

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language plays an important role in our everyday life interactions. It is used by humans to do communicate with other people in conveying and sharing the idea, feeling, emotion, and information both in spoken and written forms. It also serves human needs in their everyday communication in any situation. Language is classified into 3 types, namely: first language, second language, and foreign language.

The first language is the language that a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. The first language is also called the mother language or native language. A second language is a language that is not the mother tongue, but that is used for public communication. In other words, the second language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication.

A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to. The differences between the first language and a second language are: the first language is learned by a child at home usually from their parents. It is typically acquired at the crucial period of cognitive development; pre-puberty, when mother language and other crucial life-skills are also acquired or learned.

A second language is learned by a child after he/she gets his/her first language. It is not learned as part of the learner's general cognitive development.

It is not an essential life-skill in the same way that the mother language is. In Indonesia, the first language is Indonesian. English is studied in Indonesia as a second language or foreign language.

It becomes a problem because the position of English as a second language or foreign language still a strange material for a learner, so, the mastery of its language still contains many obstacles. Because of it, in English teaching-learning process should be beginning with a new second language vocabulary taught. It will make learners easier to learn English as a second language or foreign language.

English is the link language, serving to connect people of various regions and diverse backgrounds (Patel & Jain 2010:11). Based on the explanation above, the writer concludes that English is the tool or media in doing interaction for other people as an intermediary language to establish good communication relationships and as international languages. At the level of English, four skills must be achieved, namely Listening, Speaking, Reading, and Writing it's all called English skills.

There are four skills required in an English teaching-learning program. They are reading skills, speaking skills, listening skills, and writing skills. These four major are depending on vocabulary mastery. Vocabulary is central to language and critical importance to the typical language learner. Without a sufficient vocabulary, ones cannot communicate effectively or his ideas in both oral and written form.

Vocabulary is one of the essential language components for studying English. Without a proportional amount of vocabulary, anyone will get trouble in

speaking, reading, listening, and writing. In other words, the first that to be master for language learners in learning language especially English is vocabulary. It means that learning vocabulary is very important, especially for students in junior high school.

They must master English vocabulary and its grammatical rules to make communication with other people. Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. When we just learn about grammar without learning vocabulary, we cannot express anything.

It shows that English has a special place in the teaching of foreign language at school, especially junior high school. The problem in learning and teaching English still exist at school, because the English language is completely different from the Indonesian language in the system of the structure, pronunciation, and vocabulary.

For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching-learning activities. They have to present materials by using a suitable teaching technique. A good teaching technique makes students understand and master the lesson like the other lessons which need a suitable technique and methods, teaching language also needs suitable techniques and methods.

According to Stuart Webb (2005) In general, students should be able to master 800 vocabularies, because these 800 vocabulary words are much more valuable than other words because they are used so much more frequently.

For example, it is much more useful to know the word "home" than to "place to live." However, this number will increase if students want more complex things. Also, 800 words will help students speak the language in daily conversation. However, in general, students must be able to master 3,000 words to use the language well, especially eighth-graders in SMP N 22 Medan.

In reality, learning English especially to memorize vocabulary is boring for some students. Based on the writers' observation in the eighth grade of SMP N 22 Medan, it happens from the technique used in learning. The technique in teaching vocabulary is monotonous; the students just memorize the changes of verbs, the word related to nouns, adjectives, and adverbs.

The problem of vocabulary must be solved because it can be difficult for the students to continue the next level or grade. Also, the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in the English class. One of the ways to teaching strategies that can make students motivated to learn English is to sing a suitable strategy, such as games.

The use of games not only will change the dynamic of class but also help students study easily and help the brain to learn more effectively. The brain is a muscle just like any other. It needs to be work out, tested, and put into competitive situations. The more exciting and interactive the teacher can make learning environment, the more teacher tries to introduce games and activities more.

The teacher changes shapes and manipulates both language and environment, the better circumstance for students. Games allow students to work

cooperatively, compete with other strategies differently, work in a stressful and more productive environment, and allow students to have fun. One of the games that can improve the students' vocabulary mastery is the fly swatter game.

Fly swatter game is a game where the students have to get the word in the blackboard by using the teacher's instruction. Ideally, if the students can play many games in English their vocabulary mastery will be up. It can be seen from less vocabulary that they have memorized and they are not able to mention the meaning of simple vocabulary.

Rezkih & Amri (2013) also state "Fly Swatter Game is a kind of activity that students do in the classroom by using a fly swatter, and the students use it to hit the word on the whiteboard that teacher says before". In Indonesia, it is called "alat pemukul lalat". Playing the Fly Swatter Game in the classroom needs preparation and procedure. That is why I want to research with the title "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME AT THE EIGHTH GRADE OF SMP N 22 MEDAN."

1.2 The Problem of the Study

Based on the description of the background above, the problem of the study is formulated by the writer. The formulation of the problem can be seen in the following:

Does the fly swatter game improve the students' mastery in vocabulary at the eighth-grade students of SMP N 22 Medan?

