

## THE EFFECTIVENESS OF USING FLY SWATTER GAME TO TEACH VOCABULARY

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### ABSTRACT

Vocabulary is one of the important components for EFL learners to learn. But often uninteresting vocabulary learning media makes students' vocabulary mastery become weak. This happened in one of private primary schools in Diwek, Jombang, East Java. Therefore, the purpose of this study is to know the effectiveness of Fly Swatter Game for teaching vocabulary. The population is sixty-six students of that private primary school and the sample is twenty students from class IV A. The researchers used a pre-experimental design especially one group pre-test and post-test to analyze the effectiveness of Fly Swatter Game on students' vocabulary mastery. The results showed that Fly Swatter Game is effective for teaching vocabulary. This has been proven by the results of hypothesis verification  $T^{\text{count}} = 11.803$  at a significant level ( $\alpha = 0.05$ ), then the results of  $T^{\text{table}} = 2.093$ . It can be concluded that Fly Swatter Game is effective in teaching vocabulary, especially in primary school. Hopefully, the results of this research can be provided information and knowledge, and can be used as a reference for further research.

**Keywords:** *Effectiveness, Fly Swatter, Vocabulary*

### INTRODUCTION

English is one of the most important languages to learn. Language is an interactive tool or a communication tool, in the sense is a tool for conveying thoughts, ideas, concepts, or feelings. In the study of sociolinguistics, language is defined as a system of signs, sound, arbitrary, efficient, dynamic, diverse, and humanistic. In English, there are four skills such as listening, reading, speaking, and writing. It is also necessary to teach several language components such as pronunciation, spelling, vocabulary, and grammar to develop language knowledge (Hrp, 2023).

Language consists of words. Vocabulary is the set of words that an individual knows. Young children learn vocabulary related to different concepts

they are learning. As children learn numbers in their native language, they add number concepts as well as vocabulary words(Linse, 2005). According to Syafiq et al., (2021), vocabulary is an important part of learning English because, without sufficient vocabulary, students cannot understand others or express their thoughts. Vocabulary is the most important of the supporting components in the development of language skills because all these skills cannot be learned if we do not understand the vocabulary well and correctly. Without vocabulary, it is almost impossible to learn a language. Many experts say that learning vocabulary is important because students need to learn many words so that they can use the vocabulary for any need, especially academic needs. If we learn a language without learning the vocabulary, we cannot say anything because we do not understand how to convey it(Hrp, 2023).

The fact shows that the results of teaching and learning vocabulary are still very low, especially at the beginner level. The Students are often faced with vocabulary mastery problems. This is certainly a concern about the condition of students' English skills. One of the private primary schools in Diwek, Jombang puts English subject as one of mulok. The interest in learning English for students in the village areas tends to be lower than the interest in learning English for students in the city areas. The students in primary schools students in Diwek, Jombang, especially class IV A, who study English are village students using Indonesian as a language of communication with teachers and Javanese as a language of communication with friends in everyday life.

This private primary school in Diwek, Jombang focuses on learning Islamic and religious values outside of its formal learning with the curriculum. Based on data in 2023, that primary school has a total of four hundred and twenty students. That private primary school can be said to be one of favorite primary schools in Diwek, Jombang. This is reasonable because that school often wins in academic and non-academic competitions, especially in Islamic competitions such as tahini and tartar. However, based on an interview with one of teachers, it was stated that most parents also demanded that their children learn English at school as preparation for entering junior high school. Meanwhile, English subjects are not

studied in all classes but are only studied in a few classes. Based on preliminary research results, English at a private primary school in Jombang is learned only once a week, for 70 minutes. Meanwhile, English is a difficult foreign language for children because they are not used to hearing it. However, teaching English to children, in this case, elementary school students, is not easy. Primary school children tend to be more active and have difficulty concentrating when the teacher explains to them. According to the teachers, the problem at that school is no different. Most students prefer to be in their world, playing with their friends rather than having to focus on the teacher's explanation in front of them.

Games are one of the steps that teachers must take in the teaching and learning process. About words, the game can also help students understand new words and meanings. Games also help teachers create contexts in which language is useful and meaningful. There are many ways for teachers to improve students' vocabulary and one of the effective ways that they can apply is using a fly swatting game. The fly swatter game is a type of activity that the students do in class using the fly swatter, and the students use it to type words on the whiteboard that the teacher has taught. said earlier it was(Rezkih & Amri, 2013) as cited in (Meri et al., 2022).

