

SKRIPSI

**IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY
SWATTER GAME IN THE FIRST GRADE OF MTS PERSATUAN AMAL
BAKTI (PAB) 1 HELVETIA**

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Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **Ika Rahmadani Lubis** yang berjudul **“Improving Students’ Vocabulary Mastery by Using Fly Swatter Game in the First Grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia”**, maka saya berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

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Yang membuat pernyataan

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ABSTRACT

The research aimed to find out improving students' vocabulary mastery by using fly swatter game. This research was conducted by using Classroom Action Research (CAR). The subject of this research was grade VII-A of MTs Persatuan Amal Bakti (PABI) 1 Helvetia 2017/2018 academic year which consisted of 49 students. The object of this research was to improve the students' vocabulary mastery through fly swatter game. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire.

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score of pre-test were 53.3, the mean score of post-test 1 was 70.9, and the mean score of post-test cycle 2 was 83.5. In addition, there were 4 students (8.16%) who passed Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal (KKM)* in the pre-test. Meanwhile, in the cycle 1, there were 27 students (55.1%) who passed Minimum Mastery Criterion (KKM), and it gained which was in the post-test cycle 2 there were 42 students (85.7%) who passed Minimum Mastery Criterion (KKM), so the criteria of success was achieved. Then, from the result of questionnaire it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%. It improved 47.71%. Furthermore, the results of observation and interview showed that the students were motivated in teaching-learning process during the implementation of fly swatter game.

Keywords : Vocabulary, Fly Swatter Game

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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Vocabulary is one of the essential language components in studying English. Without a propotional amount of vocabulary anyone will get trouble in speaking, reading, listening and writing. In other words, the first that to be master for language learner 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 communicate to another 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 the foreign language at school, especially junior high school.

Problem in learning and teaching English still exist at school, because 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 a suitable techniques and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Based on the researchers' observation in the first grade at MTs PAB 1 Helvetia, it happens from the technique that 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. There are many technique and methods of language teaching that can be selected for teaching vocabulary, some of the teacher are using kind of games, such as stick figure, puzzle, card game, and wall cards.

The students had difficulty in differentiating the form of word grammatically, such as part of speech noun, verb, adjective, and adverb. Furthermore, the students tend to be bored and low participation in English class.

Those problems of vocabulary must be solved, because it can be difficulties 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 English class.

One of the ways to teaching strategies that can make students motivated to learn English is sing the suitable strategy, such as games. The use of games not only will change the dynamic of class but also we help student study easily and help the brain to learn more effectively. The brain is muscle just like any other. It needs to be work out, tested and put into competitive situations. The

more exiting and interactive the teacher can make learning environment, the more teacher tries to introduce games and activities more. The teacher change shapes and manipulates both language and environment, the better circumstance for students. Games allow students to work cooperatively, compete with other strategy in different way, work in stressful and more productive environment and allow students to have fun.

One of game that can improve the students' vocabulary mastery is 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 been seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary. That is why I want to conduct a research with the title **“IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME AT THE FIRST GRADE OF MTS PERSATUAN AMAL BAKTI (PAB) 1 HELVETIA.”**

1.2 Research of Problem

The problems in this research are:

1. What is the fly swatter game is able to improve the students' mastery in vocabulary?
2. How is the fly swatter game improve the students' mastery in vocabulary?

1.3 The Objectives of the Study

The objectives of study are:

1. To describe the implementation of fly swatter game in students' vocabulary mastery.
2. To find out whether the improvement of the students' vocabulary mastery through fly swatter game.

1.4 Limitation of Study

To avoid misinterpretation to 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 noun and verb.

1.5 The Significance of the Study

The findings of this study are supposed to be 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 game.
3. For the researchers, who interest in this study to get information about vocabulary learning and fly swatter game.
4. For the readers who learn English, fly swatter game is one of media to improve English vocabulary and it can be used as additional material of regular exercises, such as speaking, reading, and writing

1.6 Definition of Key Terms

To clarify and explain the terms of the title to avoid the ambiguity in this study. The definition is as below:

1. Improving Students' Vocabulary Mastery

The definition of the word improving it is meant that the process to make better in quality or make more productive to become better. While the word student means a person who follows a process of study in a college or university. The vocabulary mastery is the knowledge or ability to control in understanding the new words in language.

From those explanations above, the writer concludes that improving students' vocabulary mastery is the process to help student ability to make better for mastering new words in learning foreign language.

2. Fly Swatter

Fly swatter is a game that needs students' ability to get the word on the blackboard by using the teacher's instruction. In this game, the students are encouraged to be active and creative in finding words.

1.7 Previous of Study

In this thesis, the writer takes two previous researches. Sri Wahyuni the first researcher; proposes 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 researcher 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 LITERATURES

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this study and they need be theoretically explained.

2.1 Theoretical Framework

2.1.1 Vocabulary

2.1.1.1 Definition of Vocabulary

Learning language cannot be separated from learning vocabulary. 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 in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹ Generically, vocabulary is the knowledge of meanings of words.²

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.³ Vocabulary is all the words

¹ Marianne Celc e-Murcia, (2001), *Teaching English as a Second or Foreign Language*, USA: Heinle & Heinle, p. 285.

² Elfrieda H. Hiebert and Michael L. Kamil, (2005), *Teaching and Learning Vocabulary: Bringing Research to Practice*, USA: Lawrence Erlbaum Associates, Inc., p. 3

³ Jim Scrivener, (1194), *Learning Teaching*, English: Heinemann Publishers Oxford, p. 74.

that a person knows or uses.⁴ Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.⁵

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

2.1.1.2 The Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.⁶ 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 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 person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary

⁴ Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

⁵ Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

⁶ John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154.

(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.⁷ Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Different from John, Wiji divides vocabulary into four groups as follows:⁸

- 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. Its 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. *Too* means that Anton also can speak English well

⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit.*, p. 3

⁸ Wiji Lestari, (2013), *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

although the sentences does 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 language is discussed.

2.1.1.3 Vocabulary Mastery

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.⁹ Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:¹⁰

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behaviour 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

⁹ William Collins, (1979), *Webster’s New Twentieth Century Dictionary*, America: The United States of America, p. 604

¹⁰ Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, New York: Cambridge University Press. p. 5.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. 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 too limited vocabulary, the students will find difficulties in mastering reading and other skills.¹¹

2.1.1.4 The Problem of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that 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 result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be

¹¹ Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

greatly increased through the careful design of both vocabulary and other skill activities.¹²

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.

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. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections.¹³

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.¹⁴

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.¹⁵

¹² Paul Nation, (1994), *New Ways in Teaching Vocabulary*, Alexandria: TESOL, p. 20.

¹³ Hall J. Eugene, (1993), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

¹⁴ Random House Webster's Collage Dictionary, (2001), America: United States of America, p. 842

¹⁵ *Ibid.* p. 1358

Adjective is a word used to qualify a noun or pronoun.¹⁶ Adverb is a word which modifies a verb, adjective or another adverb.¹⁷

2.2 Fly Swatter Game

2.2.1 Definition of Fly Swatter

Fly swatter game is the 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.¹⁸ 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.¹⁹

2.2.2 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 type of words than others. Actually, in this game there are some procedures that must be followed:²⁰

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

¹⁶ AJ. Thomson and AV. Martinet, (1986), *A Parctical English Grammar*, Oxford: Oxford University Press, p.10

¹⁷ *Ibid.* p.17

¹⁸Macmillan Dictionary, *Definition of Fly Swatter*, Retrieved on November 29th 2016, form <http://www.macmillandictionary.com/dictionary/british/flyswatter>

¹⁹ Random House Webster's Collage Dictionary, *Op.cit.*, p. 476

²⁰ Helena Rizkiah and Zul Amri, (TT), *Jurnal of Using Fly Swatter Game to Improve Students' Vocabulary of Grade 5 of Elementary School*, Padang: Universitas Negeri Padang, p. 4

4. They may face the white board and find the word after they listen to the word said by teacher.
5. The students hit the word.
6. After they have hit the word, they spell it in front of their friends.
7. Teacher knows their winner by listen the first sound of fly swatter.

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

2.2.3 Teaching Implementation of Fly Swatter Game

Fly swatter game is a game that can be used by teacher in enriching students' vocabulary. In this case, it will be focused on first grade of junior high school students. The implementation of using fly swatter game is divided into three steps; they are pre-teaching activity, whilst teaching activity, and post teaching activity.²¹

1. Pre-teaching Activity

Pre-teaching activities are done at the beginning of teaching learning process in class, which is used to attract students' motivation and make them ready to learn. In pre-teaching, there are some activities that will be followed.

First, teacher introduces and brainstorms a topic. It helps students to consider what they have already known about the topic and present

²¹ Jack C. Richard and Theodore S. Rodgers, (1999), *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, p. 35-37

some vocabularies. There some ways that can be used in introducing the topic.

Second, the teacher check students' background knowledge by asking some question about the vocabularies that student 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 give explanation about the rule of the game that must be followed by students. The rules of this game are as follows:

- a) They should not hit another students by 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.

2. 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, teacher begins to lead them to the game. The game is played during 30 minutes. There are some important points that should be paid attention along the game.

- a) Teacher's role is to establish the successfulness of playing this game. In this game, 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 are 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 teacher. Moreover, all students should participate in expressing 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.

3. Post teaching Activity

In the post teaching activities, 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 a certain clues given by teacher. This activity is necessary in order to check students understanding about the vocabulary that they acquire during the game.

2.2.4 Advantages of Using Fly Swatter Game

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

1. It is not use a monotonous activity.
2. It is fun for students.
3. It helps them learn and acquire new word easily.
4. It involves friendly competition and keeps students interest.²²

²² Wivesunscripted, *The Flyswatter Game*, Retrieved on December 4th 2016, form <https://wivesunscripted.wordpress.com/2011/11/29/the-flyswatter-game/>

5. It serves students to learn pronouncing and spelling words
6. The students more active then teacher.

2.2.5 Disadvantages of Using Fly Swatter Game

There are several disadvantages of using 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 noisy.
3. Some students not care when some students play the games.

2.3 Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not obtain the four of 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 word is hard because word is slippery things. The teacher should be creative and up to date for

giving new word. They can do anything they want to improve their vocabulary mastery.

Fly swatter game is considered as an effective, interesting, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Fly swatter game must have hard focus and good listening for answer the teacher instruction.

From the discussion above, the researcher proposed that fly swatter in teaching vocabulary in English language can improve students' vocabulary mastery.

2.4 Hypothesis

Hypothesis is proposed in this research has a formula as follows: by using games that called fly swatter in teaching vocabulary in English lesson can improve students' vocabulary mastery and improve students' vocabulary in the first grade students of MTs Persatuan Amal Bakti (PAB) 1 Helvetia.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Design

This research conducted by applying Classroom Action Research (CAR). Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.²³

Classroom action is a method of finding out what the best way in the classroom. So that, 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. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. Classroom Action Research consist of three words, there are:²⁴

a. Research

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

²³ Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta: Kencana, p. 26

²⁴ *Ibid*, p. 25

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 group of students who are in 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 teacher to teach”. Class is not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

In here, the researcher 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 cycles. The figure is below:

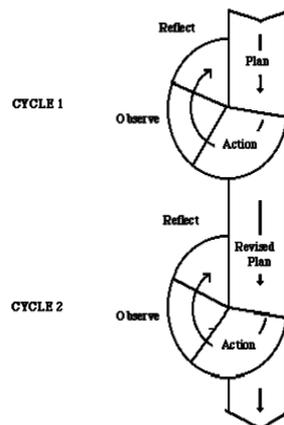


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart²⁵

²⁵ Ishak Abdulhak dan Ugi Suproyogi, (2012), *Penelitian Tindakan Dalam Pendidikan Nonformal*, Jakarta: Raja Grafindo Persada, p. 161

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 begins, an orientation test is administered to identify the basic knowledge of the students about vocabulary mastery.

3.1.1 Cycle I

a. Planning

The following points are the specifications of the planning in the first cycle:

- 1) Conducting the cycle in two meetings.
- 2) Administering the vocabulary learning process according to the lesson plan.
- 3) Conducting a pre-test in order to know the students' basic ability in vocabulary mastery.
- 4) Preparing material for vocabulary mastery.
- 5) Conducting a test of vocabulary mastery by using a 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 will be taught how to comprehend vocabulary mastery by using the fly swatter game.

c. Observation

The observation will be conducted to all the processes and the atmosphere of vocabulary mastery and the learning process. The

researcher want to find out the overall condition occur during the instruction.

d. Reflection

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

3.1.2 Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle, whit of course more improvement vocabulary mastery material. Cycle II is done if there is insignificant improvement of students' achievement in mastery vocabulary.