1.3 The Objectives of the Study

Based on the description, the objective of this research is :

To find out whether the improvement of the students' vocabulary mastery through fly swatter game at the eighth-grade students of SMP N 22 Medan.

1.4 Scope of the Research

To avoid misinterpretation of the problems, the writer would like to limit the scope of the study. The writer wants to know whether fly swatter game can improve students' vocabulary mastery, or not, especially in the noun. The writer focused on the approach in teaching vocabulary especially nouns because the approach emphasizes the process of developing new words from the basic word.

So, students can develop one word to become more than one word, for example from the noun it can be develop become adjective and verb. One meeting will be conducted for 90 minutes. The test will be given twice, they are pre-test and post-test. A pretest will given to know the students' vocabulary background knowledge and a Post-test will given to know the students.

1.5 The Significance of the Study

The findings of the study are experts to be relevant and significant theoretically and practically.

- a) Theoretically, this research can enrich knowledge about vocabulary mastery in the learning process. Besides, this research can help as a research basis for other writers to explore the same field with different focuses.
- b) Practically, the findings explain that this study can be a reference for future writers in mastering students' vocabulary in learning, useful :

1. 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.
2. For English teacher, who wants to adopt this way in teaching vocabulary, as one of the alternative strategies and get the new experience of teaching vocabulary by using the game.
3. For the writers, who interest in this study to get information about vocabulary learning and fly swatter games.
4. For the readers who learn English, the fly swatter game is one of the media to improve English vocabulary and it can be used as additional material of regular exercises, such as speaking, reading, and writing.

1.6 Hypothesis

The hypothesis is proposed in this research has a formula as follows:

Ha: There is an improvement in vocabulary achievement by using a fly swatter game in teaching vocabulary in English lesson on eighth-grade students' at SMP N 22 Medan.

Ho: There is no improvement in vocabulary achievement by using a fly swatter game in teaching vocabulary in English lesson on eighth-grade students' at SMP N 22 Medan.

1.7 Previous of Study

In this thesis, the writer take two previous researches. Sri Wahyuni the first writer to describe the procedure of teaching vocabulary by using flash card to the student of SMP Percontohan Negeri 5 Takengon, and to describe the improvement of students' vocabulary mastery after teaching learning vocabulary

by using the strategy. The writer was “IMPROVING STUDENTS’ VOCABULARY ACHIEVEMENT BY USING FLASH CARD at SMP PERCONTOHAN NEGERI 5 TAKENGON”.

The aim of this research is to find out the improvement of the students’ achievement by using flash card strategy. The population and sample of this research is 34. The finding of this research in the improvement students’ score from the pre-test was 44, 41 and post-test cycle 1 was 64, 85, cycle II 80,44. The conclusion is flash card can improve the students’ achievement in vocabulary.

The second study was done by Ita Kurniawati entitled “IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH MIND-MAPPING STRATEGY (A Classroom Action Research at the Second Year students of SMP Negeri 2 Polanharjo, Klaten in the Academic Year of 2010/2011). She used quantitative approach to describe the students’ interest and to explain the procedure of mind-mapping strategy when it was implemented in teaching learning processes.

She also used quantitative approach to find out the improvement of students’ vocabulary mastery through pre-test and post-test. The mean score of pre-test in cycle I was 54 and cycle II was 56, 33, while the score of pos-test in cycle I was 65,66 and cycle II was 76,66.

CHAPTER II

REVIEWS OF RELATED LITERATURE

2.1 Theoretical Framework

In conducting research this chapter, the writer would like talking and more explanation about the theories based on experts where applied in the research, which are used in this research, to collect the theories for supporting my title research are important to avoid misunderstanding. The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The review is presented in five subheadings. The first part explains the language. The second part explains the skills of English. The third part explains the vocabulary mastery. The fourth part explains about the fly swatter game.

2.2 Language

2.2.1 Definition of Language

Language is a tool to interact or a tool to communicate, in the sense of a tool to convey thoughts, ideas, concepts, or feelings. With language, everything we want to say can be conveyed properly. Language as an important role in everyday people to communicate in doing every interaction. People use different language because every country has its language.

According to Baugh, A & Cable, T. (2005: 341) " language is the expression of the people who use it and should reflect the nature and the experience of the speakers". Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by the said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts.

2.2.2 Types of Language

There are three types of language; first language, second language, and foreign language.

1. The first language is the language that a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for sociolinguistic identity. The first language is also called the mother language or native language. A second language is a language that is not the mother tongue, but that is used for public communication. In other words, the second language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication.
2. A second language is learned by a child after he/she gets his/her first language. It is not learned as part of the learner's general cognitive development. It is not an essential life-skill in the same way that the mother language is. In Indonesia, the first language is Indonesian. English is studied in Indonesia as a second language or foreign language.
3. A foreign language is a language indigenous to another country. It is also a language not spoken in the native country of the person referred to. The differences between the first language and a second language are: the first language is learned by a child at home usually from their parents. It is typically acquired at the crucial period of cognitive development; pre-puberty, when mother language and other crucial life-skills are also acquired or learned.