Teachers can use games in their teaching. Games can make students more interested in learning English. One of the English games that teachers can use in teaching vocabulary is the fly swatter game. According to Ferawati (2020), fly swatter is a game that requires students' ability to express themselves on the board as directed by the teacher. In this game, students are encouraged to be active and creative in studying words. The fly swatter game is one of the games that can be used in vocabulary lessons. In Indonesian, the word 'fly swatter' is also called 'permainan pemukul lalat'. In the English learning process, students play the game by tapping the correct response on the board. Then, they have to guess what their teacher said in the game. If they find the correct answer on the board, they get points. In this example, the students were asked to spell out the term and explain the meaning of the term(Muadah et al., 2019) as cited in (Junaid et al., 2022).

According to Rezkiah (2013) as cited in Junaid et al., (2022), “The fly swatter game requires the player to comprehend the words on the blackboard by following the teacher’s instructions.” Students are expected to play actively and creatively while searching for words based on the clues given to them. This game is fun enough to break the myth that English is hard and boring. In Addition, the Fly swatter game is a fun activity for students as the idea allows students to learn while playing. A fly swatter is a device used to kill flies. This is the which includes a flat piece of plastic etc. on a long handle. In addition, fly-swatting provides opportunities for students to play in which they can write words on the blackboard or whiteboard by following the teacher's instructions. Indeed, the fly swatter is a game device for killing insects(Samwan et al., 2021).

Some studies have investigated the use of fly swatter games to teach vocabulary to young learners. The results of these previous studies show that fly swatter is a game that requires pupils to find the word on the blackboard by following the teacher's instructions, one of the most crucial aspects to master is vocabulary. The use of the fly swatter game can improve students' vocabulary by making specific references to nouns, verbs, and adjectives. These researchers used quantitative research as the method for this study. Using the fly swatter game as a means of teaching vocabulary is very influential in students' vocabulary mastery (Ferawati, 2020; Hrp, 2023; Junaid et al., 2022; Meri et al., 2022; Samwan et al., 2021).

The gap for this study was that all those previous studies mentioned above were implemented at junior high school. Previous studies did not research young learners or primary schools. Therefore, the researchers implemented the fly swatter game method at one of private primary schools in Diwek, Jombang, especially in class IV A. Meanwhile, this research aims to know students’ vocabulary mastery before being taught using fly swatter Game, students’ vocabulary mastery after being taught using fly swatter game, and whether or not there is significant effectiveness of using fly swatter game to teach vocabulary.

## **LITERATUREREVIEW**

### **Vocabulary**

Students must learn and understand a wide range of vocabulary terms in order to communicate effectively. When learning a language, students must have a deep comprehension of terminology. Arwila (2022) stated that vocabulary knowledge is critical to achieving competency in a foreign language and is essential to language acquisition. According to Hariyono (2020), vocabulary is an important aspect of the English language, and there are several mediums that may be used to teach vocabulary to young learners. Meanwhile, Richards and Renandya (2002) as cited in Sumarni et al., (2022), vocabulary is an important component of language competency. It serves as the foundation for how effectively pupils can organize their speaking, listening, reading, and writing abilities. The mastery of vocabulary is crucial to competence and provides an overview of how effectively pupils' language abilities are determined.

### **Fly Swatter Game**

Game is part of the steps that teacher need to teaching in the learning and teaching process. In term of vocabulary, games can also help the students understand new words and new meanings. Game also help the teacher to create context in which the language is useful and meaningful. There are many ways that the teacher can do improve students' vocabulary and one of effective way which can be applied by the teacher is to use fly swatter game. According to Rezkiah & Amri (2013) as cited in Meri et al., (2022), fly swatter game is a kind of activity that students do in the classroom by using fly swatter game, and the students use it to hit the word on the whiteboard that teacher says before. Meanwhile, Ramadani & Saun, (2013) stated that "fly swatter" is a game used by teachers to build vocabulary for students. In this case, the focus would be on fourth graders. The implementation of the fly swatter game is divided into three stages: before-school activities, in-teaching activities and after-school activities.

### ***Before-School Activities***

This activity is carried out at the beginning of the learning process, so that

students are more interested and ready to learn. In this activity, the teacher introduces the topic first to the students then gives some vocabulary lists that will be learned. After that, the teacher tells the students that they will play a game using a fly swatter. However, before giving a game, the teacher must first explain the rules of the game. The rules of the game include; students should not hit their friends, students should not throw the fly swatter, and students should not precede or start first before the teacher gives instructions.