During the treatments, mastery vocabulary test was gave to the students at the end of every meeting. The students are testing by asking them to answer 25 questions multiple choices.

3.2 The Subject of the Research

The subject of this research is students' at grade VII of MTs PAB (Persatuan Amal Bakti) 1 Helvetia. This participant of the class consists of 49 students.

3.3 Place and Time of the Research

3.3.1 Place

MTs PAB (Persatuan Amal Bakti) 1 Helvetia

3.3.2 Time

The time to perform acts ranging from Cycle I and Cycle II for 1 month

3.4 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 in line it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was 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 the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VII grade at MTs Persatuan Amal Bakti(PAB) 1. It has been mentioned

some instruction regarding procedures of teaching media, resources, and evaluation.

2. Acting Phases

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others. Acting phase is where both the researcher 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 researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of 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 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 is able to 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 t solve.

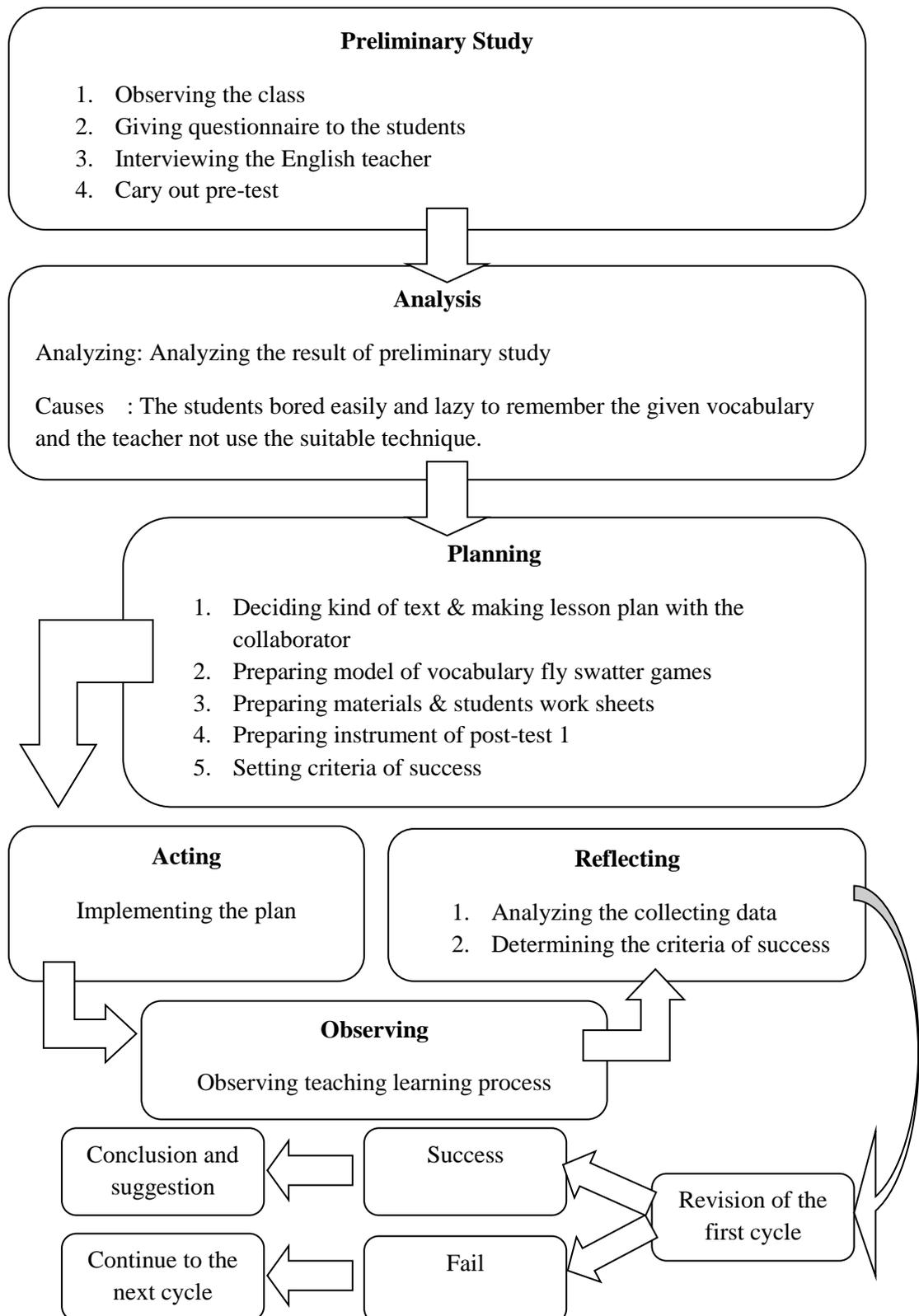


Figure 3.2: The phases of Classroom Action Research modified by the researcher

3.5 Instrument of Data Collection

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

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).
4. Diary Notes: is personal records usually done by the researcher itself that will be writing up daily. The diary notes are useful for knowing all the students' activities during teaching and learning process.
5. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
 - a. Pre-test is done before implementing the Classroom Action Research (CAR).
 - b. Post-test is implemented after implementing the Classroom Action Research (CAR).

3.6 Technique of Collecting Data

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 use pre-test and post-test. The completely explanation as follows:

a. Observation

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

b. Interview

The researcher asks the teacher to know the students' difficulties in English vocabulary, students' condition involving in English class activity, and the fly swatter game used by the teacher in teaching English vocabulary.

c. Questionnaire

The researcher conducted the pre-questionnaire and post-questionnaire. The questionnaire is conduct to obtain the data indicating students' motivation in learning English vocabulary

d. Test

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

e. Diary Notes

The researcher observe the students' activities. The activities of students' to solve the clues of fly swatter game in diary notes. The improvement of students in vocabulary mastery also keep paying attention for teacher in every meetings.

f. Study Documentation

Study documentation use to show the teaching and learning process by using the photograph. The research take the picture when they were studying. It can show them that are serious or not when learning and teaching process and document in this research.

3.7 Technique of Data Analysis

This research used qualitative and quantitative data. The analysis qualitative data used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action research (CAR).

The quantitative data there was a vocabulary test and it were about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S: Score

R: The number of correct answer

N: The number of question

To know the mean of the students' score of vocabulary in each cycle, the following formula was applied:²⁶

$$X = \frac{\sum X}{n}$$

Where:

X: mean

$\sum x$: total score

n: number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at MTs Persatuan Amal bakti (PAB) 1. It uses the formula:²⁷

$$P = \frac{F}{N} \times 100\%$$

Where:

P: the class percentage

F: total percentage score

N: number of students

After getting mean of the students' score per actions, the researcher identifies whether or not there might have students' improvement score on vocabulary comprehension from pre-test up to post-test score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula:

²⁶ Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 81

²⁷ *Ibid*, p. 43

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P: percentage of students' improvement

y: pre-test result

y1: post-test 1

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P: percentage of students' improvement

y: pre-test result

y2: post-test 2

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Description of the Data

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from observation result, questionnaire result, interview, diary note, and photography evidence. This research was conducted in one class of MTs Persatuan Amal Bakti (PAB) 1 Helvetia that class VII-A with 49 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in four meetings include pre-test. The second cycle was conducted in three meetings. In the last meeting of each cycle, the students were taken the test as the post-test.

4.1.1 The Qualitative Data

4.1.1.1 Observation

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which fly swatter was applied students' activities, behaviour students' ability in vocabulary, and interaction between teacher and students. (See Appendix: Observation Sheet Page 141)

In teaching-learning process by using fly swatter game they feel enjoy and motivated to memorize and learning English. It seen from their enthusiastic

and interested in the lesson while the teaching learning process and the increase of their understanding and memorizing from their score.

4.1.1.2 Questionnaire

The questionnaire was conducted before and after Classroom Action Research (CAR). The researcher gave the questionnaire to the students. From the result from the students' questionnaires' answer, showed that there were differences responses before and after the implemented the technique.

In the pre-questionnaire was conducted to obtain the data indicating students' motivation in learning English vocabulary. The questionnaire had ten questions which revolved in three categories, they are the students' response about teaching-learning process (2 items, no. 1 and 2), the result of the students' vocabulary learning activities (2 items, no. 3 and 4), and the solution of the problems in vocabulary (6 items, no. 5-10), all of them are ten items. (See the Appendix 3a: Questionnaire for Students in the preliminary Study Page 87)

Table 4.1

The Result of Questionnaire in the Preliminary Study

No	The students' response about teaching	Yes		No	
1	learning process				
	<ul style="list-style-type: none"> The students were enjoy in the teaching learning process 	43	87.7%	6	12.2%
	<ul style="list-style-type: none"> The students understood the teacher's explanation easily 	26	53%	23	46.9%
2	The result of the students' vocabulary learning activity	Yes		No	

	<ul style="list-style-type: none"> The student felt good with their score in vocabulary 	24	48.9 %	25	51%
	<ul style="list-style-type: none"> The students could answer the teachers questions about vocabulary material given 	22	44.8 %	27	55.1%
3.	The solution of the problem in vocabulary	Yes		No	
	<ul style="list-style-type: none"> The students asked their difficulty in vocabulary to the teacher 	13	26.5 %	36	73.4%
	<ul style="list-style-type: none"> The teacher implemented the suitable technique to solve difficulties in learning vocabulary 	18	36.7 %	31	63.2%
	<ul style="list-style-type: none"> The technique could help students memorize vocabulary easily and get the new vocabulary 	19	38.7 %	30	61.2%
	<ul style="list-style-type: none"> The teacher gave exercise to develop students' ability in vocabulary 	35	71.4 %	14	28.5%
	<ul style="list-style-type: none"> The students could do the task easily 	21	42.8 %	28	57.1%
	<ul style="list-style-type: none"> The students' had rich vocabulary 	10	20.4 %	27	79.5%
Mean		47.09%		52.81%	

The table above showed the result of pre-questionnaire, that first category was the students' response about teaching-learning process in learning English vocabulary. The result showed 87.7% students were motivated in the teaching-learning process. Next items in students understanding about English lesson, show that 53% of the students understood the teacher explanation. It mean that most of the students first grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia

like English vocabulary lesson, even though they didn't mastery English vocabulary yet.

The second category is the result of students' vocabulary achievement. 51% of the students were not satisfied with their score in vocabulary. So, most of students were not satisfied in their score is bigger than those who weren't. Then only 44.8% students could answer the teachers' question about vocabulary material. It can be drawn that most of the students hadn't reached a good score which passed minimum mastery criterion (KKM).

The last category asks the solution of the problem in vocabulary learning. For the first item, there were so many students who didn't ask their teacher if they had difficulties, it's about 73.4%. It was indicated that the students were not actively involved in the teaching-learning process and they were shy and not interested in the lesson, then do not ask their difficulty in understanding the materials. Second items, students said that their teacher didn't implement the suitable technique to solve the difficulties in learning vocabulary. It can be predicated that technique used by the teacher was not really appropriate and could not solve their problems in learning vocabulary mostly. After that, most students answer that their teachers' technique couldn't help students memorize vocabulary easily and get new vocabulary, it's about 61.2% of the students. It means that most of them thought the used technique could not help them transferring the given words to their long term memory and getting the new vocabulary.

Next item, 71.4% students said that their teacher gave exercise to develop students' ability in vocabulary, in the contrary many students, 57.1% couldn't

do the task easily. It means that most of them faced the problem in vocabulary and thought the used technique could not help them in developing their vocabulary because not all of the words are given by teacher. So that, they hard to do the task. The last, there were only 10 students or 20.4% of them stated that they had rich vocabulary. It means that most of students' ability in vocabulary was still low.