2.2.3 English

English is a language used as a medium of communication and an international language used to interact with other people throughout the world. English is a global language that must be known and used in education, technology, social status, and modernization. According to Wierzbicka (2006:3) "English is the language of international air traffic control and chief language of world publishing, science, and technology".

Patel & Jain (2010:11) state that, English is the link language, serving to connect people of various regions and diverse backgrounds. Based on the explanation above, the writer concludes that English is the tool or media in doing interaction for other people as an intermediary language to establish good communication relationships and as international languages.

At the level of English, four skills must be achieved, namely Listening, Speaking, Reading, and Writing it's all called English skills. And then the writer in this study focuses on the writing to more discuss.

2.2.4 English Skills

There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by Uma & Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

1. Listening

Although speaking is the most common form of communication, due to several reasons, listening is the first skill to master to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking).

Smith, JM., & Vanness, HC., (1975, 98- 99) emphasizes: good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command.” Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems.

Third, listening constitutes half of the communication process. Fourth, children get the majority of information through listening. Finally, children spend more than half the time they are in the classrooms by listening (Smith, 1975:65). Realizing these reasons, we can see how important it is for the learners. Despite its importance, listening to foreign language sounds is possibly the skill that learners usually find the most difficult.

This is quite natural since the sounds they hear, at least in initial stages, are unfamiliar. Thus, to get the message sent through an expression, they always feel under unnecessary pressure to understand every word. Another prominent cause that makes listening to a foreign language sounds difficult for children is the fact that children, whether in or out of the classrooms, are subjected to an endless number of sounds. To a higher extent, these sounds do not belong to the foreign

language they are learning. As a consequence, the learners cannot concentrate on comprehending the sounds of the foreign language they are learning.

2. Speaking

First of all, as it has been stated in the previous section, in language learning the learners are expected to have a higher level of language input (listening) than the level of language production (speaking). Thus, the majority of speaking activities used in the first levels should be designed to enable pupils to participate with minimal verbal response.

However, in the last levels, e.g. grade six, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way. Based on my experience, there are three main types of speaking activities we can suitably use in primary schools. The first type is songs, chants, and poems which are very effective to encourage young learners to mimic the model they hear on the cassette or video.

This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. Steiner Jaffke (2004). Emphasizes the importance of using poetic language in the first three classes. Based on the experiences of teachers who have been teaching young learners for a long time, he explains that poetic language, based on rhythm and rhyme, is learned far more easily by children than is prose language.

Along with songs, poetic language introduces the children to the flow of the new language and familiarizes them with its prosodic elements: emphasis, intonation, pitches, etc. A great number of songs or poems also contain certain

grammatical points. Well-selected songs or poems can be integrated into lessons for reinforcing grammar points.

The second type of speaking activities used in primary schools in the games and pair work activities. They are commonly based on a given model; they do encourage young learners to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation. Using games is also advantageous because by doing games and pair work activities, the pupils (though they are unaware of this at the time) also develop a rich store of grammatical forms and structures.

However, since games and pair work necessitates much energy, they are more suitable to use in the upper classes, i.e. in grades four to six. The third type of speaking activity used in primary schools is oral reports and discussions on books the students have finished reading. Children need to talk to each other about what they're reading and share their ideas and insights with others.

In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced. Zang (2009: 34) shows that integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency. Kauchak & Eggen (1998) asserts that talking and social interaction enhances the learning of any kind.

3. Reading

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in Indonesian

primary school should make reading one of the priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one's self-realization and the development of his personal-social adjustment.

And since “reading is a very complicated process involving a variety of factors that interact with one another” Kim (2002), it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge.

Brindley (1994) emphasizes the essence of background knowledge factor in reading by saying: Texts are not entirely self-contained; they refer to the world. Texts assume knowledge on the part of the reader. Sometimes the knowledge is factually based and refers to objects, events, and people.

4. writing

In a first language situation, children rarely write what they do not say or read. Young children listen for sounds as they attempt to use letters to record their ideas on paper (Johnson, 2008: 7). Thus, a writing program in such a setting is always preceded by rich, broad, and meaningful programs in oral expression and sensible and interesting reading activities. In contrast, since writing is less threatening than speaking in that children need not be afraid of mispronouncing an unfamiliar word, in a second or foreign language learning children can have their first experiences of producing written statements in English well before they start speaking in the language.

According to Gordon (2007), "Second language literacy experts recommend that literacy instruction should start early in the ESL classroom before children develop full proficiency in a second language" . In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or very familiar topics (family, home, hobbies, friends, food, etc).

Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, time must be spent building up the language they will need and providing a model on which they can then base their efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues.