### ***In-Teaching Activities***

At this stage, the teacher rechecks students' readiness to start learning. Before starting the game, this is very important to do. After students feel ready to start learning activities, then the teacher provides the fly swatter game and directs students to play the game. This game is played for 35 minutes and during the game, there are several important points, among others; the teacher's function in this game is as an instructor or leader, student players must follow all instructions delivered by the teacher, and other students must pay attention to the performance of their friends in playing the game.

### ***After-School Activities***

At the end of the lesson, the teacher asks the students some questions about the vocabulary and its meaning, this activity is needed to check the students' understanding of the vocabulary they have acquired during the game.

## **RESEARCH METHOD**

In doing this research, the researcher used a pre-experimental design especially one group pre-test and post-test. According to Sugiyono (2013), a pre-experimental design is a design that includes only one group or class that is given pre-and post-tests. Furthermore, the variables used are the independent variable fly swatter games (X), and the dependent variable students' vocabulary (Y).

Meanwhile, the researcher carried out the research at one of private primary schools in Diwek, Jombang from October 17, 2023, until October 25, 2023. The population of this study was the fourth-grade students of primary

school. There are three classes, and they consist of sixty-six students. In determining the sample, the researcher took one class, class IV A. The total number of the sample was twenty students, nine females, and eleven males.

Then, the researchers chose the test as the instrument of the research. The researcher used multiple-choice and the researcher used 10 items for the test. The maximum score is 100 and the minimum score is 0. So, each student's answers are scored by dividing the score of correct answers by the total item then 100. The students are given the time 30 minutes to fill in the answers to the question given.

Furthermore, to collect the data, the researcher held two meetings for giving treatment. Before giving treatment, the researcher gave a pre-test of multiple-choice questions to students. After giving treatment, the researcher also gave a post-test of multiple-choice questions to students. To get the correct data, so that the researcher can see the score between the pre-test and post-test tests. In this study, the researcher corrected the results of the multiple-choice test that had been given to students and gave a score for each answer sheet that had been done by students. To get the results the researcher adds up how many correct answers will be multiplied by ten.

Next, this research used quantitative research, so it needs data analysis. In this research, to analyze the data, the researcher used an appropriate technique to find out whether there is effectiveness or not of students' vocabulary mastery. The technique of data analysis here is the steps to analyze and process the data. Quantitative analyses use statistics which is called statistical analyses. This technique was used to find the significant difference in students' vocabulary before and after being taught by using a fly swatter game, the researcher in this study used a paired sample T-test at SPSS version 16.0. The result of the hypothesis is shown whether it is significant or not.

## **FINDINGS AND DISCUSSION**

The researchers used some methods to collect the pre-test and post-test score. The researcher presents the answer to the problem statement contained in

this chapter. The problem statement is to know the effectiveness of using fly swatter game to teach vocabulary. After collecting the data, the researchers analyzed the data using SPSS version 16.0.

### **The Students' Vocabulary in the Pretest Before Being Taught Using Fly Swatter Game**

Pre-test question was given before the researchers gave treatments or experiments to students. The data of the pretest is shown in the table:

**Table 1: Descriptive statistic of pre-test score**

|                 | <b>N</b>  | <b>Minimum</b> | <b>Maximum</b> | <b>Sum</b>  | <b>Mean</b> |
|-----------------|-----------|----------------|----------------|-------------|-------------|
| <b>Pre-test</b> | <b>20</b> | <b>40</b>      | <b>80</b>      | <b>1200</b> | <b>60</b>   |

Based on the data in **table 1** above, it showed that the mean score is above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) seventy (70). It means that the pretest score according to the score interval is low or less. There are two reasons why students' vocabulary is still low or weak and they often feel bored, that are external and internal causes. The external causes are that teacher still use traditional or conventional learning methods and boring teaching methods. Traditional methods make students passive in the learning process. Because teacher is more dominant in the classroom learning process than students. Students listen more to the teacher's explanations rather than being actively involved in learning activities, which can reduce student interest and motivation. Then, the external factor is boring teaching methods can make students disinterested, students will lose interest and motivation in learning. They may feel bored or not interested in actively participating in the learning process. Boring teaching methods tend to be ineffective in conveying lesson material clearly. This can lead to shallow understanding or even lack of understanding of the subject matter.

