the task, the researcher collected the data and analyzed the students' answers to obtain the result of the analysis. After the students completed and submitted the task, the researcher checked their answers by used a mark (✓) for correct answer get 1 point and a mark (x) if the incorrect answer get 0 point (Crocker and Algina 1986:399). The researcher classified the students' abilities based on the seven levels of students' abilities.

Table 3.3. Scoring the test

Number of Item	Score
1-30	1
Total	30

1) To know each student's score individually, the data calculated using the following formula (Depdiknas cited in Hermawan, 2016).

$$\text{Score} = \frac{\text{Students'correct}}{\text{The total item}} \text{ x } 100$$

2) Classification of students scores as follow:

Table 3.4. Classification of students score

Classification	Score
Excellent	96-100
Very good	86-95
Good	76-85
Fairly good	66-75
Fair	56-65
Poor	36-55
Very poor	0-35

(Depdikbud: 1985:6)

3) Finding out the mean score by using the following formula:

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

Where:

X   = Mean score

$\sum x$ = Total score

N   = The total number of students   (Gay, et al. 1981)

4) Finding out the effectiveness using the following formula:

$$O_2 - O_1$$

Where:

O_1 = Mean score of pre-test

O_2 = Mean score of post-test

(Sugiyono, 2022)

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the researcher explains the research results in the form of findings, data analysis, and discussion in accordance with the problem formulation that has been mentioned. These things will be explained below:

A. Findings

The findings refers to the students' vocabularies achieved after learning using fly swatter game. Based on the result of data analysis, researcher found that using fly swatter game could improve students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala. Then the results of the findings are described as follows:

1. Students' mean score of adjective in pre-test and post-test

Table 4.1. Students' mean score of adjective in pre-test and post-test

Type of Vocabulary		Pre-test	Post-test
Adjective	Meaning	19.3	26.8
	Pronunciation	13.3	24.8
	Spelling	14.3	22.8
Mean Score		46.9	74.4

Table 4.1, shows that the students mean score of the pre-test for adjective in the meaning aspect is 19.3, pronunciation is 13.3, and spelling is 14.3. meanwhile, in the post-test, the students mean score of adjective in the meaning aspect is 26.8, pronunciation 24.8, and spelling 22.8. That is, the mean score of students' adjective in the post-test is higher than the pretest.

2. Students' mean score of noun in pre-test and post-test

Table 4.2. Students' mean score of noun in pre-test and post-test

Types of Vocabulary		Pre-test	Post-test
Noun	Meaning	23.3	30.6
	Pronunciation	13.3	24.8
	Spelling	14.6	21.6
Mean Score		51.2	77

Table 4.2, in forms the students mean score of the pre-test for noun in the meaning aspect is 23.3, pronunciation is 13.3, and spelling is 14.6. meanwhile, in the post-test, the students mean score of noun in the meaning aspect is 30.6, pronunciation 24.8, and spelling 21.6. That is, the mean score of students' noun in the post-test is higher than the pretest.

3. Frequency distribution of students' adjective

Table 4.3. Frequency distribution of students' adjective

No	Score	Classification	Pre-test		Post-test	
			Frequency	%	Frequency	%
1.	96-100	Excellent	0	0	0	0%
2.	86-95	Very Good	0	0%	5	25%
3.	76-85	Good	0	0%	4	20%
4.	66-75	Fairly Good	3	15%	5	25%
5.	56-65	Fair	2	10%	5	25%
6.	36-55	Poor	13	65%	1	5%
7.	0-35	Very Poor	2	10%	0	0%
Total			20	100%	20	100%

Table 4.3, the students' pre-test scores were obtained. As many as 3 (15%) students got fairly good, and 2 (10%) students who got fair, then there were 13 (65%) students got poor, and 2 (10%) students got very poor. Meanwhile, the students' post-test were obtained: 5 (25%) students who got very good, and 4 (20%) students who got good, 5 (5%) students got fairly good, 5 (25%) students got fair, and 1 (5%) student got poor. It can be concluded that students learning outcomes increased after being treated using Fly Swatter game.

4. Frequency distribution of students' noun

Table 4.4. Frequency distribution of students' noun

No	Score	Classification	Pre-test		Post-test	
			Frequency	%	Frequency	%
1.	96-100	Excellent	0	0%	0	0%
2.	86-95	Very Good	0	0%	6	30%
3.	76-85	Good	0	0%	4	20%
4.	66-75	Fairly Good	3	15%	6	30%
5.	56-65	Fair	4	20%	4	20%
6.	36-55	Poor	13	65%	0	0%
7.	0-35	Very Poor	0	0%	0	0%
Total			20	100%	20	100%

Table 4.4, shows the students' pre-test scores. There were 3 (15%) students who got fairly good, and 4 (20%) students got fair, and 13 (65%) students got poor. Meanwhile, in the post-test, 6 (30%) students who got

very good, 4 (20%) students got good, 6 (30%) students got fairly good and 4 (20%) students got fair. From the table, it can be concluded that the post-test score is higher than pre-test score

5. The total mean score and improvement of students' vocabularies after using fly swatter game

Table 4.5. The total mean score and improvement of students' vocabularies in pre-test and post-test

Students' vocabulary	Pre-test	Post-test	improvement
mean score	49.9	74.9	25

Table 4.5, shows that the total mean score before using the fly swatter game in the pre-test is 49.9, and after learning to use the fly swatter game in the post-test is 74.9. From this analysis, it can be seen that there is a difference between the pre-test and post-test in which the mean score of post-test is higher than the pre-test. Meanwhile, the effectiveness of the Fly Swatter Game is 25%. In conclusion, the fly swatter game can improve students' vocabulary at the eighth grade of SMP Muhammadiyah 3 Bontoala.

In this research, the researcher did not use statistics because the number of students was less than 30. To determine the effectiveness of the use of fly swatter game in improving student vocabulary, a comparison was made between the pre-test and post-test scores to obtain an improvement of 25%. It means that the use of the fly swatter game can improve students' vocabulary.

B. Discussion

In this study, the researcher explains how the research was carried out. Before carrying out the treatment, researcher first need to know the students' initial abilities regarding their vocabulary. To determine students' initial abilities, researcher gave them a pre-test. The pre-test was held on Monday, January 8, 2024, with a total of 30 pre-test questions. The initial ability test regarding vocabulary consists of three types of questions, namely questions about meaning, pronunciation, and spelling. The pre-test questions are related to the themes that will be given during treatment, namely regarding the adjective and noun.

The treatment was carried out in six meetings. The first meeting was on January 8, 2024, with descriptive text material entitled "My Sister." Researchers present the material studied, then ask students about their knowledge of the material. After studying the material, researchers and students played a fly swatter game. At the end of the meeting, the teacher and students review the material they have studied. When students first played this game, they were still not used to it. students also experienced problems with spelling, pronunciation, and the meaning of words.