After the CAR was done, the student questionnaires' response showed positive. The questionnaire had fifteen questions which revealed in four categories: the students' response about teaching learning process (number 1,3, 14), the result of the students vocabulary learning activity (number 7, 8, 11, 13, 15), the solution of problems in vocabulary (number 12), and the last the students responses about fly swatter game (number 2, 4,5,6,9, 10). (See the Appendix 4a: Questionnaire for Students after Classroom Action Research Page 41)

Table 4.2

Te Result of Questionnaire after Classroom Action Research

No	The students' response about	Yes		No	
A	teaching-learning process				
1	The students were satisfied in the in the teaching-learning process through fly swatter game	49	100%	0	0%
3	The students were motivated learning vocabulary through fly swatter game	38	77.5%	11	22.4%
14	The students could learns vocabulary better through fly swatter game than the usual learning	0	100%	0	0%

B	The result of the students' vocabulary learning activity	Yes		No	
7	The students were helped in enriching their vocabularies through fly swatter game	46	93.8%	3	6.1%
8	The students felt that fly swatter game solve their vocabulary problems	45	91.8%	4	8.1%
11	The students could do the vocabulary task easily by using fly swatter game	49	100%	0	0%
13	The students' score were increase after then	48	97.9%	1	2.0%
15	The students' vocabulary were enriched by fly swatter game	44	89.7%	5	10.2%
C	The solution of the problems in vocabulary	Yes		No	
12	The teacher gave opportunity to ask their difficulties	49	100%	0	0%
D	Students' response about fly swatter game	Yes		No	
2	The students feel better in learning vocabulary through fly swatter game	49	100%	0	0%
4	Fly swatter game is suitable to be implied in teaching-learning vocabulary	47	95.9%	2	4.08%
5	The students more understand the vocabulary easily	49	100%	0	0%
6	The students like learning vocabulary through fly swatter game	47	95.9%	2	4.08%
9	The students feels that fly swatter game facilitate their vocabulary learning	46	93.8%	3	6.1%

10	The students could remember both their previous vocabulary and the new word easily	42	85.7%	7	14.2%
	Mean		94.8%		5.14%

From the table above showed the first category was the students' response about teaching-learning process in learning English vocabulary, the data it indicated that 100% students said yes, it indicated in the table that all of the students were interested in the teaching-learning process through fly swatter game. Next item is students' motivation in learning vocabulary through fly swatter game, show that 77.5% of the students understood the teachers' explanation. The last items about the comparison between learning fly swatter game than usual learning. It is about 95.9% of students feel better to learn vocabulary through fly swatter game than usual learning. It means that most of students first grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia like English vocabulary lesson.

The second category is the result of students' vocabulary achievement. The first data above number 7 indicated that 93.8% of students were helped in retaining their vocabularies through fly swatter game. The second item is the students felt that the fly swatter game solve their vocabulary problems is about 91.8%. The third item is about 100% of students could do their vocabulary task easily by using fly swatter game. The fourth item indicate 97.9% of students' score were increase after implementing the fly swatter game. Fifth item then indicated that the students' score were increase after then. The last item the students' vocabulary was enriched by fly swatter game is about 89.7%.

The third category asks the solution of the problem in vocabulary learning. In this case the teacher gave opportunity to ask their difficulties, about all students said yes or 100% of students said that the teacher gave them an opportunity to ask their difficulties in vocabulary. It was indicated that all of students were actively involved in the teaching-learning process.

The last category asks the students' response about fly swatter game. The first item in this category asks about the students feel better in learning vocabulary through fly swatter game it was indicated that 100% students agreed that they fell better in learning vocabulary through fly swatter game.

The second item indicated that 95.9% of students said that fly swatter game is suitable to be implied in teaching-learning process vocabulary. The third item it indicated that 100% of students said that they feel more understand the vocabulary easily. The fourth item indicated that 95.9%of students like learning vocabulary through fly swatter game. The fifth item it is about 93.8% of students feel that fly swatter game facilitate their vocabulary learning, it means that they were agree that fly swatter game helped them in retaining their vocabulary. The last item indicated that 85.7% of students could remember both their previous vocabulary and the new vocabulary easily.

4.1.1.3 Interview

The interview was done before conducting the first cycle. The research interviewed the teacher. This interview also done after implemented the technique. From the teacher's answer interview showed that there were differences feeling before and after the implemented of the technique.

The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the technique. The teacher also motivated to use fly swatter game because it could facilitate the students in retaining their vocabulary. (See the Appendix 1a-1b Page 81-82 and Appendix 2a-2b Page 84-85)

4.1.1.4 Diary Notes

Diary notes were written up by the researcher in every meeting during conducting the reseach. From the diary note, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of students were lazy to learned vocabulary, but when the researcher applied the fly swatter, they felt interested and enjoy in study vocabulary. So, in this research, students showed the improvement in learning vocabulary.

4.1.1.5 Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the photo will be found the response of students that the students were active and enthusiastic during the teaching-learning process. (See the Appendix 12a Page 148)

4.1.2 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the

test score of students were shown in the table. (See Appendix 5b, 6b, and 7b
Page 99, 115, 123)

Table 4.3

**The Students' Score during Cycle I (Pre-Test and Post-Test I)
and Cycle II (Post-Test II)**

No	Initial of Students	Score		
		Pre-Test	Post-Test I	Post-Test II
1	AJ	44	64	76
2	AFS	44	76	80
3	AN	56	76	84
4	ATS	48	76	80
5	ADABS	60	76	80
6	AFN	36	52	72
7	AA	56	80	92
8	AG	0	36	64
9	AR	68	76	80
10	BP	40	52	72
11	BNM	88	88	100
12	DAF	20	48	68
13	DAE	68	80	92
14	DA	56	72	84

15	DRR	52	76	88
16	FRN	68	80	96
17	F	44	72	82
18	FR	60	76	84
19	HY	60	84	100
20	HS	52	76	88
21	HNM	52	72	84
22	IA	68	80	92
23	JBAB	88	84	100
24	LNS	88	92	100
25	MA	48	64	76
26	MAA	52	64	80
27	MDA	60	80	92
28	MAA	76	84	96
29	MAA	48	68	76
30	MB	56	72	84
31	MRM	68	80	96
32	MR	24	44	60
33	MT	36	56	72
34	MW	52	76	84
35	NSA	64	76	88
36	NSL	40	72	84
37	NA	8	20	56

38	NH	68	80	92
39	NF	68	80	96
40	QA	20	60	72
41	RDF	64	76	84
42	RA	60	76	88
43	SKN	56	68	76
44	SN	48	68	80
45	SR	60	76	84
46	VT	56	68	80
47	WHH	48	72	88
48	WAF	52	72	80
49	WZ	64	80	92
TOTAL		$\sum x = 2612$	$\sum x = 3476$	$\sum x = 4094$
		X = 53.3	X = 70.9	X = 83.5

From the data above the researcher found there is increasing of the students' mastery. It could be seen from the mean of value from the test (pre-test, post-test 1, and post-test 2) that increase.

From the table, the researcher also found the students' achievement are:

4.1.2.1 Pre- Test

The pre test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre test, there were 25 questions, 15 questions in multiple choices and 10 questions in matching.

To get the result of pre test, firstly the researcher calculated the mean score:

$$\bar{X} = \frac{\sum x}{n}$$
$$\bar{X} = \frac{2612}{49}$$
$$\bar{X} = 53.3$$

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{4 \times 100\%}{49}$$
$$P = 8.16\%$$

Based on the result of the pre test, the data showed that the mean score of pre test is 53.3. There were only four students or 8.16% of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 45 students were below that criterion. From the analyzing, it could be seen that almost of VII-A grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia students' vocabulary was still very low.

4.1.2.2 Post-Test 1

In the post-test 1 the students score got increasing. In the post-test 1 students had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test showed the mean score of the class increased to 70.9 which there were 27 students who passed the

Minimum Mastery Criterion or KKM 75.. The mean score derived from the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{3476}{49}$$

$$\bar{X} = 70.9$$

Then, the class percentage that's passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{27 \times 100\%}{49}$$

$$P = 55.1\%$$

4.1.2.3 Post-Test 2

In the post test 2 the students score got increasing. In the post test 2 the condition of class was very well after implementing fly swatter game, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun, verb, adjective, and adverb.

From the table, the total score of the students was 4094 and to see the mean of the students in the test, the researcher applied the following formula:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{4094}{49}$$

$$\bar{X} = 83.5$$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{42 \times 100\%}{49}$$

$$P = 85.7\%$$

It showed in the post-test 2 more than 50% students could improve their vocabulary by using fly swatter game.

4.2 Data Analysis

4.2.1 The Qualitative Data

The qualitative data was analyzed from observation result, questionnaire result, interview sheet, diary notes, and documentation. The research was done in two cycles, and each cycle consists of two meetings and one test.

4.2.1.1 The First Cycle

The first cycle was done in two meetings, the detail was below:

a. Planning

The researcher collaborated with her collaborator (in this case is the teacher) planned the action dealing with preparing fly swatter game, instructional materials and media, and determining the criteria of success. In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the

researcher also prepared the post test 1 to collect the data, to know there are some students' improvement scores from pre-test to post-test.

Next, the researcher and collaborator determined the criteria of success. The criteria of success were 75% of the students' vocabulary score achieved the Minimum Mastery Criterion– *Kriteria Ketuntasan Minimal (KKM)* of English (75.0) or above 75% of students participated in English vocabulary class

b. Action

The action of the first cycle was done by implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involving students in fly swatter game, the researcher acts as teacher and she done based on the lesson plan before. (1) The researcher asked the students to listen the explanation the procedure of fly swatter game. But before the teaching learning process run, the researcher had been doing explanation about the implementation of fly swatter game in their mind, in order they would understand about the technique. (2) The researcher giving the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching learning process, the researcher gave them the new word that wrote in the paper gummed on the whiteboard, then the researcher pronounce the words with a good pronunciation, and the student hit one word from another word that gummed on the whiteboard. (4) Students pronounced the words that had hit by their

friend. (5) Teacher asked the student to memorized the word before back to the chair and make the sentences correctly and logically. (6) The teacher closed the meeting and motivated the students to study hard. His step was very important before teaching leaning process closed. Because the motivation would make them struggle in their learning especially in memorizing the vocabulary.

c. Observation

The observation was done how the students' behavior and what the students' problem during teaching learning process on pre, whilst, and post vocabulary activities through observation.

In the first meeting, the observer watched the students were interested in the lesson given through fly swatter game, but there was the class still had a problem in divided the students into group that make the class noisy. The students couldn't concentrate with the teacher, so they still confused in played the game.

In second meeting, the observer watched the better classroom condition. They have already know how to divided a group and the students do not make a lot of noise in the class. The students were interested to follow the teacher instruction to play game through fly swatter. But still there were some students not concentrate with the teacher and disturbed the other friends. But outside of problem, the class could understand the lesson.

d. Reflection

After doing the first cycle, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The researcher discussing the result action with her collaborator. Based on the analysis of students'

vocabulary score in post-test 1 have not achieved the criteria of success that 75% of students must achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. It can be seen that only 55.1% of the students who got the score above the Minimum Mastery Criterion. So, the implementation of fly swatter game has not given satisfactory result yet on the improvement of students' vocabulary.

The next is talking about students' participation. From the analysis of the students' vocabulary worksheet score in the first cycle, it was found that the students do not understand well about noun, verb, adjective, and adverb well. Therefore, it needs to revise the acting and planning before implement to see next cycle so that it could achieve the criteria of success of this study. The test result indicated that the action in the first cycle did not achieve the action success yet, it need 19.9% to achieve the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* so the teacher and the researcher had to move the next cycle.

4.2.1.2 Revision of the First Cycle

Based on the analysis of the students' score achievement on vocabulary in the first cycle, the implementation of fly swatter game did not yet give satisfactory result on improvement of students' vocabulary. Therefore, the researcher concluded some revision before the implementation of the next cycle in order to achieve to criteria of success this study.

First, the revision was focused on the teaching procedure. In the first cycle, the students were confused play the fly swatter game. The students had a difficulty how to play game by using fly swatter game. These problems were

time- consuming and make other students disturbed and noisy. Then the teacher has to give the example to play the fly swatter game clearly.

Second, revision was on the explanation about the material in this case is the explanation on several parts of part of speech such as noun, verb, adjective, and adverb. The teacher should give the explanation clearly and softly to make students understand about them and always repeat and check their understanding in beginning or the end of the lesson. The last, the students had to bring dictionary, in order to help them to find out the meaning of word as their learning source except the teacher.

4.2.1.3 The Second Cycle

a. Planning

The researcher collaborated with her collaborator (in this case is the teacher) planed the action dealing with preparing fly swatter game instructional materials and media, and determining the criteria of success. In this phase, the researcher made a planning for the Action Research based upon the problems faced by students about vocabulary.

Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post test 2 to collect the data, to know there are some students' improvement scores from post-test 1 to post-test 2.

b. Action

In this part, the researcher implemented the teaching learning process based on lesson plan had been made. In the first meeting, before involving

students in fly swatter game, the researcher acts as teacher and she done based on the lesson plan before. (1) The researcher asked the students to listen the explanation the procedure of fly swatter game. But before the teaching learning process run, the researcher had been doing explanation about the implementation of fly swatter game in their mind, in order they would understand about the technique. (2) The researcher giving the topic to the students. It meant the researcher was thought them about vocabulary, automatically they had new words. It made them easily to understand the sentences and they were able to create the good sentences. (3) Teacher asked the students to pronounce and spell the words. In teaching learning process, the researcher gave them the new word that wrote in the paper gummed on the whiteboard, then the researcher pronounce the words with a good pronunciation, and the student hit one word from another word that gummed on the whiteboard. (4) Students pronounced the words that had hit by their friend. (5) Teacher asked the student to memorized the word before back to the chair and make the sentences correctly and logically. (6) Giving the game to the students in order the class would be more active then they must memorize the new word about noun, verb, adjective, and adverb that connected to the topics. Most of students were enthusiastic and serious when they were in game, they were counting the number, the wrong students in playing the game they would funishable to make a good the new word to be a good sentence. They could enjoyable done this game.

c. Observation

The observation was done for the last time. The activity of students was observed and it showed that the condition of class was very well after implementing fly swatter game, there were fewer the students who didn't understand how to play this game, all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun, verb, adjective, an adverb.

d. Reflection

Having checked the students' vocabulary mastery by giving the test, it was found the students' score showed the increasing. Based on the observation and the result of their test, the students could use fly swatter game as their media in memorizing and retaining their vocabulary. It can be concluded that the students could improve their vocabulary mastery by using fly swatter game.

4.2.2 The Quantitative Data

The data was taken from test that gave to students in the last of each cycle. Based on the result of ever meetings and the test in every cycle which have been conducted, it was found that the students score kept improve since the first until last meeting.

The result that students' score increased from the pre-test, post-test in the cycle 1 until in the post-test in cycle 2. The students' score in post-test 1 was higher than the pre-test. The post-test 2 was higher that the post-test 1.

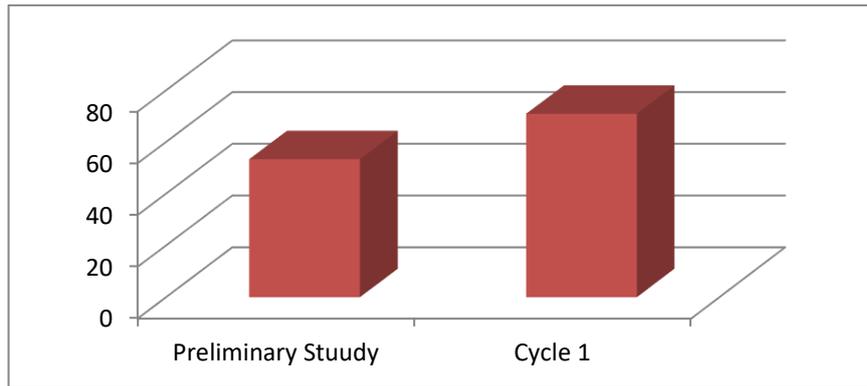


Figure 4.1 The Students' Improvement in Vocabulary Score in the First Cycle

The data showed that the post-test 1 was higher than the pre-test. The result of the students' vocabulary achievement in the cycle 1, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 53.3 increased to 70.9 or from 4 students who passed the score above the Minimum Mastery Criterion to 22 students. That means that there was 33.0% of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{70.9 - 53.3}{53.3} \times 100\%$$

$$P = 33.0 \%$$

Next, the students' vocabulary improvement from the first cycle to the second cycle recapped in the following chart:

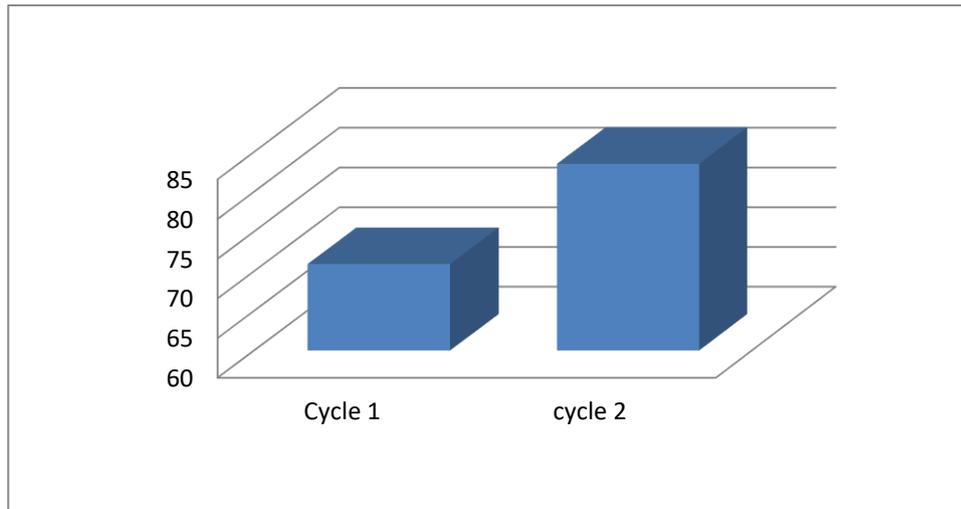


Figure 4.2 the Students' Improvement in Vocabulary Score in the Second Cycle

The calculation of the improvement percentage is gained from the following formula:

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

$$P = \frac{83.5 - 53.3}{53.3} \times 100\%$$

$$P = 56.6 \%$$

Based on the result of the students' vocabulary score, there was better improvement of students' average score from the students' vocabulary achievement in the preliminary study to the students' vocabulary in the second cycle. The mean score of the pre-test in the preliminary was 53.3 and the mean score of the students on the second cycle was 83.5. Means that there was 56.6% of average score improvement.

The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.4

The Data of Test Result

No	Cycle	Mean	Percentage
1	Pre-test	53.3	8.16%
2	Post-test I	70.9	55.1%
3	Post-test II	83.5	85.7%

The mean of students' score in the post-test II was highest, so it could be said that the students' vocabulary mastery by using fly swatter game improved from 53.3 to 83.5.

From the table above, the result showed the increasing of the students' score from the pre-test to the post-test 1, post-test 1 to post-test 2. In the first test (pre-test) the students who passed the KKM 75 were 4 students of 49 students (8.16%). In the second test (post-test 1) the students who got the score up 75 or passed KKM were 27 students of 49 students (55.1%). In the third test (post-test 2) the students passed KKM 75 were 42 students of 49 students (85.7%). The increasing of pre-test to the post-test 1 was about 46.94% and the increasing of post-test 1 to the post-test 2 was about 30.6%.

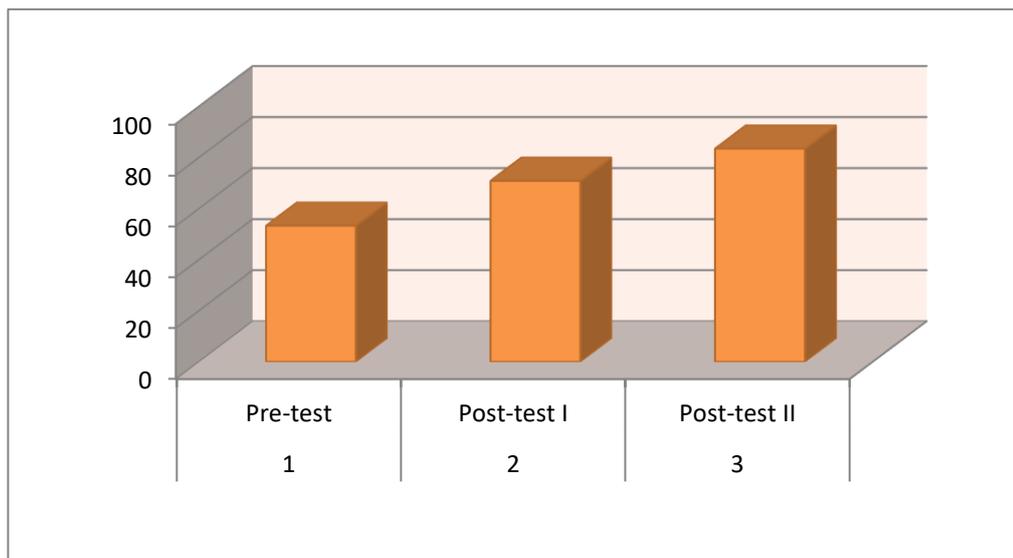


Figure 4.3 the Students' Achievement in Vocabulary Score

4.3 Research Finding

The result indicated that there was an increasing on the students' vocabulary mastery by using fly swatter game. The mean of the first cycle was 55.1%. The mean of second cycle was 85.7%, it indicated that the scores and the mean in second cycle were better than in the first cycle.

Automatically the percentage of students who got point up 75 or passed the KKM also grew up. In the pre-test, the students who got point up 75 were 4 students (8.16%). In the post-test 1 students who got point up 75 were 27 students (55.1%). It means that there was an increasing about 46.94%. Post-test 2 the students passed KKM 75 were 42 (85.7%) and the increasing was about 30.6%.

From the data above, showed by applying this technique, the score of the students in vocabulary kept increasing from the pre test until post test in each cycle. The students' vocabulary mastery improved and became well in the first

meeting to the next meeting not only happened in the mean of students' score, but also the expression, interest, and excitement of students showed that there was improvement. It can be seen in the questionnaire, diary notes and observation sheet. Most of the students were more active and enthusiast during teaching learning process. It implied that the use of fly swatter game could increase the students' vocabulary and also help the English teacher to teach vocabulary.

4.4. Discussion

This part covers the discussion of the teaching vocabulary through fly swatter game. The discussion is based on how fly swatter game can retain students' vocabulary.

The finding of the research proved that fly swatter game can retain students' vocabulary. It can be seen from the improvement of the students score. The students' average score of pre-test was 53.3. After the implementation of fly swatter game, the average score of post-test 1 cycle 1 was 70.9. Then, the researcher continued to the second cycle with the average post-test 2 were 83.5 or 85.7% passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* 75 as the criterion of success determined. Besides, improving the students' score, the implementation of fly swatter game got positive responses from students in their teaching-learning process of vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting CAR at first grade of MTs Persatuan Amal BAkti (PAB) 1 Helvetia school, it can be concluded that fly swatter game can improve the students' vocabulary and can help them to remember and keep their vocabulary. It can be proved from the following facts.

First, related to the students' achievement, there were 85.7% who passed The Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* 75 with the improvement of the students' mean score from pre-test to the post-test of the second cycle was 56.6%. In the pre-test were only 4 students who passed the KKM. Meanwhile, in the post-test of cycle one there were 27 students who passed the KKM or 55.1%. Next, in the result of post-test in the cycle 2, there gained 42 students or 85.7% students who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in which there mean score of vocabulary derived 83.5. So, it achieved the criteria success.

Second the questionnaire result showed that the implementation of this technique got positive responses from the students in the teaching-learning process of vocabulary, it could be seen from the mean of pre-questionnaire was 47.09%. Then, the mean of post-questionnaire was 94.8%.

Third, the data from diary notes showed that the students were more active and participated in the teaching learning process, it could be seen from

the improvements of the students' score in teaching-learning process for each meeting.

The last, the result of interview with the English teacher showed that the teacher gave positive responses after the implementation of fly swatter game in teaching vocabulary since it could be an alternative technique to be used in teaching vocabulary.

5.2 Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on research findings.

1. Fly swatter game is affective to improve students' vocabulary.
2. Fly swatter game can be alternative to overcome students' boredom.
3. This strategy or technique is suggested to the English teacher or other researcher who want to conduct in similar research or study.

Last, the researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this fly swatter game.

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LESSON PLAN

Cycle 1

School Name : MTs Persatuan Amal Bakti (PAB) 1 Helvetia, Medan

Subject : English

Class/ Semester : VII/II

Subject Material : Vocabulary

Time :

Topic : Part of speech

Standard Competence : Comprehending the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment.

Basic Competence : Responding the meaning of conversational expression for Transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

Indicator : To pronounce the words

To spell the words

To make a sentence by using the words

I. Learning Objective: The students are able to pronounce the words correctly

The students are able to spell the words correctly

The students are able to make a good sentence

II. Student's Character: Trustworthines

Respect

Dilligence

III. Method : Oral communication
Giving the task

IV. Strategy : Fly swatter game

V. Teaching Learning Activity

a. Introduction Activity set (Pre- teaching)

(10 minutes)

Apperception

- Greeting
- Pray
- Check the students list of students

Motivation

- Warming up activity
- Explain how important the next competence learning that should be master by the students.

b. Core Activity

(50 minutes)

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Asking the students to interpret all the words in the sentences

Elaboration

- Introducing the fly swatter game and its procedure
- Teacher use fly swatter game to the students and glue the card paper on the whiteboard
- Teacher says carefully the words and students hit the true word

- Teacher and the students pronounce the words after the students hit the true word
- Asking the students to mention all the words that they remember before back to chair
- Asking the students to make a good sentence from the words.