These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need. The writing of primary school pupils, whether done in class or at home, will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counterproductive. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

2.3 Vocabulary

2.3.1 Definition of Vocabulary

Vocabulary is part of a language that underlies the understanding of the language itself as stated by Nunan (1991: 101) that vocabulary is more than a list

of target language words. Vocabulary is part of the language system. Also, the quality of learners' vocabulary influences the four language skills. Moreover, Renadya (2002: 255) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write.

Vocabulary is central to language and critical importance to typical language learning. (Sipayung, K. T. 2016) From the research, vocabulary, and structure of grammar, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers meaning. He said that learners can achieve less than their potential without extensive vocabulary and strategies for acquiring new words.

Furthermore, Thornbury (2002: 14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition but also how that word fits into the world.

Vocabulary knowledge is not something that can for a lifetime. From these definitions, vocabulary is part of the language system that people used to communicate which consists of a large collection of items. Vocabulary is knowledge of how the words fit into the world. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related to the importance of vocabulary learning is central to language

acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of the meanings of words. Vocabulary is a powerful carrier of meaning.

A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of the language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

The definition of vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself is differentiated according to the field, person, class, or profession. It means that the beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when they command their students. The writer has the opinion that vocabulary is one aspect of language which is important in learning the language because vocabulary carries a meaning which is used in communication.

2.3.2 The Types of Vocabulary

According to Madya (1980: 13-14). There are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of a person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in a person's mind immediately when he or she has to

produce a spoken or written sentence (Averil Coxhead, 2006). On the other hand, passive vocabulary. (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary.

Both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching a foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skills; speaking, writing, reading, and listening (John Read, 2000:154).

Different from John, Wiji divides vocabulary into four groups as follows:

- a. The first is function words. These words, although some of them may also have full-words meaning contents. Amount of these groups are auxiliaries, preposition, conjunction, depending on where they are placed.
- b. The second is substitute words. Those words do not represent as individual things or specific actions, but function as substitutes for whole for classes of words. It means that is a link among words.
- c. The third types of vocabulary items are those that are distributed in use according to such grammatical matters as the absence or presence of a negative. For example, Rena speaks English well and Anton does too. To means that Anton also can speak English although the sentences do not show immediately that Anton can speak English well.
- d. The large body of “content words” constitutes the fourth group of vocabulary items and chief materials are usually considered when the

vocabulary items and chief materials are usually considered when the vocabulary of the language is discussed.

2.3.3 Vocabulary Mastery

According to (William Collins 1979: 604). Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word ‘master’, which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is the competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master to know a word are:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behavior of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of the word that make up a language which might be used by a particular person, class, profession (Norbert Schmitt, 2000). Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning four language skills, vocabulary is one basic component to be mastered.

It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having a too limited vocabulary, the students will find difficulties in mastering reading and other skills.

2.3.4 The Problem of Vocabulary

There are several strong reasons for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different returns for learning, it is important to make sure that learners have good control of high-frequency words of the language before moving on the less frequent vocabulary.

Secondly, most language teaching course makes vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that confuses the learners is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be (Anita Yuliana Siregar 2013:11). greatly increased through the careful design of both vocabulary and other skill activities.

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication (Paul Nation, 1994). The term used to classify word based on their functional categories are called part of speech.

The classification of the words of a language in this way is dependent on their function in communication (J. Eugene, 1993). The noun can occur in certain places in a sentence and serve certain functions. Verb, adjective, and adverb also occur in certain places in sentences and serve special functions. In English, the functional categories include pronouns and interjections.

The noun is a member of a class of words that can function at the subject or object in a construction, refer to places, animals, things, states, or qualities Webster's Collage Dictionary (2001). The verb is a member of a class of words that can function as the main elements of predicates, typically express action, state, or a relation between two things.

2.4 Fly Swatter Game

2.4.1 Definition of Fly Swatter

According to (AJ. Thomson and AV. Martinet, 1986). Fly swatter game is an interesting activity for students because they can learn through playing. Fly Swatter is an object used for killing flies that consist of a flat piece of plastic etc on a long handle. Fly swatter games is a game where the students have to get the word in the blackboard or whiteboard by using the teacher's instruction. Fly Swatter is a device for killing insects.

2.4.2 Procedure of Using Fly Swatter Game

There are many ways of teaching new words and teachers need to learn a variety of techniques because some methods will work better with certain types of words than others. Actually, in this game some procedures must be followed:

1. Students will complete each other to hit the word by the fly swatter.
2. Two students stand in front of the class and face their friends.

3. Students listen to what the teacher says carefully
4. They may face the whiteboard and find the word after they listen to the word said by the teacher.
5. The students hit the word.
6. After they have hit the word, they spell it in front of their friends.
7. The teacher knows their winner by listening to the first sound of a fly swatter.

This game has three rounds. The first and second rounds have the same activity. Every student competes to win the game. But in the third round, the students work in a group and try to win the game together. Students will be divided into two or three groups. Every group is given a fly swatter by the teacher.