The second meeting was on Tuesday, January 9, 2024. At this meeting, the material taught was about "My Uncle." Just like the teaching at the first meeting, after studying the material, students play the fly swatter game. At this second meeting, students spelled words in English, but there were still English letters that they had not memorized or could not spell in English.

The third meeting was on Monday, January 15, 2024, with material on the theme "Rabbit." Students are taught about adjectives and nouns about rabbits. After that, students played the fly-swatter game. At the third meeting, students looked enthusiastic about playing the fly swatter game. students also felt happy because they could play while learning.

The fourth meeting was on January 16, 2024. The material for this meeting is about elephants. Just like the previous meeting, which ended with a game of fly swatter, at this meeting, students were able to play the game independently.

The fifth meeting was on Monday, January 22, 2024. The topic of the fourth face-to-face meeting is "my bedroom." After studying material about nouns and adjectives related to the room, they continued by playing a fly-swatter game, and in the end, the students and teacher concluded the material they had studied. At this meeting, learning activities were much better than before, and it was found that students' understanding of the vocabulary they were studying was much better.

The sixth meeting on Tuesday, January 23, 2024, with the material "My Hijab." After finishing studying the material, they played the fly-swatter game. In this meeting, the students looked more enthusiastic about participating in the learning. Then the researcher informed the students that a post-test would be held for the next meeting, for which students were asked to repeat the lessons they had learned.

The last meeting was on Monday, January 29, 2024, to conduct a post-test. Post-tests are carried out to determine students' abilities or knowledge after

treatment. The post-treatment test consists of questions related to the material that students have studied during treatment. The research results obtained after conducting the experiment showed that students' vocabulary mastery improved. The following explanation of the improvement:

Table 4.1. shows the students mean score of the post-test for adjective in the meaning, pronunciation, and spelling aspect in the post-test that was greater than the mean score of students in the pre-test. As a result, using fly swatter game can improve students' adjective.

Table 4.2. shows that the students mean score of the pre-test for noun in the meaning, pronunciation, and spelling aspect that was greater than the mean score of students in the pre-test. As a result, using fly swatter game can improve students' noun.

Table 4.3. shows that the students' adjective test results in the pre-test were relatively low; that is, there was still many students who got poor scores, while in the post-test there was an increase in scores. It can be concluded that student learning outcomes increased after being treated using Fly Swatter game.

Table 4.4. shows that the students' noun test results in the pre-test was less, that is, there was many students got poor score, while in the post-test there was an increase in scores. It can be concluded that the student post-test score is higher than the pre-test score.

Table 4.5. Shows that the total mean score of students' vocabulary on the pre-test was 49.9, and the mean score of students on the post-test was 74.9. It can be concluded that there was an increase in the vocabulary of eighth grade

students after being treated using the fly swatter game; this is proven by the post-test scores is higher than the pre-test scores.

The findings of this research show that there are differences in terms of students' vocabulary before and after using the fly swatter game as a vocabulary learning strategy. The ability of adjective and noun of previous students was low; in the pre-test results, only a small percentage of students could correctly answer questions about meaning, some students still struggle to define the meaning of new words; in the pronunciation section, students have difficulty pronouncing words correctly because the pronunciation of a word in English is different from its written form; and in the spelling section, most students spelled words in Indonesian. However, after treatment, there was an improvement in students' scores on the post-test because most students get a very good classification. This shows that the use of fly swatter game can improve students' vocabulary.

This research is supported by several previous studies regarding the use of fly swatter games to improve students' vocabulary mastery. Previous research conducted by Lubis (2017) stated that there was an increase in positive responses in the teaching and learning process through fly swatter game. Then, the test results showed a significant improvement in the students' vocabulary mastery. Students are also motivated in the teaching and learning process during the fly swatter game.

Saputra and Hadi (2019) show that the fly swatter game can improve students' vocabulary mastery. This is proven by the significant difference

between pre-test and post-test scores, which shows the effectiveness of the game in teaching vocabulary to the students.

(Samwan et al., 2021) stated that the implementation of the fly swatter game was found to be an effective way to help teachers teach students to increase their vocabulary. The class atmosphere becomes more fun and interesting when studying the material. It seems that the fly swatter game can be used as a media to help students learn language, especially vocabulary.

Based on the results of the discussion above, it can be concluded that there was an improvement in students' vocabulary mastery after being given treatment using the fly swatter game. The results of this research are approximately the same as the results of three previous studies in which the fly swatter game can improve student vocabulary. It means that the fly swatter game was effective in improving students' vocabularies at the eighth grade of SMP Muhammadiyah 3 Bontoala.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of fly swatter game can improve the students' vocabulary noun and adjective. It was proved by the gain score got between pre-test and post-test, that was the pre-test mean score in adjective was 46.9 and the mean score in noun was 51.2, while the post-test in adjective was 74.4 and mean score in noun was 77. In addition, the students' total mean score of vocabulary on the post-test was greater than the total mean score on the pre-test (74.9>49.9), with an improvement of 25%. It means that was an improvement in students' vocabulary after using the fly swatter game.

B. Suggestion

1. For teacher

    The teacher has to give students enough time to set up games so that they may learn with greater efficiency. Moreover, teacher abilities are required to engage all students in the game, as teachers influence the path of the learning process, and this has an effect on the achievement of students in learning.

2. For students

    To improve their grades, students should always pay attention to the teacher's instructions and explanations, as well as raise their excitement for learning.

3. For the next researcher

It is intended that the findings of this research will serve as the resource for future researchers studying the fly swatter game.