Confirmation

(10 minutes)

- Giving positive feedback to the students as praise, spoken, or present to the winner
- Facilities the students for doing reflection to get meaningful experience of the activity

c. Post Activity

(10 minutes)

- Asking the difficulty during the teaching and learning process
- Giving evaluation consistently for giving feedback
- Giving the conclusion about the lesson
- Giving motivation for students to not be shy in telling their words connect to the sentence
- Closing the lesson by praying and giving closing- greeting

VI. Media : Word cards, swatter, marker, copies of vocabulary test items

VII. Source : Hand book of Junior High School and dictionary

VIII. Evaluation :

- Kind of instrument: Written
- Form of instrument: Multiple choice

IX. The Scoring :

- For each number, each correct answer scores 4
- Total score a maximum of $25 \times 4 = 100$

The maximum score = 100

Student's score: $\frac{\text{Getting score}}{\text{maximm score}} \times 100$

Medan, February 2017

English Teacher

Researcher

Irma Masyitah

Ika Rahmadani Lubis

Known by,

The Principle of MTs Persatuan Amal Bakti 1

Drs. H. M. Fauzi, M.A
NIP. 196006122000031002

LESSON PLAN

Cycle 2

School Name : MTs Persatuan Amal Bakti (PAB) 1 Helvetia, Medan

Subject : English

Class/ Semester : VII/II

Subject Material : Vocabulary

Time :

Topic : Part of speech

Standard Competence : Comprehending the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment.

Basic Competence : Responding the meaning of conversational expression for transactional and interpersonal at simple related to surrounding environment accurately, fluently, and acceptedly.

Indicator : To pronounce the words
To spell the words
To make a sentence by using the words

X. Learning Objective: The students are able to pronounce the words
The students are able to spell the words
The students are able to make a good sentence by using the words

XI. Student's Character: Trustworthines
Respect
Dilligence

XII. Method : Oral communication
Giving the task

XIII. Strategy : Fly swatter game

XIV. Teaching Learning Activity

d. Introduction Activity set (Pre- teaching)

(10 minutes)

Apperception

- Greeting
- Pray
- Check the students list of students

Motivation

- Warming up activity
- Explain how important the next competence learning that should be master by the students.

e. Core Activity

(50 minutes)

Exploration

- Introduction the topic to the students
- Asking the students about their prior knowledge that relate to the topic
- Asking the students to interpret all the words in the sentences

Elaboration

- Teacher use fly swatter game to the students and glue the card paper on the whiteboard
- Teacher and the students pronounce the words one by one
- Teacher pronounce the words and the students spell the words
- Doing the game (mentioning the number one until three)

- The students that mention number one make group for number one
 - The students that mention number two make group for number two
 - The students that mention number three make group for number three
- The leader from every group come to front the class
 - Teacher says carefully the words and students hit the true word
 - The students pronounce the words after the students hit the true word
 - Asking the students to mention all the words that they remember before back to chair
 - Asking the students to make a good sentence from the words.

Confirmation

(10 minutes)

- Giving positive feedback to the students as praise, spoken, or present to the winner
- Facilities the students for doing reflection to get meaningful experience of the activity

f. Post Activity

(10 minutes)

- Asking the difficulty during the teaching and learning process
- Giving evaluation consistently for giving feedback
- Giving the conclusion about the lesson
- Giving motivation for students to not be shy in telling their words connect to the sentence
- Closing the lesson by praying and giving closing- greeting

XV. Media : Word cards, swatter, marker, copies of vocabulary test items

XVI. Source : Hand book of Junior High School and dictionary

XVII. Evaluation :

- Kind of instrument: Written
- Form of instrument: Multiple choice

XVIII. The Scoring :

- For each number, each correct answer scores 4
- Total score a maximum of $25 \times 4 = 100$

The maximum score = 100

Student's score: $\frac{\text{Getting score}}{\text{maximm score}} \times 100$

Medan, February 2017

English Teacher

Researcher

Irma Masyitah

Ika Rahmadani Lubis

Known by,

The Principle of MTs Persatuan Amal Bakti 1

Drs. H. M. Fauzi, M.A
NIP. 196006122000031002

Appendix 1a: Interview for the English teacher in the Preliminary Study

Interview for the English teacher in the Preliminary Study (Before Classroom Action Research)

A. Interview Guideliness

1. Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?
2. Skill dan sub-skill apa yang anda anggap paling sulit didalam pengajaan bahasa Inggris?
3. Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?
4. Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?
5. Media apa yang anda gunakan dalam pengajaran *vocabulary*?
6. Sarana/fasilitas aa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran bahasa Inggris?
7. Apa kendala dalam pengajaran *vocabulary*?
8. Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?
9. Tugas apa yang biasa Bapak/Ibu berikan di kelas?
10. Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VII di MTs Persatuan Amal Bakti (PAB) 1 Helvetia?
11. Apakah Bapak/Ibu pernah mendengar tehnik pengajaran *fly swatter game*?
12. Apakah strategi pengajaran *fly swatter game* efektif diterapkan pada pengajaran sub-skill *vocabulary*?
13. Menurut anda apakah strategi pengajaran *fly swatter game* dapat meningkatkan perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

**Appendix 1b: The Result of Interview for the English teacher in the
Preliminary Study**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (MTs. Persatuan Amal Bakkti 1 Helvetia)

Interviewer : Ika Rahmadani Lubis

Interviewee : Irma Masyitah

Profession : English Teacher

R: Researcher

T: Teacher

R: Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T: Proses pembelajaran bahasa Inggris di kelas adalah memberikan materi, game, dan juga test

R: Skill dan sub-skill apa yang anda anggap paling sulit didalam pengajaran bahasa Inggris?

T: Dalam pengajaran sub-skill vocabulary.

R: Teknik mengajar apa saja yang anda gunakan dalam pengajaran *vocabulary*?

T: Metode *fun learning*.

R: Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *vocabulary*?

T: Menulis vocab dan mengingat vocabulary bahasa Inggris

R: Media apa yang anda gunakan dalam pengajaran *vocabulary*?

T: Menggunakan kamus

R: Sarana/fasilitas aa saja yang tersedia di sekolah ini yang bisa mendukung pembelajaran bahasa Inggris?

T: Sarana yang tersedia beberapa kamus di laboratorium bahasa

R: Apa kendala dalam pengajaran *vocabulary*?

T: Anak-anak sulit menghafal kosa kata baru

R: Bagaimana partisipasi siswa ketika pengajaran *vocabulary* berlangsung?

T: Kadang baik, kadang tidak. Ya paling mereka bawa kamus

R: Tugas apa yang biasa Bapak/Ibu berikan di kelas?

T: Membaca text dan mencari kata yang tidak dipahami artinya lalu meminta ntuk Menghafalnya

R: Berapa KKM untuk mata pelajaran Bahasa Inggris untuk kelas VII di MTs Persatuan Amal Bakti (PAB) 1 Helvetia?

T: KKM kita 75.

R: Apakah Bapak/Ibu pernah mendengar tehnik pengajaran *fly swatter game*?

T: Pernah

R: Apakah strategi pengajaran *fly swatter game* efektif diterapkan pada pengajaran sub-skill *vocabulary*?

T: Ya, agar siswa tidak jenuh. Itukan games bentuknya

R: Menurut anda apakah strategi pengajaran *fly swatter game* dapat meningkatkan perbendaharaan *vocabulary* siswa dalam bahasa Inggris?

T: Ya

**Appendix 2a: Interview for the English Teacher after Classroom Action
Research**

**PEDOMAN WAWANCARA DENGAN GURU BAHASA INGGRIS
TERKAIT RESPON PENGGUNAAN FLY SWATTER GAME PADA
VOCABULARY**

A. Interview Guideliness

1. Bagaimana kemampuan siswa kelas VII-A dalam pembelajaran *vocabulary* setelah menggunakan tehnik *fly swatter game*?
2. Bagaimana penguasaan *vocabulary* siswa setelah menerapkan strategi *fly swatter game*?
3. Bagaimana partisipasi siswa ketika pembelajaran *vocabulary* menggunakan *fly swatter game* berlangsung?
4. Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *fly swatter game*?
5. Menurut Ibu, bagaimana mengatasi permasalahan tersebut?
6. Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *fly swatter game*?
7. Apakah Ibu merasa termotivasi setelah melihat penggunaan *fly swatter game* dalam pembelajaran di kelas?
8. Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *fly swatter game*?
9. Setelah melihat pembelajaran *vocabulary* dengan menggunakan *fly swatter game*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?
10. Menurut Ibu, apakah strategi pembelajaran *fly swatter game* dapat memperkaya *vocabulary* siswa dalam bahasa Inggris?

**Appendix 2b: The Result of Interview for the English Teacher after
Classroom Action Research**

HASIL WAWANCARA

Kepada Guru Bahasa Inggris (MTs. Persatuan Amal Bakkti 1 Helvetia)

Interviewer : Ika Rahmadani Lubis

Interviewee : Irma Masyitah

Profession : English Teacher

R: Researcher

T: Teacher

R: Bagaimana kemampuan siswa kelas VII-A dalam pembelajaran *vocabulary* setelah menggunakan tehnik *fly swatter game*?

T: Kondisi sangat sennag dan sangat santai

R: Bagaimana penguasaan *vocabulary* siswa setelah menerapkan strategi *fly swatter game*?

T: Lebih mudah menghafal dan mengetahui kosa kata yang baru

R: Bagaimana partisipasi siswa ketika pembelajran *vocabulary* menggunakan *fly swatter game* berlangsung?

T: Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R: Masalah apa sajakah yang terlihat ketika belajar *vocabulary* menggunakan *fly swatter game*?

T: Siswa kadang mengganggu teman dan kadang tidak membawa kams saat disuruh

R: Menurut Ibu, bagaimana mengatasi permasalahan tersebut?

T: Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberikan hukuman pada mereka yang mengganggu temannya saat pelajaran berlangsung.

R: Apa pendapat Ibu setelah melihat pembelajaran *vocabulary* menggunakan *fly swatter game*?

T: Pendapat saya, setelah menggunakan *fly swatter* game anak didik lebih mudah memahamai *vocabulary* baru

R: Apakah Ibu merasa termotivasi setelah melihat penggunaan *fly swatter game* dalam pembelajaran di kelas?

T: Ya, saya ingin menerapkannya dalam mengajar

R: Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran *vocabulary* dengan menggunakan *fly swatter game*?

T: Sangat menyenangkan dan santai

R: Setelah melihat pembelajaran *vocabulary* dengan menggunakan *fly swatter game*, apakah startegi ini efektif diterapkan pada pembelajaran *vocabulary*?

T: Ya

R: Menurut Ibu, apakah strategi pembelajaran *fly swatter game* dapat memperkaya

vocabulary siswa dalam bahasa Inggris?