2.4.3 Teaching Implementation of Fly Swatter Game

Fly swatter game is a game that can be used by the teacher in enriching students' vocabulary. In this case, it will be focused on the first grade of junior high school students. The implementation of using a fly swatter game is divided into three steps; they are pre-teaching activity, whilst teaching activity, and post-teaching activity (Jack C. R & Theodore S. R, 1999).

a. Pre-teaching Activity

Pre-teaching activities are done at the beginning of the teaching-learning process in class, which is used to attract students' motivation and make them ready to learn. In pre-teaching, some activities will be followed. First, the teacher introduces and brainstorms a topic. It helps students to consider what they have

already known about the topic and present some vocabularies. There some ways that can be used in introducing the topic.

Second, the teacher checks students' background knowledge by asking some questions about the vocabulary that students know. Then, the teacher tells the students that they will play a game. But before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher explains the rule of the game that must be followed by students. The rules of this game are as follows:

- a) They should not hit other students by the fly swatter.
- b) They should not throw the fly swatter to anyone.
- c) They should not “block” another player with their arm or their body to prevent them from getting at a word.

b. Whilst Teaching Activity

In this stage, the teacher rechecks students' readiness. It is important to do before the game is started. After students are ready, the teacher begins to lead them to the game. The game is played for 30 minutes. Some important points should be paid attention to along with the game.

- a) The teacher's role is to establish the success of playing this game. In this game, the teacher has several functions they are, teacher as a facilitator, teacher as an instructor, and teacher as the leader.
- b) Student's role in this game students is as the objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by the teacher. Moreover, all students should participate in expressing the vocabulary they have and also pay attention to their friends' performance in the game.

Besides, students should also keep the situation well during the game is played.

c. Post teaching Activity

In the post-teaching activities, the teacher gives exercises. Students do the exercises individually. It can be by writing words as many as possible including the meaning of words based on certain clues given by the teacher. This activity is necessary to check students understanding of the vocabulary that they acquire during the game.

2.4.4 Advantages of Using Fly Swatter Game

There are several advantages of using a fly swatter game for student vocabulary mastery. The advantages include:

1. It does not use a monotonous activity.
2. It is fun for students.
3. It helps them learn and acquire new words easily.
4. It involves friendly competition and keeps students interest.
5. It serves students to learn pronouncing and spelling words.
6. The students more active than the teacher.

2.4.5 Disadvantages of Using Fly Swatter Game

There are several disadvantages of using a fly swatter game for student vocabulary mastery. The disadvantages include:

1. Needs more preparation for the teacher for time allocation, such as time for divided a group.
2. The class is noisy.
3. Some students do not care when some students play games.

2.5 Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of the basic elements in mastering English because if students cannot master in vocabulary the students automatically will not obtain the four skills of English, such as listening, reading, speaking, and writing. In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary.

It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching-learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary. Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new words is hard because the word is slippery things.

The teacher should be creative and up to date for giving new words. They can do anything they want to improve their vocabulary mastery. Fly swatter game is considered as an effective, interesting, and enjoyable to teach vocabulary because it can give students enjoyment or challenge in studying vocabulary. Fly swatter games must have hard focus and good listening to answer the teacher's instruction. From the discussion above, the writer proposed that fly swatter in teaching vocabulary in the English language can improve students' vocabulary mastery.