Meanwhile, one of the internal causes is that students like to play with their classmates during learning activities. This causes students to lose focus on the learning material and hinders the learning process, causing a decrease in



understanding of the material being taught. It is supported by Agustin (2022), she states that the students are not actively involved during the teaching process because they are bored with the methods given by the teacher. Therefore, they prefer to play alone rather than listening to the teacher's explanation. So, the development of students' vocabulary mastery is weakened.

Another internal cause is that students often feel bored. Boredom can cause a decrease in students' interest and motivation towards learning. When students are not interested in the material or teaching methods, they tend to lose their desire to learn. It is supported by Krishan et al. (2020) as cited in Suhendra (2023), found that the most common difficulties that cause students to lack vocabulary are that they get bored easily when the teacher explains the material, they believe that learning vocabulary is only about knowing the meaning of words, and they only acquire vocabulary from their textbooks.

Furthermore, the other internal cause is that students are not enthusiastic during the learning process. A student's lack of enthusiasm for learning can have a significant negative impact, both for the student and for the future learning process. Students who are not enthusiastic can be a source of disruption in the classroom environment. This can disrupt the learning of other friends and hinder the teacher's ability to convey material in class. It is supported by Samwan et al., (2021) stated that in the face of challenges in English language learning, it is crucial for teachers: (1) to prepare various strategies for their students, (2) make students enjoy new experiences because they frequently copy what they see and hear. Because students rapidly become bored throughout the learning process, the teachers should prepare a variety of activities, in the classroom. When the teacher delivers the lesson, some of them usually make a noise, crack a joke with pals adjacent to their seats, or fall asleep, so the teachers must lighten the mood first to overcome students who do not pay attention to the teacher's explanation. This can be overcome by providing ice breaking or providing several games so that students pay attention to the teacher's lesson.

Related to the causes or factors making students' vocabulary low, Saputra & Hadi (2019) found that there are several main problems contribute to students'

low vocabulary, namely: (1) students become bored quickly because they believe the teacher is boring when explaining material, teaching them meaning and grammar. language, and provides examples of spelling and pronunciation. (2) students ignore the entire function of vocabulary because they believe that learning vocabulary is only about knowing the meaning of words. (3) students often learn new languages from their textbooks or from teachers during sessions. As a result, individuals may not use the term appropriately in other situations or pronounce it correctly.

### **The Students' Vocabulary in the Posttest After Being Taught Using Fly Swatter Game**

Post-test question was given after the researchers gave treatments or experiments to students. The data of the post-test is shown in the table:

**Table 2: Descriptive statistic of post-test score**

|                 | <b>N</b>  | <b>Minimum</b> | <b>Maximum</b> | <b>Sum</b>  | <b>Mean</b> |
|-----------------|-----------|----------------|----------------|-------------|-------------|
| <b>Pre-test</b> | <b>20</b> | <b>60</b>      | <b>100</b>     | <b>1640</b> | <b>82</b>   |

Based on the data in **table 2** above it showed the mean above the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) is seventy (70). It means that the results of the pretest scores according to the value interval are good. After all the treatments were given, the researchers gave a posttest for the questions in the form of 10 multiple choice questions, post-test results are in Table 4.4. Regarding the difference in their scores, the researchers concluded that there had been a development in their vocabulary mastery from a low level to a high level. The cause of this development is the enthusiasm for learning from students. Because previously they had never learned to use fun media or games, thus they become more enthusiastic about learning English. After students are given treatment and they become interested and enthusiastic in learning English, several positive changes can occur. Among them, students who are interested and enthusiastic tend to be more focused and participate actively in learning, have motivation in learning English which can lead to increased understanding and

mastery of the subject matter, and their self-confidence increases compared to before.

It is supported by theory from Saputri (2022), she states that the fly swatter game made students more enthusiastic, interested, and more active in class. So, they can expand their vocabulary and memorize more words instead of enjoying class activities. Along with the researcher's analysis, Hambree (2008) as cited in Ramadani & Saun (2013) stated that the fly swatter game can be used with students of all levels. It is a fun activity to do in the classroom, especially to warm up the students. The atmosphere in the classroom will be different than usual, students will make noise in the classroom, but that is the purpose of this game because it will make students feel more happy, active, and make them addicted to this game. It is supported by Silaban and Refika (2017) as cited in (Saputri, 2022) stated that the *fly swatter game* can help students in compiling a dictionary of the words they see and can be a very useful tool, this game is a very good game to improve students' vocabulary.