T: Ya dan dapat mempertahankan *vocabulary* yang telah dipelajari sebelumnya

Appendix 3a: Questionnaire for Students in the preliminary Study

ANGKET UNTUK SISWA

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *checklist* (√) pada salah satu jawaban ‘Ya’ atau ‘Tidak’.
3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mengikuti pelajaran bahasa Inggris materi kosakata (<i>vocabulary</i>)		
2.	Apakah selama ini kamu dengan mudah memahami materi kosakata (<i>vocabulary</i>) dalam bahasa Inggris		
3.	Apakah kamu merasa nilai bahasa Inggris materi kosakata (<i>vocabulary</i>) selama ini baik		
4.	Apakah kamu dapat menjawab pertanyaan yang diberikan guru mengenai materi yang diajarkan		
5.	Apakah kamu sering bertanya kepada guru jika ada kesulitan dalam materi kosakata (<i>vocabulary</i>)		
6.	Apakah kamu merasa tehnik yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata (<i>vocabulary</i>) bahasa Inggris		
7.	Apakah tehnik yang digunakan guru dapat membantumu memperkaya kosakata (<i>vocabulary</i>)		
8.	Apakah guru sering memberikan latihan untuk		

	mengembangkan kemampuan kosakata (<i>vocabulary</i>)		
9.	Apakah kamu dapat mengerjakan tugas kosakata (<i>vocabulary</i>) dengan mudah		
10.	Apakah kamu merasa kosakata (<i>vocabulary</i>) bahasa Inggris kamu sudah banyak		

Appendix 3b: The Result of Questionnaire in the Preliminary Study

**The Result of Questionnaire in the Preliminary Study VII Grade of MTs
Persatuan Amal Bakti (PAB) 1 Helvetia**

No	The students' response about	Yes		No	
1	teaching learning process				
	<ul style="list-style-type: none"> The students were enjoy in the teaching learning process 	43	87.7 %	6	12.2%
	<ul style="list-style-type: none"> The students understood the teacher's explanation easily 	26	53%	23	46.9%
2	The result of the students' vocabulary learning activity	Yes		No	
	<ul style="list-style-type: none"> The student felt good with their score in vocabulary 	24	48.9 %	25	51%
	<ul style="list-style-type: none"> The students could answer the teachers questions about vocabulary material given 	22	44.8 %	27	55.1%
3.	The solution of the problem in vocabulary	Yes		No	
	<ul style="list-style-type: none"> The students asked their difficulty in vocabulary to the teacher 	13	26.5 %	36	73.4%
	<ul style="list-style-type: none"> The teacher implemented the suitable technique to solve difficulties in learning vocabulary 	18	36.7 %	31	63.2%
	<ul style="list-style-type: none"> The technique could help students memorize vocabulary easily and get the new vocabulary 	19	38.7 %	30	61.2%
	<ul style="list-style-type: none"> The teacher gave exercise to develop students' ability in 	35	71.4 %	14	28.5%

	vocabulary				
	<ul style="list-style-type: none"> The students could do the task easily 	21	42.8 %	28	57.1%
	<ul style="list-style-type: none"> The students' had rich vocabulary 	10	20.4 %	27	79.5%
Mean		47.09%		52.81%	

Appendix 4a: Questionnaire for Students after Classroom Action Research

ANGKET UNTUK SISWA (Setelah PTK)

Nama :

Kelas :

Petunjuk:

1. Tuliskan nama dan kelas di tempat yang telah disediakan.
2. Berilah tanda *checklist* (√) pada salah satu jawaban 'Ya' atau 'Tidak'.
3. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan siswa tidak diperkenankan bekerjasama dengan siswa lain dalam menjawab pertanyaan.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu merasa senang ketika mempelajari kosakata bahasa Inggris dengan menggunakan <i>fly swatter game</i>		
2.	Apakah kamu merasa belajar kosakata dengan lebih baik menggunakan <i>fly swatter game</i>		
3.	Apakah kamu merasa termotivasi belajar kosakata dalam KBM dengan menerapkan <i>fly swatter game</i>		
4.	Apakah kamu merasa kalau <i>fly swatter game</i> cocok diterapkan dalam belajar kosakata Bahasa Inggris		
5.	Apakah kamu lebih mudah memahami kosakata Bahasa Inggris dengan <i>fly swatter game</i>		
6.	Apakah kamu menyukai pembelajaran kosakata Bahasa Inggris dengan <i>fly swatter game</i> (<i>vocabulary</i>) bahasa Inggris		
7.	Apakah kamu merasa <i>fly swatter game</i> dapat membantumu untuk mengembangkan/ memperkaya kosakata kamu		

8.	Apakah kamu merada <i>fly swatter game</i> dapat memecahkan maasalah kamu dalam belajar kosakata (<i>vocabulary</i>)		
9.	Apakah pembelajaran dengan menggunakan <i>fly swatter game</i> mempermudah cara belajar kamu		
10.	Apakah kamu merasa lebih mudah mengingat kosakata (<i>vocabulary</i>) baru dan kosakata yag telah kamu miliki, ketika belajar dengan <i>fly swatter game</i>		
11.	Apakah kamu merasa lebih mudah mengerjakan tugas kosakata setelah menerapkan <i>fly swatter game</i>		
12.	Apakah kamu diberikan kesempatan bertanya ketika mengalami kesulitan dalam mengerjakan kesulitan tugas kosakata dengan bahasa Inggris		
13.	Apakah kamu sudah merasa ada peningkatan nilai bahasa Inggris materi <i>vocabulary</i>		
14.	Apakah pembelajarn kosakata Bahasa Inggris dengan <i>fly swatter game</i> lebih baik dibandingkan dengan pembelajaran yang biasa		
15.	Apakah kamu merasa kepemilikan kosakata (<i>vocabulary</i>) kamu sudah banyak setelah belajar dengan tehnik <i>fly swatter game</i>		

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Appendix 4b: The Result of Questionnaire after Classroom Action Research

**Te Result of Questionnaire after Classroom Action Research VII Grade of
MTs Persatuan Amal Bakti (PAB) 1 Helvetia**

No	The students' response about	Yes		No	
A	teaching-learning process				
1	The students were satisfied in the in the teaching-learning process through fly swatter game	49	100%	0	0%
3	The students were motivated learning vocabulary through fly swatter game	38	77.5%	11	22.4%
14	The students could learns vocabulary better through fly swatter game than the usual learning	0	100%	0	0%
B	The result of the students' vocabulary learning activity				
7	The students were helped in enriching their vocabularies through fly swatter game	46	93.8%	3	6.1%
8	The students felt that fly swatter game solve their vocabulary problems	45	91.8%	4	8.1%
11	The students could do the vocabulary task easily by using fly swatter game	49	100%	0	0%
13	The students' score were increase after then	48	97.9%	1	2.0%
15	The students' vocabulary were enriched by fly swatter game	44	89.7%	5	10.2%
C	The solution of the problems in				
			Yes		No

	vocabulary				
12	The teacher gave opportunity to ask their difficulties	49	100%	0	0%
D	Students' response about fly swatter game	Yes		No	
2	The students feel better in learning vocabulary through fly swatter game	49	100%	0	0%
4	Fly swatter game is suitable to be implied in teaching-learning vocabulary	47	95.9%	2	4.08%
5	The students more understand the vocabulary easily	49	100%	0	0%
6	The students like learning vocabulary through fly swatter game	47	95.9%	2	4.08%
9	The students feels that fly swatter game facilitate their vocabulary learning	46	93.8%	3	6.1%
10	The students could remember both their previous vocabulary and the new word easily	42	85.7%	7	14.2%
	Mean	94.8%		5.14%	

Appendix 5a: Test Instrument and Answer Key in Pre-test

SOAL PRE-TEST

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,d, or d!

1. Rina : I want to wear my white gown to Amanda's party. What do you think?

Lisa : I think the red one is better.

Rina : Ok. I will the red gown

- | | |
|---------|---------|
| a. Wrap | c. Wear |
| b. Go | d. Give |
2. The carpet is I want to clean it.
- | | |
|----------|----------|
| a. Large | c. Dirty |
| b. Shiny | d. Soft |
3. We often watch In the evening.
- | | |
|--------------|---------------|
| a. Newspaper | c. Magazine |
| b. Radio | d. Television |
4. My father always reads every morning.
- | | |
|--------------|---------------|
| a. Radio | c. Computer |
| b. Newspaper | d. Television |
5. Ana is a tailor. She makes
- | | |
|------------|--------------|
| a. Clothes | c. Bag |
| b. Belt | d. Ice cream |
6. Andi reads the English book in the....
- | | |
|------------|-------------|
| a. Library | c. Canteen |
| b. Market | d. Bathroom |
7. Diana's barbie is broken. Diana is very now.
- | | |
|------------|----------|
| a. Confuse | c. Sad |
| b. Happy | d. Charm |

b. Table

d. Cupboard

II. Lengkapilah kalimat-kalimat dibawah ini dengan memakai kata-kata berikut:

tomorrow, guitar, key, volume, bed, yellow, next, puppy, marathon, go.

16. I am learning to play the
17. It's going to be windy
18. I like reading before going
19. I went to the pet shop to get a
20. I am in training for a
21. Please turn down the
22. Where is my car ?
23. is my favorite colour.
24. Let's fishing.
25. I will be in Bali week.

GOOD LUCK

Pre-test Answer Key

1. C
2. C
3. D
4. B
5. A
6. A
7. C
8. B
9. D
10. D
11. C
12. C
13. A
14. A
15. B

16. Guitar

17. Tomorrow

18. Bed

19. Puppy

20. Marathon

21. Volume

22. Key

23. Yellow

24. Go

25. Next

Appendix 5b: Students' Score in Preliminary Study Pre-test

The Result of Students' Students' Vocabulary in Preliminary Study

Respondents	Pre-Test
Abdul Ja'bar	44
Ade Fitria Salsabila	44
Adila Nasution	56
Aisyah Tia Salwa	48
Al Dhafa Anindyo Basrus S.	60
Al Fahridho Nazara	36
Aldi Arianto	56
Andi Gunawan	0
Athaya Raissa	68
Bagas Pratama	40
Bintang Najwa Manurung	88
Dea Azahra Fikar	20
Della Angraini E.	68
Diva Akbar	56
Dwi Ridha Ramadhani	52
Fachrul Rozi Nasution	68
Fatimah	44
Fiky Riandinata	60
Hamdan Yazid	60
Halimatus Sa'diyah	52

Hubban Nabel Matondang	52
Ipah 'Aini	68
Jogdan Bintang Al Banna	88
Liza Nabila Siregar	88
M. Akbar	48
M. Apri Aryendi	52
M. davin Aulian	60
Muhammad Alwi Adha	76
Muhammad Arief Abdillah	48
Muhammad Baihaqi	56
Muhammad Rizky Maulizar	68
Muhammad Roihan	24
Muhammad Taufik	36
Mutmainnah Warohmah	52
Naufal Surya Arief	64
Novita Sari Lubis	40
Nur Azizah	8
Nurul Halizah	68
Nurul Fitriyani	68
Quratu 'Aini	20
Rangga Dwi Fahrezi	64
Ridho Ardiansyah	60
Salwa Khairun Nisa	56

Siti Nurfadila	48
Suci Ramahdani	60
Vicky Tandy	56
Wahyu Hidayat Hasibuan	48
Wanda Alia Febrianti	52
Wilma Zahara	64
Mean	53.3

Appendix 6a: Test Instrument and Answer Key in Cycle I (Post-test 1)

SOAL POST TEST

(Cycle 1)

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Dedi : I', hardly to sleep, Solah. Can you help me?
Wira : Well, actually too much sleeping is not very good also. But, you know it's easy to fall asleep soon.
a. Lately c. Easily
b. Hardly d. Fastly

2. The pillow is I want to sleep there.
a. Large c. Dirty
b. Shiny d. Soft

3. We often watch ... in the evening.
a. Newspaper c. Magazine
b. Radio d. Television

4. My grandmother always calls my father by....
a. Radio c. Television
b. Telephone d. Computer

5. Ridho is barber. He cut....
a. Leaves c. Shoes
b. Hair d. Belt

6. Rita buys a medicine in the....
- | | |
|------------|---------------|
| a. Library | c. Dispensary |
| b. Mall | d. School |
| c. | |
7. Diana's Barbie is broken. Diana is very now.
- | | |
|------------|----------|
| a. Confuse | c. Sad |
| b. Happy | d. Charm |
8. Dita calls a for cut grass in her garden.
- | | |
|--------------|------------|
| a. Carpenter | c. Farmer |
| b. Gardener | d. Speaker |
9. A: Can you help me?
 B: Yes of course. What can I do for you?
 A: Please, ... this bag to my room.
 B: Yes sir.
- | | |
|---------|----------|
| a. Help | c. Give |
| b. Has | d. Bring |
10. Indah ... the match in National Olimpiade. She is very happy.
- | | |
|-----------|---------------|
| a. Jumped | c. Lost |
| b. Won | d. Celebrated |
11. If you study hard, you will be in your examination.
- | | |
|--------------|------------|
| a. Unsuccess | c. Success |
| b. Sad | d. Stupid |
12. Cut up onion and chilli into small pieces. Kata bergaris bawah bermakna
- | | |
|-----------|------------|
| a. Daging | c. Bawang |
| b. Cabai | d. Kentang |

13. Grind together salt, sugar, pepper, and coriander. Kata coriander bermakna ...
- a. Garam
 - b. Ketumbar
 - c. Merica
 - d. Gula
14. This room is hot, please turn on the ...
- a. AC
 - b. Door
 - c. Lamp
 - d. Television
15. The teacher write the lesson on the ...
- a. Chair
 - b. Floor
 - c. Cupboard
 - d. Blackboard
16. Mrs. Wono is very famous for the delicious backed brownies. Kata Mrs. Wono termasuk jenis kata
- a. Noun
 - b. Adjective
 - c. Adverb
 - d. Verb
17. Fry the spices until aromatic. Kata *spices* termasuk jenis kata
- a. Adjective
 - b. Adverb
 - c. Noun
 - d. Verb
18. At twelve o'clock. You must cook rice for lunch. Kata *O'clock* termasuk jenis kata
- a. Adverb
 - b. Adjective
 - c. Verb
 - d. Noun
19. Cut up vegetable into small pieces. Kata bergaris bawah termasuk jenis kata
- a. Adverb
 - b. Noun
 - c. Verb
 - d. Adjective