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APPENDICES

Appendix 1

Score of Meaning, Pronunciation, and Spelling

No	Pre-test Adjective				Noun				Post-test Adjective				Noun			
	M	P	S	total	M	P	S	total	M	P	S	Total	M	P	S	Total
1	26.6	13.3	20	60	20	6.6	20	46.6	26.6	20	26.6	73.3	33.3	20	20	73.3
2	20	6.6	6.6	33.3	20	13.3	13.3	46.6	20	20	13.3	53.3	26.6	20	13.3	60
3	26.6	20	20	66.6	26.6	6.6	13.3	46.6	33.3	26.6	26.6	86.6	33.3	26.6	13.3	73.3
4	13.3	6.6	13.3	33.3	26.6	0	13.3	40	20	20	20	60	26.6	13.3	20	60
5	26.6	6.6	0	40	20	20	20	60	26.6	20	20	66.6	33.3	33.3	20	86.6
6	20	13.3	20	53.3	13.3	20	26.6	60	33.3	26.6	33.3	93.3	26.6	33.3	26.6	86.6
7	20	13.3	13.3	46.6	20	20	20	73.3	26.6	26.6	26.6	80	33.3	26.6	26.6	86.6
8	20	20	13.3	53.3	13.3	13.3	26.6	53.3	26.6	33.3	26.6	86.6	26.6	20	26.6	73.3
9	13.3	13.3	20	46.6	20	20	6.6	46.6	20	20	20	60	33.3	26.6	20	80
10	20	6.6	13.3	40	33.3	20	20	73.3	26.6	26.6	26.6	80	33.3	20	26.6	80
11	13.3	6.6	0	20	20	13.3	6.6	40	26.6	20	13.3	60	20	26.6	26.6	73.3
12	20	13.3	6.6	40	26.6	20	20	66.6	26.6	26.6	20	73.3	33.3	33.3	20	86.6
13	20	6.6	0	26.6	20	20	6.6	53.3	26.6	20	20	66.6	33.3	26.6	20	80
14	26.6	20	20	73.3	26.6	13.3	6.6	46.6	33.3	33.3	26.6	93.3	33.3	20	20	80
15	6.6	13.3	20	40	33.3	13.3	13.3	60	33.3	20	26.6	80	26.6	20	13.3	60
16	13.3	13.3	20	46.6	20	6.6	6.6	33.3	30	30	30	60	33.3	13.3	13.3	60
17	13.3	13.3	20	46.6	26.6	6.6	20	53.3	13.3	26.6	20	60	33.3	33.3	20	86.6
18	20	20	20	60	20	6.6	6.6	33.3	33.3	26.6	26.6	86.6	26.6	26.6	26.6	80
19	20	20	13.3	53.3	33.3	13.3	13.3	60	20	26.6	20	66.6	33.3	20	33.3	86.6
20	26.6	20	26.6	73.3	26.6	13.3	13.3	53.3	33.3	26.6	13.3	80	33.3	20	26.6	80
	386.1	266	286.3		466.1 ##	266.1	292.6		535.9	496	456		612.5	479.4	432.7	
Mean Score	19.3	13.3	14.3		23.3	13.3	14.6		26.8	24.8	22.8		30.6	24.8	21.6	

Appendix 2
Frequency Distribution of Students Adjective and Noun

NO	Name	pre-test				post-test			
		Adjective	Classification	Noun	Classification	Adjective	Classification	Noun	Classification
1	A	60	Fair	46.6	Poor	73.3	Fairly good	73.3	Fairly good
2	C. A	33.3	Very poor	46.6	Poor	53.3	Poor	60	Fair
3	F. A	66.6	Fairly good	46.6	Poor	86.6	Very good	73.3	Fairly good
4	I. R	33.3	Very poor	40	Poor	60	Fair	60	Fair
5	I.S	40	Poor	60	Fair	66.6	Fairly good	86.6	Very good
6	J. M. F	53.3	Poor	60	Fair	93.3	Very good	86.6	Very good
7	K. P. I	46.6	Poor	73.3	Fairly good	80	Good	86.6	Very good
8	K	53.3	Poor	53.3	Poor	86.6	Very good	73.3	Fairly good
9	I	46.6	Poor	46.6	Poor	60	Fair	80	Good
10	K	40	Poor	73.3	Fairly good	80	Good	80	Good
11	M. A. G. Y	20	Poor	40	Poor	60	Fair	73.3	Fairly good
12	M. K	40	Poor	66.6	Fairly good	73.3	Fairly good	86.6	Very good
13	M. A. A	26.6	Poor	53.3	Poor	66.6	Fairly good	80	Good
14	M. F. N.	73.3	Fairly good	46.6	Poor	93.3	Very good	80	Good
15	M.F	40	Poor	60	Fair	80	Good	60	Fair
16	M.K	46.6	Poor	33.3	Poor	60	Fair	60	Fair
17	M.A	46.6	Poor	53.3	Poor	60	Fair	86.6	Very good
18	M. F	60	Fair	33.3	Poor	86.6	Very good	80	Fairly good
19	M. N. A	53.3	Poor	60	Fair	66.6	Fairly good	86.6	Very good
20	N. B	73.3	Fairly good	53.3	Poor	80	Good	80	Fairly good

Appendix 3

Classification of Students Scores in Pre-test and Post-test

No	Name	Student Vocabulary			Classification
		Pre-test	Classification	Post-test	
1	A	53.3	Poor	73.3	Fairly good
2	C.A	40	Poor	56.6	Fair
3	F.A	56.6	Fair	80	Good
4	I.R	36.6	Poor	60	Fair
5	I.S	50	Poor	76.6	Fairly good
6	J.M.F	56.6	Fair	90	Very good
7	K.P.I	60	Fair	83.3	Good
8	K	53.3	Poor	80	Good
9	I	46.6	Poor	70	Fairly good
10	K	56.6	Fair	80	Good
11	M.A.G.Y	30	Very poor	66.6	Fairly good
12	M.K	53.3	Poor	80	Good
13	M.A.A	40	Poor	73.3	Fairly good
14	M.F.N	60	Fair	86.6	Very good
15	M.F	50	Poor	70	Fairly good
16	M.K	40	Very poor	60	Fair
17	M.A	53.3	Poor	73.3	Fairly good
18	M.F	46.6	Poor	83.3	Good
19	M.N.A	56.6	Fair	76.6	Good
20	N.B	63.3	Fair	80	Good

Appendix 4

The mean score in pre-test and post-test

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$: the mean score

$\sum X$: the sum of total score

N : the total number of students

    a. **The mean score of students' adjective in pre-test**

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{952.7}{20}$$

$$= 47.6$$

    b. **The mean score of students' noun in pre-test**

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{1046}{20}$$

$$= 52.3$$

    c. **The mean score of students' adjective in post-test**

$$\overline{X} = \frac{\sum X}{N}$$

$$= \frac{1466.1}{20}$$

$$= 73.3$$

d. **The mean score of students' noun in post-test**

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

$$= \frac{1532.8}{20}$$

$$= 76.6$$

e. **Mean score of students' vocabularies in pre-test**

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

$$= \frac{1998.7}{20}$$

$$= \frac{999.35}{2}$$

$$= 49.9$$

f. **Mean score of students' vocabularies in post-test**

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

$$= \frac{2998.9}{20}$$

$$= \frac{1499.45}{2}$$

$$= 74.9$$

Appendix 5

Finding Out the Effectiveness

O_2-O_1

Where:

O_1 = Mean score of pre-test

O_2 = Mean score of post-test

= 74.9-49.9

= 25

Appendix 6

RENCANA PELAKSAAN PEMBELAJARAN

Nama Sekolah   : SMP MUHAMMADIYAH 3 BONTOALA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Descriptive text

Aloksi Waktu   : 2x 80 menit

A. Standar Kompetensi

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

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

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan unsur kebahasaan beberapa teks deskripsi lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks	➢ Siswa dapat menyebutkan adjective dan noun yang menggambarkan orang