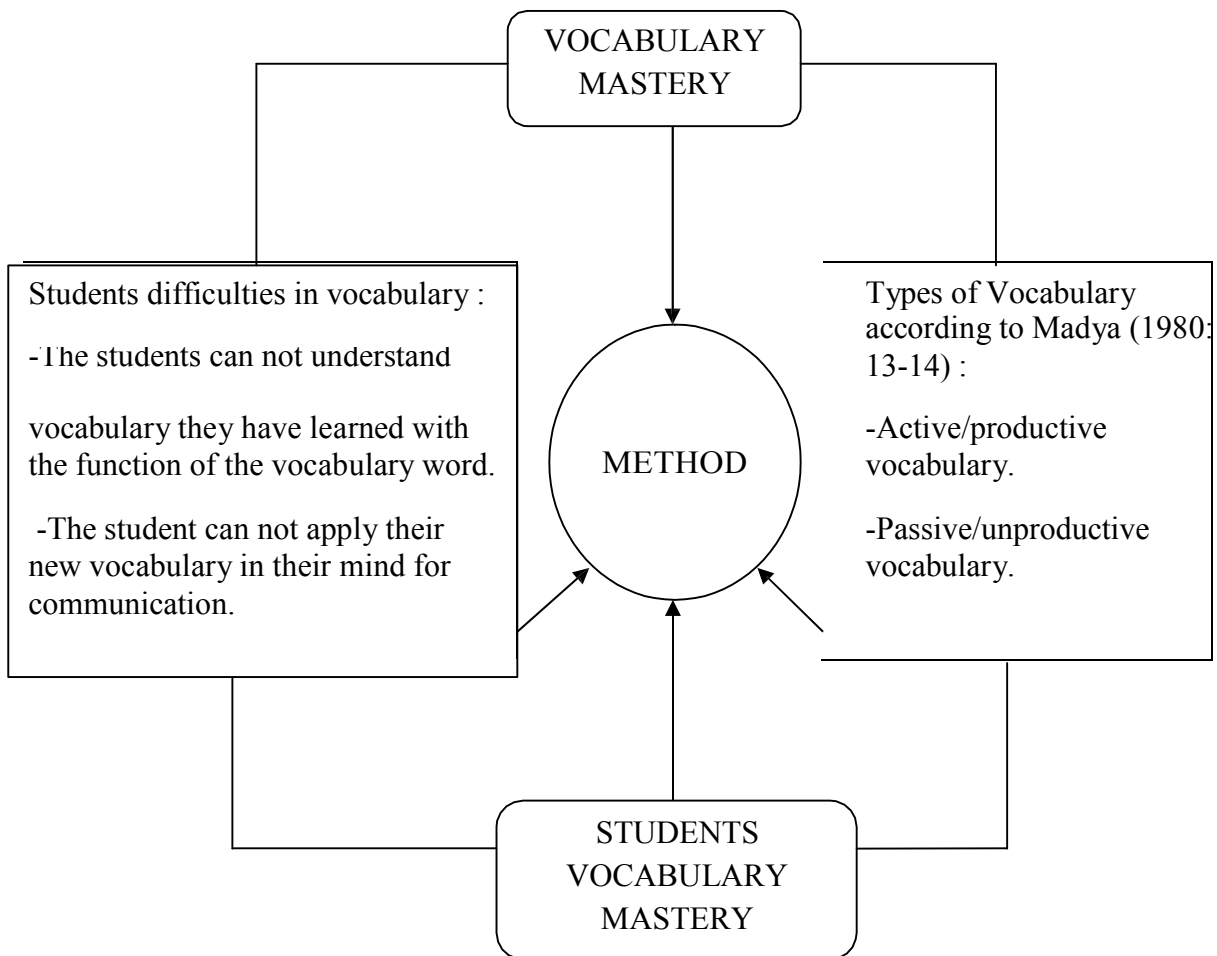


Figure 2.5: Conceptual Framework of The Vocabulary Mastery of Using Classroom Action Research (CAR) Method.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

According to (Wina Sanjaya, 2009). This research was conducted by applying Classroom Action Research (CAR). Classroom action research is action research conducted by teachers in the classroom. Classroom action research is research aimed to improve the quality of learning practice, that focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of the strategies for solving a problem that uses real action and analyzes every influence from the situation.

Classroom action is a method of finding out abilities way in the classroom. So, we can improve students' ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school (Abdulhak, I. & Ugi, S. 2012). While there is no requirement that the findings be generalized to other situations, the results can add to the knowledge base. Classroom Action Research consists of three words, there are:

a. Research

Examine the activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interests and important for the writer.

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is a group of students who are at the same time receive the lesson from a teacher. Constrains which are written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for the teacher to teach". Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to the activity which is intentionally appeared and happened in class. Here, the writer uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consists of four steps namely, planning, acting, observing, and reflecting. Improvement of the problem in this research is brought about by the series of the cycle. The figure is below:

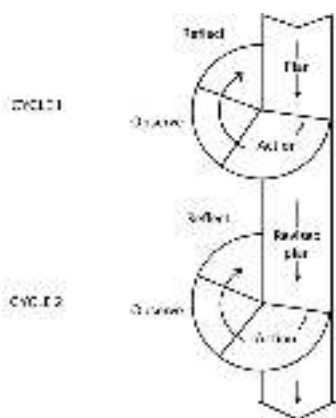


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart

The procedures of research are performed by administering two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the cycle I have begun, an orientation test is administered to identify the basic knowledge of the students about vocabulary mastery.

3.1.1 Cycle I

a. Planning

Planning is an arrangement for doing something, in planning the writer prepares everything that was needed in the learning process. The following points are the specification of the planning are the first cycle:

- 1) Conducting the cycle in two meetings.
- 2) Administrating the vocabulary learning process according to the lesson plan.
- 3) Conducting a pre-test to know the students' basic ability in mastery vocabulary.
- 4) Preparing material for vocabulary mastery.
- 5) Conducting a test of vocabulary mastery by fly swatter game in the last meeting.
- 6) Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students was taught how to comprehend vocabulary mastery by using the fly swatter game.

c. Observation

The observation was conducted to all the process and atmosphere of vocabulary mastery and learning process. The writer wants to find out the overall condition that occurs during the instruction.

d. Reflection

Reflection has an evaluative aspect of the effect of spacious issues and suggests handling it. The writer takes the feedback of this vocabulary mastery and learning process from the result of the observation, the problem that exists, and the cause of the problem. If the result does not reach the goal that determines, the writer makes the decision that the writer needs to continue to the research into cycle II.