20. Chop up garlic into a very thin pieces. Kata *thin* termasuk jenis kata
- a. Adjective
 - b. Adverb
 - c. Verb
 - d. Noun

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

21. Caterpillar

Ulat Bulu	Ular
Domba	Lipan

22. Kemeja

Belt	Shirt
Cloth	Pants

23. Gray

Dongker	Biru
Merah	Abu-abu

24. Kompor

Stove	Spoon
Pan	Fork

25. Confuse

Bingung	Pusing
Bosan	Bahagia

Post-Test Answer Key (Cycle 1)

1. A
2. D
3. D
4. B
5. B
6. C
7. C
8. B
9. D
10. B
11. C
12. C
13. B
14. A
15. D
16. A
17. C
18. A
19. C
20. A

21. Ulat Bulu

22. Shirt

23. Abu-abu

24. Stove

25. Bingung

Appendix 6b: Students' Score in Cycle I (Post-test 1)

The Result of Students' Vocabulary in the 1st Cycle

Respondents	Post-Test
AJ	64
AFS	76
AN	76
ATS	76
ADABS	76
AFN	52
AA	80
AG	36
AR	76
BP	52
BNM	88
DAF	48
DAE	80
DA	72
DRR	76
FRN	80
F	72
FR	76
HY	84
HS	76

HNM	72
IA	80
JBAB	84
LNS	92
MA	64
MAA	64
MDA	80
MAA	84
MAA	68
MB	72
MRM	80
MR	44
MT	56
MW	76
NSA	76
NSL	72
NA	20
NH	80
NF	80
QA	60
RDF	76
RA	76
SKN	68

SN	68
SR	76
VT	68
WHH	72
WAF	72
WZ	80
Mean	70.9

Appendix 7a: Test Instrument and Answer Key in Cycle II (Post-test 2)

**SOAL POST TEST
(Cycle 2)**

Name :

Class :

I. Choose the correct answer with crossing (X) a,b,c, or d!

1. Dedi : I'm, hardly to sleep, Solah. Can you help me?
Wira : Well, actually too much sleeping is not very good also. But, you know it's easy to fall asleep soon.
c. Lately c. Easily
d. Hardly d. Fastly

2. The garden so I want clean it.
c. Large c. Dirty
d. Shiny d. Soft

3. We often hear ... in the morning.
c. Newspaper c. Magazine
d. Radio d. Tele vision

4. My grandmother always calls my father by....
c. Radio c. Television
d. Telephone d. Computer

5. Ridho is chef. He makes....
c. Shoes c. BBQ
d. Bag d. Belt

6. Rita buys a medicine in the....
d. Library c. Dispensary
e. Mall d. School

7. Raffi's robot is broken. He is very now.
- c. Confuse c. Sad
d. Happy d. Charm
8. John's father is carpenter. He cut ... to make a chair.
- c. Wood c. Flower
d. Leaf d. Ion
9. A: Can you help me?
B: Yes of course. What can I do for you?
A: Please, ... this bag to my room.
B: Yes sir.
- c. Help c. Give
d. Has d. Bring
10. Indah ... the match in National Olimpiade. She is very happy.
- c. Jumped c. Lost
d. Won d. Celebrated
11. If you study hard, you will be in your examination.
- c. Unsuccess c. Success
d. Sad d. Stupid
12. Cut up onion and chilli into small pieces. Kata bergaris bawah bermakna
- c. Potongan c. Bentuk
d. Pekerjaan d. Pilihan
13. Grind together salt, sugar, pepper, and coriander. Kata pepper bermakna ...
- c. Garam c. Merica
d. Ketumbar d. Gula

14. This room is dark, please turn on the ...
- | | |
|---------|---------------|
| c. AC | c. Lamp |
| d. Door | d. Television |
15. The teacher write the lesson on the ...
- | | |
|----------|---------------|
| c. Chair | c. Cupboard |
| d. Floor | d. Blackboard |
16. And should I press it down? Kata *press* termasuk jenis kata
- | | |
|--------------|-----------|
| c. Noun | c. Adverb |
| d. Adjective | d. Verb |
17. Remember, don't take your foot off the clutch before you've pressed the accelerator lightly. Kata *take* termasuk jenis kata
- | | |
|--------------|---------|
| c. Adjective | c. Noun |
| d. Adverb | d. Verb |
18. My left foot or the right one? Kata *left* termasuk jenis kata
- | | |
|--------------|---------|
| c. Adverb | c. Verb |
| d. Adjective | d. Noun |
19. Cut up vegetable into small pieces. Kata bergaris bawah termasuk jenis kata
- | | |
|-----------|--------------|
| c. Adverb | c. Verb |
| d. Noun | d. Adjective |
20. Chop up garlic into a very thin pieces. Kata *thin* termasuk jenis kata
- | | |
|--------------|---------|
| c. Adjective | c. Verb |
| d. Adverb | d. Noun |

II. Pilihlah arti kata dari kata yang ada di bawah ini dengan membubuhkan tanda silang (X)!

21. Caterpillar

<input type="checkbox"/> Ulat Bulu	<input type="checkbox"/> Ular
<input type="checkbox"/> Domba	<input type="checkbox"/> Lipan

22. Kemampuan

<input type="checkbox"/> Abhor	<input type="checkbox"/> Ability
<input type="checkbox"/> Personality	<input type="checkbox"/> Capacity

23. Green

<input type="checkbox"/> Hijau	<input type="checkbox"/> Biru
<input type="checkbox"/> Merah	<input type="checkbox"/> Abu-abu

24. Garpu

<input type="checkbox"/> Stove	<input type="checkbox"/> Spoon
<input type="checkbox"/> Pan	<input type="checkbox"/> Fork

25. Confuse

<input type="checkbox"/> Bingung	<input type="checkbox"/> Pusing
<input type="checkbox"/> Bosan	<input type="checkbox"/> Bahagia

Post-Test Answer Key (Cycle 2)

1. A
2. C
3. B
4. B
5. C
6. C
7. C
8. A
9. D
10. B
11. C
12. A
13. C
14. C
15. D
16. D
17. C
18. B
19. C
20. A

21. Ulat Bulu

22. Ability

23. Hijau

24. Garpu

25. Bingung

Appendix 7b: Students' Score in Cycle II (Post-test 2)

The Result of Students' Vocabulary in the 2nd Cycle

Respondents	Pre-Test
AJ	76
AFS	80
AN	84
ATS	80
ADABS	80
AFN	72
AA	92
AG	64
AR	80
BP	72
BNM	100
DAF	68
DAE	92
DA	84
DRR	88
FRN	96
F	84
FR	84
HY	100
HS	88

HNM	84
IA	92
JBAB	100
LNS	100
MA	76
MAA	80
MDA	92
MAA	96
MAA	76
MB	84
MRM	96
MR	60
MT	72
MW	84
NSA	88
NSL	84
NA	56
NH	92
NF	96
QA	72
RDF	84
RA	88
SKN	76

SN	80
SR	84
VT	80
WHH	88
WAF	80
WZ	92
Mean	83.5

Appendix 8a: The Students' Test Result in Pre-Test

NO	RESPONDENT	ITEM OF THE TEST (Every item have score 4, so 4 x 25 = 100)																									SCORE	PASSING GRADE OF STUDENTS (≥75)
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AJ	x	√	√	√	√	√	√	X	x	x	√	√	x	√	x	√	√	x	x	x	x	x	x	x	x	44	Unsuccessful
2	AFS	x	x	√	√	x	√	x	X	x	√	x	√	x	√	x	√	x	x	x	√	x	x	√	√	√	44	Unsuccessful
3	AN	x	√	√	√	√	√	x	X	x	√	√	√	x	√	x	√	x	x	√	x	√	x	√	√	x	56	Unsuccessful
4	ATS	x	x	√	√	x	√	x	X	x	√	x	√	x	√	x	√	x	x	x	√	√	x	√	√	√	48	Unsuccessful
5	ADABS	x	√	√	√	√	√	√	X	x	x	x	√	x	√	x	√	x	x	√	√	√	√	√	√	x	60	Unsuccessful
6	AFN	x	√	√	√	x	√	x	X	x	x	√	√	x	√	x	√	√	x	x	x	x	x	x	x	x	36	Unsuccessful
7	AA	x	√	√	√	√	√	√	X	x	x	x	√	x	√	x	√	x	x	√	√	√	x	√	√	x	56	Unsuccessful
8	AG	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	Unsuccessful
9	AR	x	x	√	√	√	√	x	√	x	√	x	√	√	√	√	√	√	x	√	x	x	√	√	√	√	68	Unsuccessful
10	BP	x	x	√	x	x	√	x	X	x	x	x	√	x	X	√	√	x	x	x	x	√	√	√	√	√	40	Unsuccessful
11	BNM	x	√	√	√	√	√	√	√	√	√	√	√	x	√	x	√	√	√	√	√	√	√	√	√	√	88	Successful
12	DAF	x	x	x	x	x	√	x	X	x	x	x	√	x	x	x	x	x	x	x	x	√	x	√	√	x	20	Unsuccessful
13	DAE	x	x	√	√	√	√	x	√	x	√	x	√	√	√	√	√	√	x	√	x	x	√	√	√	√	68	Unsuccessful
14	DA	x	x	√	√	√	√	x	X	x	x	√	√	x	√	√	√	x	x	x	√	√	√	√	√	x	56	Unsuccessful
15	DRR	x	x	√	√	x	√	x	X	x	√	x	√	x	√	x	√	√	√	x	√	x	x	√	√	√	52	Unsuccessful
16	FRN	x	√	√	√	√	√	√	X	√	x	√	√	x	√	X	x	√	√	x	√	x	√	√	√	√	68	Unsuccessful

17	F	x	x	x	√	√	√	x	X	x	√	√	√	x	x	X	√	x	x	√	x	x	√	√	√	x	44	Unsuccessful
18	FR	x	x	√	√	√	√	x	X	x	x	√	√	x	√	√	√	x	x	√	x	√	√	√	√	√	60	Unsuccessful
19	HY	x	√	√	√	√	√	√	√	x	x	x	√	x	√	X	√	x	x	√	√	√	x	√	√	x	60	Unsuccessful
20	HS	x	x	√	√	√	√	x	√	x	√	x	√	x	√	X	x	x	√	√	√	x	√	√	x	x	52	Unsuccessful
21	HNM	x	x	√	√	√	√	x	√	x	x	√	√	x	x	X	√	x	x	√	x	√	x	√	√	√	52	Unsuccessful
22	IA	x	x	√	√	√	√	x	√	x	√	x	√	√	√	√	√	x	√	x	x	√	√	√	√	68	Unsuccessful	
23	JBAB	x	√	√	√	√	√	√	X	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	√	√	88	Successful
24	LNS	x	√	√	√	√	√	√	X	√	√	√	√	x	√	√	√	√	√	√	√	√	√	√	√	√	88	Successful
25	MA	x	x	√	x	x	√	x	√	x	x	√	√	x	x	√	√	√	x	x	x	x	√	√	√	√	48	Unsuccessful
26	MAA	x	√	x	√	√	√	√	X	x	x	√	√	x	x	X	√	x	x	x	√	√	√	√	√	x	52	Unsuccessful
27	MDA	x	x	√	√	√	√	x	X	x	x	√	√	x	√	√	√	x	x	√	x	√	√	√	√	√	60	Unsuccessful
28	MAA	√	√	√	√	√	√	x	√	x	√	√	√	x	x	√	√	x	x	√	√	√	√	√	√	√	76	Successful
29	MAA	x	x	√	x	x	√	x	√	x	x	√	√	x	x	√	√	√	x	x	x	x	√	√	√	√	48	Unsuccessful
30	MB	x	√	√	√	√	x	x	√	x	x	x	√	x	√	X	√	√	√	x	√	x	x	√	√	√	56	Unsuccessful
31	MRM	x	√	√	√	√	√	x	√	x	√	x	√	x	√	√	√	√	x	x	x	√	√	√	√	√	68	Unsuccessful
32	MR	x	x	√	√	x	√	x	X	x	√	x	√	x	x	X	X	x	x	x	√	x	x	x	x	x	24	Unsuccessful
33	MT	x	√	√	√	x	√	x	X	x	x	√	√	x	√	√	X	x	x	x	x	x	x	x	√	x	36	Unsuccessful
34	MW	x	x	x	√	x	√	x	X	x	√	x	√	x	√	√	√	√	√	x	√	x	x	√	√	√	52	Unsuccessful
35	NSA	x	x	√	√	√	√	x	X	x	x	√	√	x	√	√	√	x	x	√	x	√	√	√	√	√	64	Unsuccessful
36	NSL	√	√	√	√	x	√	x	X	x	x	x	√	x	x	√	√	x	x	x	x	x	x	√	x	√	40	Unsuccessful
37	NA	x	x	x	√	x	√	x	X	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	8	Unsuccessful