### **Significant Effectiveness of Using Fly Swatter Game to Teach Vocabulary**

After collecting the result of students' scores of pretest and post-test data in the class, it can be concluded that after using taught fly swatter game, students' vocabulary mastery improved because the mean score from the pretest to post-test increased. To determine the significance of the effect of using fly swatter game on students' vocabulary mastery, the pretest and the posttest were analyzed using paired sample t-test. Below the result of pretest and posttest normality and paired sample T-test based on the *SPSS 16.0* application.

**Table 3: Result of Normality Test**

|                  | Kolomogorov-Smirnov |    |       | Shapiro-Wilk |    |      |
|------------------|---------------------|----|-------|--------------|----|------|
|                  | Statistic           | Df | Sig.  | Statisic     | Df | Sig. |
| Before treatment | .154                | 20 | .200* | .929         | 20 | .150 |
| After treatmet   | .184                | 20 | .076  | .922         | 20 | .108 |

a.Lilliefors Significance Correction.

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

In the normality test based on Shapiro Wilk, the data were stated as distributed normally when sig. scores higher than 0.05. It means the significant

value of the data  $> 0.05$  it can be concluded that the data is normally distributed. Furthermore, the data would be analyzed with Paired sample t-test.

**Table 4: Result of Paired Sample T-test**

|        |                                      | Paired Differences |                |                 | 95% Confidence Interval of the Difference |         | t       | df | Sig. (2-tailed) |
|--------|--------------------------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
|        |                                      | Mean               | Std. Deviation | Std. Error Mean | Lower                                     | Upper   |         |    |                 |
| Pair 1 | Before treatment-<br>After treatment | -22.000            | 8.335          | 1.864           | -25.901                                   | -18.099 | -11.804 | 19 | .000            |

Based on the data in **table 4** it shows that a significant value (2-tailed) of 0.000 ( $< 0.05$ ) so it can be said that the underlying “Hypothesis is accepted”. In addition, it can be that there is a difference in the score of students’ vocabulary mastery before and after being taught fly swatter game. Because there is a significant difference, it can be said that fly swatter game is effective to teach vocabulary.

However, there are several reasons why fly swatter game is effective in students' vocabulary mastery. In village areas like Cukir, elementary school students have limited resources to explore their second language knowledge. Furthermore, the teacher still uses teacher-centered learning methods. Therefore, the introduction of new methods such as the fly swatter game increases student motivation. This technique increases the enthusiasm of young learners and motivates them to learn vocabulary. Their competitive nature and desire to become champions also helps this method be more effective. This statement is supported by Hembree (2008) as cited in Ramadani & Saun (2013) that They are happy and very enthusiastic about playing the game and can also improve their understanding of vocabulary about daily activities. This means that this method also helps all students to participate in the learning process.

Based on the findings from the previous study, it was concluded that the Flying Bat Game is effective in improving vocabulary learning. The scores of students who used this method experienced a significant increase compared to

before. This research was also conducted using quantitative research methods by previous researchers, this information is revealed by (Ferawati, 2020; Hrp, 2023; Junaid et al., 2022; Meri et al., 2022; Samwan et al., 2021). Meanwhile, this study also has the same result that there is a change in the average score of students' vocabulary mastery between before and after treatment, because there is an effect of using fly swatter games on students' vocabulary mastery. In conclusion, fly swatter game is effective to teach vocabulary. Meanwhile, this present study also has the same results that there is a difference in the average score of students' vocabulary mastery between before and after the treatment, because there is an effect of using fly swatter game on students' vocabulary mastery. To sum up, fly swatter game was effective to teach vocabulary.

## CONCLUSION

This study shows that the use of fly swatter game is effective to teach students' vocabulary mastery, because there is a difference in vocabulary mastery scores between before and after treatment. Therefore, the researchers provide suggestions for further research. Hopefully, the suggestions that have been given can be useful for teachers, students, and future researchers. For teachers, it is hoped that the fly swatter game will not make students bored quickly and can make students more interested and active in class. For students, it is hoped that the fly swatter game can help students to better understand vocabulary. And for other researchers, it is hoped that the fly swatter game can be a suitable media to improve students' English language skills.

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