3.1.2 Cycle II

Action research is cyclical. After the cycle of planning, action, observation, and reflection in cycle I, the process in cycle II is the same with the first cycle, whit of course more improvement vocabulary mastery material. Cycle II is done if there is an insignificant improvement of students' achievement in mastery vocabulary. During the treatments, a mastery vocabulary test was give to the students at the end of every meeting. The students are tested by asking them to answer 25 questions about multiple choices.

3.2 Population and Sample

In research, the writer must find out the population and sample before. They are one of the most important things to complete this research. The population and sample have a big function in this study. The population and sample in this study are the following :

3.2.1 Population

The population of this research is conducted for eighth-grade students of SMP N 22 Medan. Which consist of eighth class, they are VIII 1 - VIII 8, and the total number of the population are 248 students. This school is located on Jl. Pendidikan No. 36, Mekar Sari, Kec. Patumbak Medan.

3.2.2 Sample

The research was conducted in the first semester of the academic year 2019 / 2020. The observation was done on March 27th, 2020 while the research was conducted from July to September 2020. The study took place according to the class schedule in which the English subject was teach twice a week every Monday and Saturday. The duration was 80 minutes for Monday and 120 minutes for Saturday.

3.3 Procedure of Classroom Action Research (CAR)

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle inline it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was be done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore, in this phase, the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR).

Meanwhile, specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning was formed into lesson planning based on the currently used syllabus. The lesson plan has been prepared to be implemented

in VIII grade at SMP N 22 Medan. It has been mentioned some instructions regarding procedures of teaching media, resources, and evaluation.

2. Acting Phase

The acting phase in the principle is a realization from an act that has been planned before such as hat the strategy used, what material be taught, and others. The acting phase is where both the writer and the teacher collaborate to carry out the planned action. The teacher uses the determined strategy as she is teaching while the research observes the class condition during teaching-learning activity. In this phase, it begins the process of going more deeply into the issue being researched.

3. Observing Phase

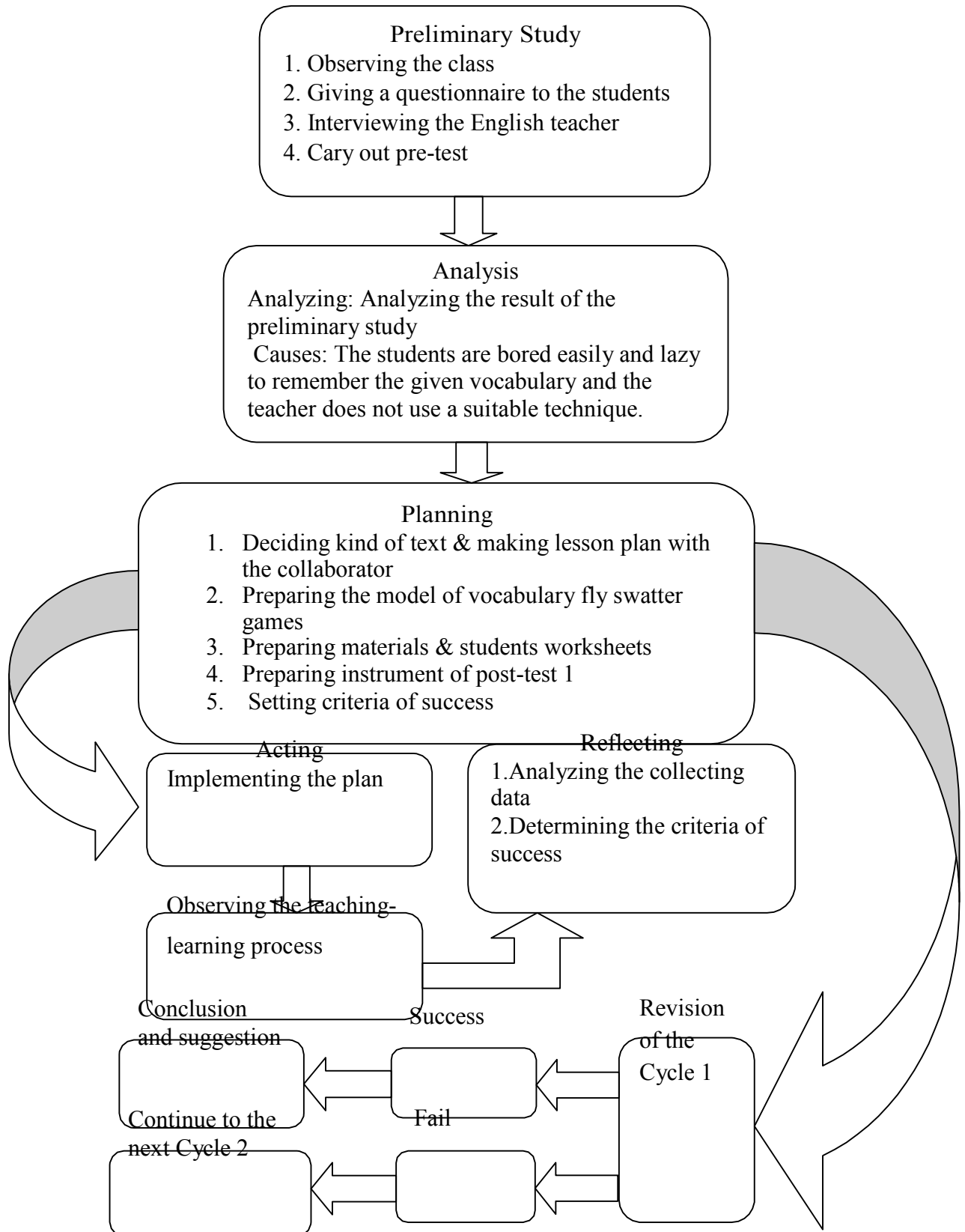
In this phase, the writer and the teacher collaboratively to write all events which are happening in the class and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The writer observed the outcomes of the intervention and reflecting on its effectiveness.