C. Tujuan Pembelajaran

- Siswa dapat memahami kosakata terkait kata benda dan kata sifat

- Siswa dapat mengucapkan kosakata dengan benar

- Siswa dapat memahami arti kata yang ada pada teks deskriptif

D. Langkah-Langkah Kegiatan Pembelajaran

Deskripsi	Kegiatan Pembelajaran
Kegiatan Awal:10 menit	- Menyapa siswa - Berdoa sebelum belajar - Mengecek kehadiran siswa - Memberi motivasi agar siswa antusias dalam mengikuti pembelajaran
Kegiatan inti:60 menit	- Menyampaikan topik yang akan dibahas - Menanyakan kepada siswa tentang pengetahuan sebelumnya terkait dengan topik - Menjelaskan kepada siswa prosedur permainan fly swatter 1. Menyuruh siswa membentuk 2 kelompok untuk memainkan fly swatter game. 2. Dua siswa berdiri di depan kelas dan menghadap teman mereka. 3. Guru memberi keduanya pemukul lalat. 4. Guru memberi instruksi atau definisi kepada para pemain secara acak dari kata-kata yang telah dipelajari siswa sebelumnya dari materi.

	5. Mereka berbalik menghadap papan tulis dan mencari kata setelah mereka mendengarkan kata yang diucapkan oleh guru.
	6. Ketika mereka menemukan kata itu, mereka harus memukulnya dengan fly swatter. Siswa pertama yang berhasil memukul kata dengan benar akan mendapatkan poin untuk timnya.
	7. Siswa dapat mengakhiri permainan ketika dia menggunakan semua instruksi atau ketika setiap siswa mendapatkan kesempatan untuk memainkan permainan.
	• Setelah permainan selesai guru meminta siswa untuk menyebutkan kosakata yanng mereka dapatkan selama permainan berlangsung
	• Menyuruh siswa mencatat kosakata yang mereka temukan dibuku catatan.
Kegiatan Akhir:10 menit	• Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Fly Swatter Game.
	• Guru dan siswa meriew kembali mengenai materi yang telah diberikan.
	• Siswa diberikan penugasan individu
	• Salam penutup

E. Media Pembelajaran

- Whiteboard

- Board marker

- Fly swatter game

- Teks

F. Penilaian

Tes tertulis dan lisan

Makassar,   Agustus 2023

Mahasiswa Peneliti

Yuliana

NIM: 105351107217

RENCANA PELAKSAAN PEMBELAJARAN

Nama Sekolah   : SMP MUHAMMADIYAH 3 BONTOALA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Descriptive text

Aloksi Waktu   : 2x 80 menit

A. Standar Kompetensi

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

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

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan unsur kebahasaan beberapa teks deskripsi lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks	➢ Siswa dapat menganalisis adjective dan noun yang menggambarkan binatang.

C. Tujuan Pembelajaran

- Siswa dapat memahami kosakata terkait kata benda dan kata sifat

- Siswa dapat mengucapkan kosakata dengan benar

- Siswa dapat memahami arti kata yang ada pada teks deskriptif

D. Langkah-Langkah Kegiatan Pembelajaran

Deskripsi	Kegiatan Pembelajaran
Kegiatan Awal:10 menit	- Menyapa siswa - Berdoa sebelum belajar - Mengecek kehadiran siswa - Memberi motivasi agar siswa antusias dalam mengikuti pembelajaran
Kegiatan inti:60 menit	- Menyampaikan topik yang akan dibahas - Menanyakan kepada siswa tentang pengetahuan sebelumnya terkait dengan topik - Menjelaskan kepada siswa prosedur permainan fly swatter 1. Menyuruh siswa membentuk 2 kelompok untuk memainkan fly swatter game. 2. Dua siswa berdiri di depan kelas dan menghadap teman mereka. 3. Guru memberi keduanya pemukul lalat. 4. Guru memberi instruksi atau definisi kepada para pemain secara acak dari kata-kata yang telah dipelajari siswa sebelumnya dari materi.

	5. Mereka berbalik menghadap papan tulis dan mencari kata setelah mereka mendengarkan kata yang diucapkan oleh guru.
	6. Ketika mereka menemukan kata itu, mereka harus memukulnya dengan fly swatter. Siswa pertama yang berhasil memukul kata dengan benar akan mendapatkan poin untuk timnya.
	7. Siswa dapat mengakhiri permainan ketika dia menggunakan semua instruksi atau ketika setiap siswa mendapatkan kesempatan untuk memainkan permainan.
	• Setelah permainan selesai guru meminta siswa untuk menyebutkan kosakata yanng mereka dapatkan selama permainan berlangsung
	• Menyuruh siswa mencatat kosakata yang mereka temukan dibuku catatan.
Kegiatan Akhir:10 menit	• Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Fly Swatter Game. • Guru dan siswa meriew kembali mengenai materi yang telah diberikan. • Siswa diberikan penugasan individu • Salam penutup

E.   Media Pembelajaran

- Whiteboard

- Board marker

- Fly swatter game

- Teks

F.   Penilaian

Tes tertulis dan lisan

Makassar,   Agustus 2023

Mahasiswa Peneliti

Yuliana
NIM: 105351107217

RENCANA PELAKSAAN PEMBELAJARAN

Nama Sekolah   : SMP MUHAMMADIYAH 3 BONTOALA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Descriptive text

Aloksi Waktu   : 2x 80 menit

A. Standar Kompetensi

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

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

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan unsur kebahasaan beberapa teks deskripsi lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks	➢ Siswa dapat menyebutkan adjective dan noun yang menggambarkan benda

C. Tujuan Pembelajaran

- Siswa dapat memahami kosakata terkait kata benda dan kata sifat

- Siswa dapat mengucapkan kosakata dengan benar

- Siswa dapat memahami arti kata yang ada pada teks deskriptif

D. Langkah-Langkah Kegiatan Pembelajaran

Deskripsi	Kegiatan Pembelajaran
Kegiatan Awal:10 menit	- Menyapa siswa - Berdoa sebelum belajar - Mengecek kehadiran siswa - Memberi motivasi agar siswa antusias dalam mengikuti pembelajaran
Kegiatan inti:60 menit	- Menyampaikan topik yang akan dibahas - Menanyakan kepada siswa tentang pengetahuan sebelumnya terkait dengan topik - Menjelaskan kepada siswa prosedur permainan fly swatter 1. Menyuruh siswa membentuk 2 kelompok untuk memainkan fly swatter game. 2. Dua siswa berdiri di depan kelas dan menghadap teman mereka. 3. Guru memberi keduanya pemukul lalat. 4. Guru memberi instruksi atau definisi kepada para pemain secara acak dari kata-kata yang telah dipelajari siswa sebelumnya dari materi.

	5. Mereka berbalik menghadap papan tulis dan mencari kata setelah mereka mendengarkan kata yang diucapkan oleh guru.
	6. Ketika mereka menemukan kata itu, mereka harus memukulnya dengan fly swatter. Siswa pertama yang berhasil memukul kata dengan benar akan mendapatkan poin untuk timnya.
	7. Siswa dapat mengakhiri permainan ketika dia menggunakan semua instruksi atau ketika setiap siswa mendapatkan kesempatan untuk memainkan permainan.
	• Setelah permainan selesai guru meminta siswa untuk menyebutkan kosakata yanng mereka dapatkan selama permainan berlangsung
	• Menyuruh siswa mencatat kosakata yang mereka temukan dibuku catatan.
Kegiatan Akhir:10 menit	• Guru bertanya bagaimana perasaan siswa setelah mengikuti pembelajaran dengan menggunakan Fly Swatter Game.
	• Guru dan siswa meriew kembali mengenai materi yang telah diberikan.
	• Siswa diberikan penugasan individu
	• Salam penutup

E. Media Pembelajaran

- Whiteboard

- Board marker

- Fly swatter game

- Teks

F. Penilaian

Tes tertulis dan lisan

Makassar,   Agustus 2023

Mahasiswa Peneliti

Yuliana
NIM: 105351107217

Appendix 7

DESCRIPTIVE TEXT

What is descriptive text?

Descriptive text is a text that describes a particular person, animal, place or thing. The purpose of descriptive text is to give the information about something or someone.

What is the Generic structures?

➢ **Identification** that gives the topic that can be described

➢ **Description** that classifies the topic, it can be appearances, quality, characteristic, or phenomenon of the person, place or thing to be describe.

What is the Language features?

➢ **Specific participant**: focus on discussing specific object, not general and unique (there is only one).

Example: my best friend, my cute cat, Losari beach, Benteng Rotterdam

➢ **Simple present tense**: the sentence pattern used is simple present because it tells the fact of the object description.

(+) S + V1 s/es + O

(-) S + do/does + not + O

(?) do/does + S + V1 + O

➢ **Action verb**: use a verb that shows an activity (the activity can be seen)

Example: walk, sleep, run, speak

➢ **Adjective**: the function of adjective is to clarify the noun

Example: beautiful, famous, smart, strong

➢ **Noun** is a word that is used for the name of a person, place, or thing.

Example: chair, table, voice, water, face, ears, wind, smoke.

Rabbit

Rabbits are small mammals that are very cute and are characterized by long ears. I have a rabbit named Bob. This rabbit when I went with my father while visiting the pet shop, there I saw a cute little white rabbit so my father bought it for me.

I bought the rabbit when it was quite small, and now it has grown in size and is 7 months old. Bob has quite thick and white fur all over his body. I always bathe to keep his fur white and clean.

Bob has a pair of long pink ears because the fur is quite thin on the ears. Bob's eyes are red and will look very striking when exposed to sunlight.

My rabbit likes carrots a the main dish. That's why I always give him at least 3 carrots a day. Sometimes I let him out of the cage so he can run around and jump around. Of course, after a few hours, I'll out him back in the cage.

My rabbit has 4 legs with different sizes between the two front and two hind legs. The two front legs are quite small and different from the hind legs. The hind legs are quite large bacause the are the main mover when he jumps. Bob's tail is very cute because it is very short. Because the tail is covered by tattoo feathers, it will make the tail look like a lump and look round. That's why this tail will look cute when seen together with its body.

My Uncle

My uncle is a zoo keeper. His job is to keep a polar bear named Kuma. Kuma is a kind of bear. It is a mammals. it is very big bear. It is weighing at 680 Kg and height at 2,5 m long. Kuma has a long neck, small head, short and round ears, short tails and sharp claws. It has 42 teeth. Like the other polar bear, Kuma has bubbler (layer of fat) under its skin to make it warm. It may look white but actually has black skin with transparent fur. They looks white because of the reflection of light and it helps polar bear blends with the surrounding.

Kuma is a carnivore. It eats mainly seals. But sometimes other animals like fish or small mammals. Kuma is a great swimmer. It can swim fast and stay long in a water. Kuma also has good sense of smell. It can smell up to 16 Km away. Most polar bear also has such ability. It helps them to trace their preys.

We can find polar bears in Arctic, in Canada, Alaska, Greenland, Norway and Russia. Kuma origin is from Russia. Kuma moves to zoo when it's 4 month old after its mom was killed by a hunter. Now, Kuma lives safely and happily in a zoo. The sad news about polar bears is it is almost endanger. Climate change and hunters threats their live.

My sister

I have an older sister. Her name is Karina. I call her 'Kak Karin' and she is seven years older than me. Although we are siblings, we have some different characteristics and personalities.

My sister has black wavy hair, but she dyed it brown. She is 169 cm tall and has long legs. Her skin is tanned because she likes to travel. She also has nice facial features. Her face is small, with round eyes and a pointed nose.

People like to see her smile and laugh because she has gummy smile. My sister is pretty but she always denies it. She is also kind to everyone. She likes to buy me food and ask me to the cinema.

Yet sometimes she can annoy my mother. She rarely cleans her room because she is quite busy. She often sleeps a lot on weekend due to her working schedule which is from Monday to Saturday.

My sister is a hard-working person who I adore so much. She is the type of older sister who can be relied on.

Elephant

Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.
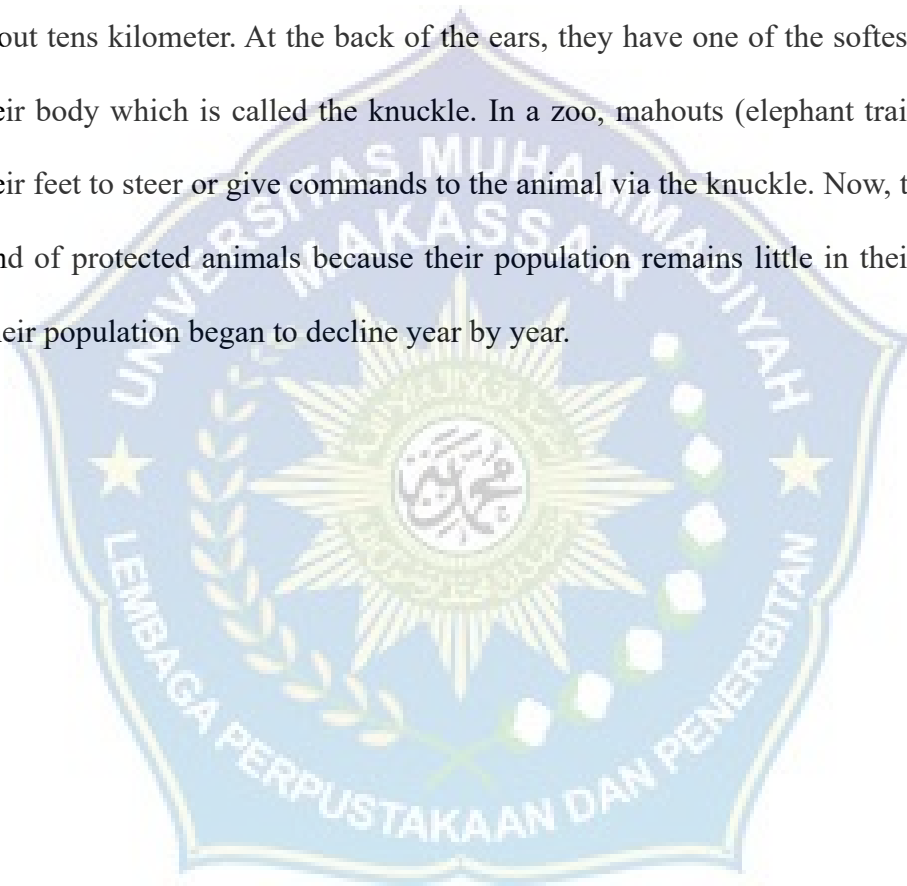
My bedroom