When observing, the observer should notice and note all of the activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from the evaluation or post-test.

4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection can be determined after implementing the action

and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve:



3.4 Instrument of Collecting Data

The instrument of collecting data is used to the writer to get the data observation by using:

1. Observations sheet: is a technique for collecting data about writer and students' activities in the teaching and learning process. Then the observation sheet is given based on reality in the classroom, the type of observation that is used in this research is direct observation.
2. Test sheet: is used to for getting data research results and students' activities in teaching-learning. There are two tests used in this research as follows:
 - a) A pre-test is done before implementing the Classroom Action Research (CAR).
 - b) The post-test is implemented after implementing the Classroom Action Research (CAR).

3.5 Validity and Reliability Test

3.5.1 Validity

According to Fraenkel, et.al. states that validity as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences writers make based on the data they collect. It means that validity is the most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be measured and suitable with the criteria. There is some criterion of good validity such as content, construct, and internal validity. In this case, the validity of the vocabulary test was be calculated by using Anates. Anates is an application program capable of

calculating the analysis for multiple choice and essay of items quickly, easily, and accurately.

3.5.2 Reliability

According to (Lodico et al). "Reliability refers to the consistency of scores, that is, an instruments'ability to produce "approximately" the same score for an individual over repeated testing or across different rater". It means that the reliability of the instrument was needed to make sure that the instrument could be consistent if used at other times. In this case, the reliability of the vocabulary test was calculated by using Anates. Inter-rater reliability is a measure of reliability used to assess the degree to which different judges or raters agree in their assessment decisions.

3.5.3 Vocabulary Test

According to (Meara, 1994). The vocabulary test is a tool to measure the written receptive vocabulary knowledge, which is mainly the word knowledge. It is to measure students' vocabulary comprehension at first. In this research, the test was done in the form of multiple choices.

3.6 Technique of Collecting Data

The technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data used to pre-test and post-test. The complete explanation as follows:

a. Observation

In this case, the writer used to unstructured or open observation to know the occurrences within the learning process. It may be about the teacher's performance during Classroom Action Research (CAR), the class situation in the classroom activity, and students' response concerning the use of vocabulary by fly swatter game.

b. Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing the fly swatter game in vocabulary. It is to measure students' vocabulary comprehension at first. Meanwhile, the post-test is implemented after using the fly swatter game in vocabulary. In this research, the test was done in the form of multiple choices. The test is held at the end of every cycle.

3.7 Technique of Data Analysis

This research used qualitative and quantitative data:

1. The analysis qualitative data used in this research observation of students' activities during the teaching-learning process, and the interview before and after Classroom Action research (CAR). The quantitative data there was a vocabulary test and it was about 20 questions. In scoring a vocabulary test, it was determined that the range from 0-100 by accounting the correct answer. The correct answer was given 5 while the wrong answer will given 0 and by applying this formula:
$$\% = \frac{R}{N} \times 100\%$$

Where: S=Score, R= The number of the correct answer, N= The number of questions.

2. The writer analyzes vocabulary to know the mean of the students' scores of vocabulary in each cycle. To know the mean of the students' score of vocabulary in each cycle, the following formula was apply: $\bar{x} = \frac{\sum x_i}{n}$

Where : \bar{x} = mean, $\sum x$ = total score, n = number of students.

3. Third, the writer tried to get the class percentage that passes the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at SMP N 22 Medan. It uses the formula: $P = \frac{F}{N} \cdot 100\%$

Where: P = the class percentage, F = total percentage score, N = number of students.

4. After getting the mean of the students' score per action, the writer identifies whether or not there might have students' improvement scores on vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle 2. In analyzing that, the writer used to the formula: $P = \frac{y_2 - y_1}{y_1} \cdot 100\%$

Where : P = percentage of students' improved, y = pre-test result, y_1 = post-test1

$$P = \frac{y_2 - y_1}{y_1} \cdot 100\%$$

Where : P = percentage pf students' improvent, y = pre-test result, y_2 = post-test2