I have my own bedroom. My bedroom is not very big but very clean and comfortable for me. I always make my bed and room before going to school.

On the bed, there are two pillows and a bolster and blanket.There is a fan above my study table, my father put it on so the room doesn't get hot.

In my room there is no wardrobe because all the clothes in my house are put in the laundry room. However, there is a bookshelf next to my study table.

I really like my bedroom. I spend a lot of time in my bedroom from studying, playing games, to resting.
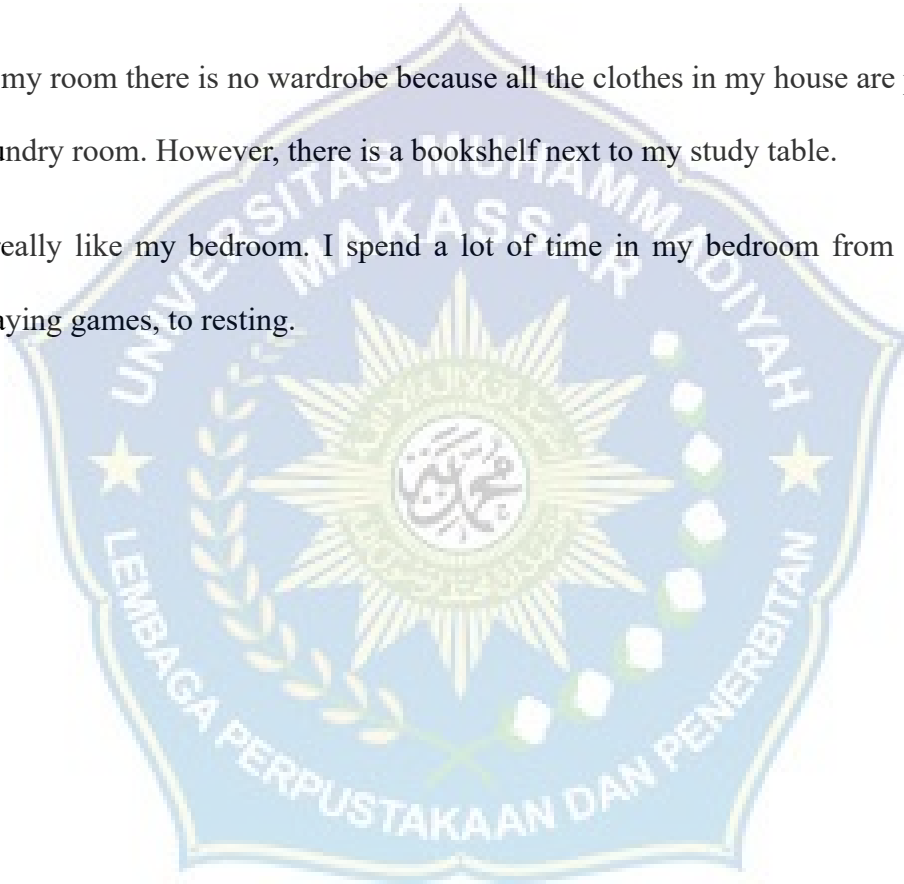
My Favorite Hijab

Recently I found myself falling in love with a hijab that I just received as a gift from my best friend who have just returned from japan. I wear hijab every day and I like it so much but something about this one is just different and it feels so special. I like the design and also the material that is made of, it is very comfortable to pu on.

The material of my favorite hijab is maxmara. The texture is silky and shiny. It is verry soft and light so when I wear, it my neck does not feel any fatigue. The material also provide coolness for my head and my hair so I can wear it all day without worrying about sweating. The size is very loose, when I put it on me, it covers my head and also my body up to my stomach. The appearance is very beautiful because it looks like rainbow but the color is so soft which make it seems cute. There are also some picture of flying crane around it.
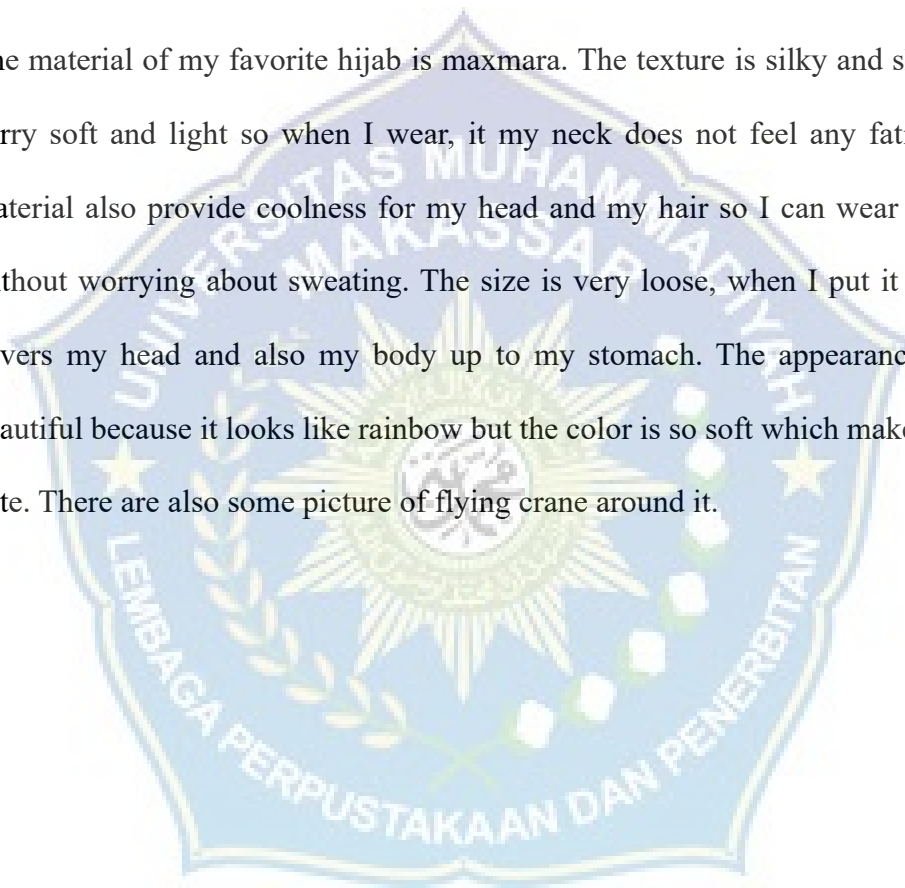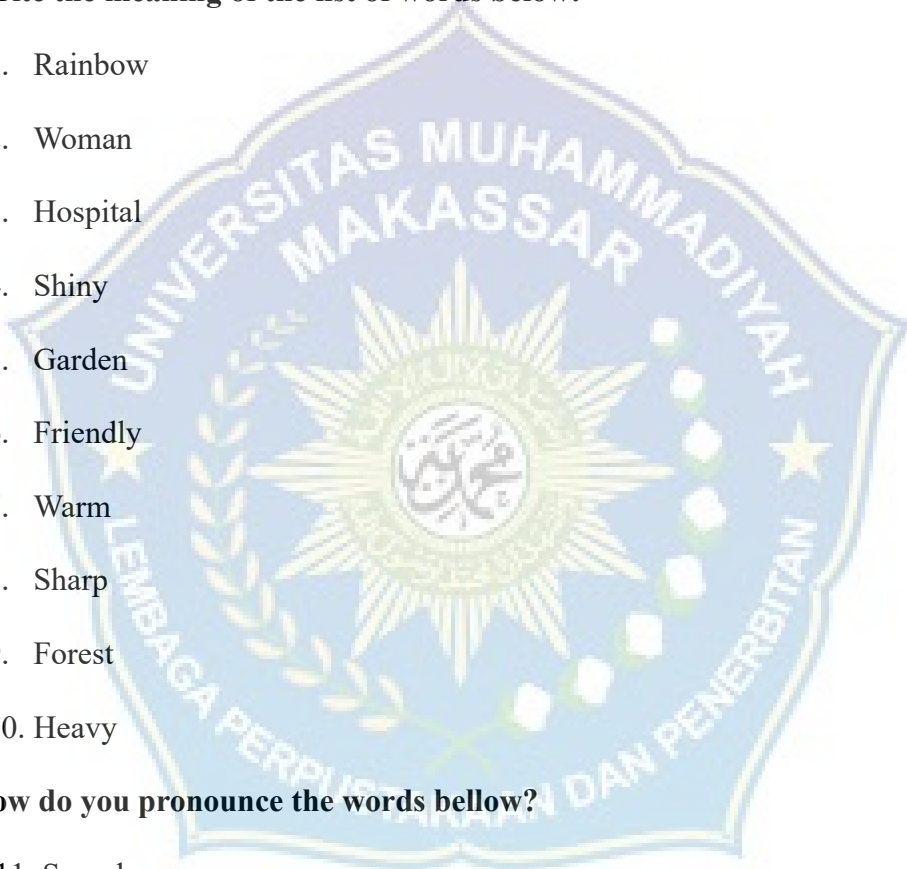
Appendix 8

PRE-TEST

Name :

Class :

Write the meaning of the list of words below!

1. Rainbow

2. Woman

3. Hospital

4. Shiny

5. Garden

6. Friendly

7. Warm

8. Sharp

9. Forest

10. Heavy

How do you pronounce the words bellow?

11. Sound

12. Clothes

13. Fat

14. Dirty

15. Little

16. Cat

17. Bracelet

18. Wide

19. Ugly

20. Door

How do you spell the following words in English?

21. Lantai

22. Sopan

23. Teman Kelas

24. Lembut

25. Terkenal

26. Tanaman

27. Abu-abu

28. Tempat

29. Roti

30. Manis

POST-TEST

Name :

Class :

Write the meaning of the list of words below!

1. Animal

2. Fur

3. Long

4. Nose

5. Tail

6. Glasses

7. Smell

8. Pretty

9. Roud

10. Silky

How do you pronounce the words bellow?

11. Claw

12. Pillow

13. Leg

14. Funny

15. Ear

16. Fast

17. Head

18. Small

19. Thin

20. Big

How do you spell the following words in English?

21. Perpustakaan

22. Berisik

23. Meja

24. Pohon

25. Beruang

26. Sopan

27. Masjid

28. Lucu

29. Merah

30. Ramah

Appendix 9

The Answer Key of the Test

Pre-test :

1. Rainbow : Pelangi

2. Woman : Wanita

3. Hospital : Rumah sakit

4. Shiny : Licin

5. Garden : Kebun

6. Friendly : Ramah

7. Warm : Hangat

8. Sharp : Tajam

9. Forest : Hutan

10. Heavy : Berat

11. Sound : saʊnd

12. Clothes : kləʊðz

13. Fat : fæt

14. Dirty : 'dɜ:ti

15. Little : 'lɪtl

16. Cat : kæt

17. Bracelet : 'breɪslət

18. Wide : waɪd

19. Ugly : 'ʌgli

20. Door : dɔ:r

21. Floor   : ef-el- oʊ- oʊ-ar

22. Polite   : pi-oʊ-el-aɪ-ti-i

23. Classmate   : si-el-eɪ-es-es-em-eɪ-ti-i

24. Soft   : si-oʊ-ef-ti

25. Famous   : ef-eɪ-em-oʊ-ju-es

26. Plants   : pi-el-eɪ-en-ti-es

27. Gray   :dʒi-ar-eɪ-waɪ

28. Place   : pi-el-eɪ-si-i

29. Bread   : bi-ar-i-eɪ-di

30. Sweet   : es-'dʌblju-i-i-ti

Post-test :

1. Animal   : Binatang

2. Fur   : Bulu

3. Long   : Panjang

4. Nose   : Hidung

5. Tail   : Ekor

6. Glasses   : Kacamata

7. Smell   : Bau

8. Pretty   : Cantik

9. Roud   : Keras

10. Silky   : Halus

11. Claw : klɔ:

12. Pillow : pɪləʊ

13. Leg : leg

14. Funny : 'fʌni

15. Ear : ɪər

16. Fast : fɑst

17. Head : hed

18. Small : smɔ:l

19. Thin : θin

20. Big : bɪg

21. Library : el-aɪ-bi-ar-eɪ-ar-waɪ

22. Noisy : en-oʊ-aɪ-es-waɪ

23. Table : ti-eɪ-bi-el-i

24. Tree : ti-ar-i-i

25. Bear : bi-i-ei-ar

26. Polite : pi-oʊ-el-aɪ-ti-i

27. Mosque : em-oʊ-es-kju-ju-i

28. Funny : ef-ju-en-en-waɪ

29. Red : ar-i-di

30. Kind : keɪ-aɪ-en-di

Appendix 10

DOCUMENTATION

Pre-test result

46.6

Name : Irawati

Class : VIII - I

Write the meaning of the list of words below!

1. Rainbow = Pelangi ✓
2. Woman = ✗
3. Hospital = rumah sakit ✓
4. Shiny = malu ✗
5. Garden = Saweh ✗
6. Friendly = Ramah ✓
7. Warm = Hangat ✓
8. Sharp = kulkas ✗
9. Forest = Hutan ✓
10. Heavy = Jendela ✗

How do you pronounce the words bellow?

11. Sound ✓
12. Clothes ✗
13. Fat ✗
14. Dirty ✗
15. Little ✓
16. Cat ✓
17. Bracelet ✗
18. Wide ✓

19. Ugly   X

20. Door   ✓

How do you spell the following words in English?

21. Lantai   =   X

22. Sopan   = Polite   ✓

23. Teman Kelas = friend   X

24. Lembut   =   X

25. Terkenal   = femes   X

26. Tanaman   = Flower   X

27. Abu-abu   = grey   ✓

28. Tempat   =   X

29. Roti   = Bread   ✓

30. Manis   = Sweet   ✓

Students taking the pre-test

Thr researcher divided students into some group

The reseacher explain how to play the fly swatter game

Students play the fly swatter game

The reaearcher gave a post-test to students

Students are taking the post-test

Post-test result

Name : Irowati

Class : VIII - I

70

Write the meaning of the list of words below!

1. Animal = Hewan ✓
2. Fur = Bulu ✓
3. Long = Panjang ✓
4. Nose = Hidung ✓
5. Tail = ekor ✓
6. Glasses = kacamata ✓
7. Smell = ✗
8. Pretty = Cantik ✓
9. Roud = Roda ✗
10. Silky = ✗

How do you pronounce the words bellow?

11. Claw ✗
12. Pillow ✓
13. Leg ✓
14. Funny ✓
15. Ear ✓
16. Fast ✗
17. Head ✓
18. Small ✓

19. Thin   ✗

20. Big   ✓

How do you spell the following words in English?

21. Perpustakaan = Library   ✓

22. Berisik   =   ✗

23. Meja   = Table   ✓

24. Pohon   = Tree   ✓

25. Beruang = Bear

26. Sopan   = Polite   ✓

27. Masjid   = Mosk   ✗

28. Lucu   = Funny   ✓

29. Merah   = Red   ✓

30. Ramah   =   ✗

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللهِ الرَّحْمَٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Yuliana

Nim   : 105351107217

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	11 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 24 Mei 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum. M.I.P
NBM. 964591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor	: 2918/05/C.4-VIII/XII/1445/2023	17 Jumadil Awal 1445
Lamp	: 1 (satu) Rangkap Proposal	30 Nopember 2023 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMP Muhammadiyah 3 Bontoala
di –

    Makassar

السَّـــلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 15235/FKIP/A.4-II/XII/1445/2023 tanggal 4 Desember 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**YULIANA**
No. Stambuk	:	**10535 1107217**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"USING FLY SWATTER GAME AS A STRATEGI TO IMPROVE STUDENTS' VOCABULARIES AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 3 BONTOALA"

Yang akan dilaksanakan dari tanggal 8 Desember 2023 s/d 8 Februari 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّـــلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd
NBM 1127761

12-23

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْــــمِ اللّـه الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Yuliana
NIM	:	105351107217
Judul Penelitian	:	*Using Fly Swatter Game As a Strategy to Improve Students' Vocabularies at th...* *Muhammadiyah 3 Bontoala*
Tanggal Ujian Proposal	:	**11 November 2023**
Tempat/Lokasi Penelitian	:	**SMP Muhammadiyah 3 Bontoala**

No	Hari/tanggal	Kegiatan Penelitian	C...
1	Thursday 7 Desember 2023	Antar surat	An... SP...
2	Monday 8 January 2024	Pre-test	Na...
3	Monday 8 January 2024	Treatment	Na...
4	Tuesday 9 January 2024	Treatment	Na...
5	Monday 15 January 2024	Treatment	Na...

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

6	16 Tuesday January 2024	Treatment	Nama
7	22 Monday January 2024	Treatment	Na'ma
8	23 Tuesday January 2024	Treatment	Na'ma
9	29 Monday January 2024	Post - test	Na'ma
10			

Makas

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977.807

Pimpinan/Kepala sekolah/Ins

Andi Marliah, S.Pd.,
NIP/ID 1969l004 2007

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH BONTOALA
SMP MUHAMMADIYAH 3 BONTOALA
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor : 049/ IV.4 AU/A/2024

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Muhammadiyah 3 Bontoala menerangkan bahwa :

Nama   : Yuliana
NIM   : 105351107217
Fak. / Prog. / Jurusan : FKIP/Pendidikan Bahasa Inggeris

Benar telah mengadakan penelitian pada SMP Muhammadiyah 3 Bontoala dari tanggal 08 Desember 2023 sampai 08 Februari 2024, dengan judul skripsi:

"Using Fly Swatter Game As a Strategy to Improve Students' Vocabularies at the Eighth Grade of SMP Muhammadiyah 3 Bontoala"

Sesuai surat izin penelitian dari LP3M Unismuh Makassar Nomor : 15235/FKIP/A.4-II/XII/1445/2023 tanggal 4 Desember 2023.

Demikian surat keterangan ini di buat untuk di pergunakan seperlunya.

Makassar, 06 Februari 2024
Kepala Sekolah,

Andi Matiah,. S. Pd, M. Pd.
NIBSU 0691004 2007 01 2 016

CURRICULUM VITAE

YULIANA was born in Bima, West Nusa Tenggara, January 5th, 1997. She is the second child of Jakariah and Nurlaelah. She started her education in Elementary School at MIS YASIM NIPA in 2002 and graduated in 2008. After finishing her study in Elementary School, she continued her study in Junior High School at MTs AL-FALAH NIPA and graduated in 2011. Then she continued her study in SMA NEGERI 1 AMBALAWI and graduated in 2014. In the different year, she continued her study at English Education Department in University Muhammadiyah of Makassar.

At the end of her study, she could finish her thesis *entitle "Using Fly Swatter Game As a Strategy to Improve Students' Vocabularies at the Eighth Grade of SMP Muhammadiyah 3 Bontoala".*