38	NH	x	x	√	√	√	√	x	√	x	√	x	√	x	√	X	√	√	√	√	√	√	√	√	√	x	√	68	Unsuccessful
39	NF	x	x	√	√	√	√	x	√	x	√	x	√	√	√	√	√	x	√	x	x	√	√	√	√	68	Unsuccessful		
40	QA	x	x	x	x	√	x	x	x	x	x	√	√	√	X	x	x	x	x	x	x	x	√	x	X	20	Unsuccessful		
41	RDF	x	x	√	√	√	√	x	x	x	√	√	√	x	√	√	√	x	x	√	x	√	√	√	√	64	Unsuccessful		
42	RA	x	x	√	√	√	√	x	√	x	x	√	√	x	X	√	√	x	x	√	x	√	√	√	√	60	Unsuccessful		
43	SKN	x	√	√	√	√	√	x	x	x	√	x	√	x	√	√	√	x	x	x	√	x	x	√	√	56	Unsuccessful		
44	SN	x	√	x	√	X	√	√	x	x	x	√	√	x	x	√	√	x	x	√	x	x	√	√	√	48	Unsuccessful		
45	SR	x	x	√	√	√	√	x	√	x	√	x	√	x	√	X	x	x	x	√	√	√	√	√	√	60	Unsuccessful		
46	VT	x	x	√	x	√	√	√	x	x	√	√	√	x	√	√	x	x	x	√	x	√	√	√	√	56	Unsuccessful		
47	WHH	x	x	√	x	√	√	x	x	x	x	x	√	x	√	√	√	x	x	x	x	√	√	√	√	48	Unsuccessful		
48	WAF	x	√	√	√	√	x	x	√	x	x	x	√	x	√	X	√	x	√	√	x	x	x	√	√	52	Unsuccessful		
49	WZ	x	x	√	√	√	√	x	√	x	√	x	√	x	√	X	√	x	√	√	√	√	√	√	√	64	Unsuccessful		
TOTAL																									∑ x =2612				
																									X= 53.3				

Appendix 8b: The Students' Test Result in Cycle I (Post- Test 1)

NO	RESPONDENT	ITEM OF THE TEST																									SCORE	PASSING GRADE OF STUDENTS (≥75)
		(Every item have score 4, so 4 x 25 = 100)																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	AJ	x	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	x	x	x	x	x	√	√	x	√	64	Unsuccessful
2	AFS	√	√	√	√	√	x	√	√	√	√	√	√	x	√	√	x	x	√	√	√	x	√	√	x	√	76	Successful
3	AN	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful
4	ATS	x	√	√	√	√	√	√	x	√	√	√	√	x	√	√	x	√	√	x	x	√	√	√	√	√	76	Successful
5	ADABS	x	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	√	√	x	x	√	√	√	x	√	76	Successful
6	AFN	x	√	√	√	x	x	√	x	x	√	√	√	√	√	√	x	x	x	x	x	x	√	√	x	x	52	Unsuccessful
7	AA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	x	√	80	Successful
8	AG	x	√	√	√	x	x	√	x	x	√	√	x	x	√	√	x	x	x	x	x	x	√	x	x	x	36	Unsuccessful
9	AR	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful
10	BP	√	√	√	√	x	x	√	x	x	√	√	√	x	√	√	x	x	x	x	x	x	√	√	x	√	52	Unsuccessful
11	BNM	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	x	√	√	√	√	√	√	88	Successful
12	DAF	x	√	√	√	x	x	√	x	x	√	√	√	x	√	√	x	x	x	x	x	x	√	√	x	√	48	Unsuccessful
13	DAE	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	x	√	80	Successful	
14	DA	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	x	√	72	Unsuccessful
15	DRR	x	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	√	√	x	x	√	√	√	x	√	76	Successful
16	FRN	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	X	x	√	x	√	√	x	√	80	Successful	

17	F	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	x	x	X	x	√	√	√	√	x	√	72	Unsuccessful
18	FR	x	√	√	√	√	x	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful
19	HY	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	√	√	√	80	Successful
20	HS	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful	
21	HNM	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	x	√	72	Unsuccessful	
22	IA	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	x	√	80	Successful	
23	JBAB	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	x	√	√	√	√	√	√	88	Successful
24	LNS	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	√	√	√	√	√	√	92	Successful
25	MA	x	√	√	√	√	√	√	x	√	√	√	√	√	√	x	x	x	x	x	x	√	√	x	√	64	Unsuccessful	
26	MAA	x	√	√	√	√	√	√	x	√	√	√	√	√	√	x	x	x	x	x	x	√	√	x	√	64	Unsuccessful	
27	MDA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	x	√	80	Successful	
28	MAA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	√	√	√	84	Successful	
29	MAA	√	√	√	√	√	√	√	x	√	√	√	√	√	√	x	x	x	x	x	x	√	√	x	√	68	Unsuccessful	
30	MB	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	x	√	72	Unsuccessful	
31	MRM	x	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	√	√	√	√	√	80	Successful	
32	MR	x	√	√	√	x	x	√	x	x	√	√	√	x	√	√	x	x	x	x	x	√	√	x	x	44	Unsuccessful	
33	MT	√	√	√	√	√	x	√	x	x	√	√	√	x	√	√	x	x	x	x	x	√	√	x	√	56	Unsuccessful	
34	MW	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Unsuccessful	
35	NSA	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful	
36	NSL	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	x	√	72	Unsuccessful	
37	NA	x	√	√	x	x	x	x	x	x	x	x	√	x	√	√	x	x	x	x	x	x	x	x	x	X	20	Unsuccessful

38	NH	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	x	√	80	Successful
39	NF	x	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	x	√	80	Successful
40	QA	x	x	√	√	√	√	x	x	x	√	√	√	x	√	√	√	x	x	√	x	√	√	√	x	√	60	Unsuccessful
41	RDF	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful	
42	RA	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful	
43	SKN	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	x	x	x	x	x	x	√	√	x	√	68	Unsuccessful
44	SN	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	x	x	x	x	x	x	√	√	x	√	68	Unsuccessful
45	SR	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	76	Successful	
46	VT	√	√	√	√	√	√	x	√	√	√	√	√	√	√	x	x	x	x	x	x	x	√	√	x	√	68	Unsuccessful
47	WHH	x	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	x	√	72	Unsuccessful	
48	WAF	x	√	√	√	√	x	√	√	√	√	√	√	√	√	X	x	x	√	√	x	√	√	x	√	72	Unsuccessful	
49	WZ	x	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	x	√	80	Successful	
TOTAL																								$\sum x = 3476$ X= 70.9				

Appendix 8c: The Students' Test Result in Cycle II (Post- Test 2)

NO	RESPONDENT	ITEM OF THE TEST (Every item have score 4, so 4 x 25 = 100)	SCORE	PASSING GRADE OF
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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		STUDENTS (≥75)
1	AJ	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	x	√	x	x	√	√	√	76	Successful	
2	AFS	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	x	√	x	√	√	√	√	80	Successful	
3	AN	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	x	x	√	√	√	84	Successful	
4	ATS	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	x	√	√	√	80	Successful	
5	ADABS	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	x	√	√	x	√	√	√	80	Successful	
6	AFN	√	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	x	x	√	√	√	72	Unsuccessful	
7	AA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	√	√	√	√	√	92	Successful	
8	AG	√	√	√	√	√	x	√	√	√	√	√	x	√	√	√	x	x	x	x	√	x	x	√	x	√	64	Unsuccessful
9	AR	√	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	√	√	√	√	√	80	Successful	
10	BP	√	√	√	√	√	x	√	√	√	√	√	√	√	√	x	x	x	x	√	x	x	√	√	√	72	Unsuccessful	
11	BNM	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	100	Successful	
12	DAF	√	√	√	√	√	x	√	√	√	√	√	x	√	√	√	x	x	x	x	√	√	x	√	x	√	68	Unsuccessful
13	DAE	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√	√	x	√	√	√	92	Successful	
14	DA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	x	x	√	√	√	84	Successful	
15	DRR	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	X	√	√	√	x	√	√	√	88	Successful	
16	FRN	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	96	Successful	
17	F	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	x	x	√	√	84	Successful	
18	FR	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	√	√	x	x	√	√	84	Successful	
19	HY	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	100	Successful	
20	HS	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	√	√	88	Successful	

42	RA	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	√	√	√	√	√	88	Successful	
43	SKN	√	√	√	√	√	√	√	√	√	√	x	√	√	√	√	x	x	x	x	√	√	√	√	x	√	76	Successful
44	SN	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	x	√	√	√	80	Successful	
45	SR	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	√	x	x	√	√	√	84	Successful		
46	VT	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	x	x	√	x	x	√	√	√	80	Successful	
47	WHH	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√	x	√	x	√	√	√	√	88	Successful	
48	WAF	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√	x	x	√	x	√	√	x	√	80	Successful	
49	WZ	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	x	√	√	√	√	x	√	√	√	92	Successful	
TOTAL																									$\sum x = 4094$	$X = 83.5$		

Appendix 9a: Diary Notes in Cycle 1

DIARY NOTES

Cycle/Meeting: I/ 1 (One)

Day/Date : Thursday/ 16th February 2017

1. Good points

- From the students' side
 - Some students pay attention on teacher's explanation
 - Students looked so interested in learning vocabulary through fly swatter game

- From the teacher's side
 - The teacher choose the good teaching technique in explaining
 - Teacher gave intensive guide by checking students' activity

2. Things to consider

- From the students' side
 - Students need the clear instruction to make fly swatter game. Some students look confuses when play fly swatter game
 - Students need the clear and slow explanation

- From the teacher's side
 - Teacher should give the way how to play fly swatter game clearly and slowly

DIARY NOTES

Cycle/Meeting: I/ 2 (Two)

Day/Date : Wednesday/ 22nd February 2017

1. Good points

- From the students' side
 - Students look so interested in doing activity especially in learning vocabulary through fly swatter game
 - Students motivated in play game
- From the teacher's side
 - The teacher understood the condition of students by explaining the material step by step
 - The teacher gave the activity for students in right condition by making a pair and individual work

2. Things to consider

- From the students' side
 - Some students don't understand what they have to do. They only know the little about the activity and do not asking the teacher about the activity
 - Some students disturb their friend when study vocabulary through fly swatter game
- From the teacher's side
 - Before starting an activity, the teacher should give a clear explanation about what students have to do

DIARY NOTES

Cycle/Meeting: I/ 3 (Three)

Day/Date : Thursday/ 23rd February 2016

1. Good points

- From the students' side
 - More students pay attention on a new topic and teacher explanation
 - Some students participate in finding a new vocabulary
 - More students look enthusiast when playing game

- From the teacher's side
 - Teacher mastered the technique and the material she gives
 - Teacher checked the students' activity by walking to their table

2. Thing to consider

- From the students' side
 - Some students look not seriously in doing activity
 - Some students still had difficult in grammar such as adjective and adverb

- From the teacher's side
 - Teacher should give punishment to the students if they disturb their friend
 - Teacher should make sure if the students are ready to listen to her explanation about the materials or some instruction

Appendix 9b: Diary Notes in Cycle 2

DIARY NOTES

Cycle/Meeting: II/ 1 (One)

Day/Date : Wednesday/ 1st March 2017

1. Good points

- From the students' side
 - More students pay attention on teacher explanation
 - Some students participate in finding a new vocabulary related with noun and verb on whiteboard
 - More students look enthusiast when playing game

- From the teacher's side
 - Teacher give explanation about the material
 - Teacher explained detail information
 - The teacher gave the chance to the students to choose their member of group to do assignment given

2. Thing to consider

- From the students' side
 - Some students had difficult to understand the differences between noun and verb in sentence
 - The class still was noisy

- From the teacher's side
 - The teacher should have effort to make the student keep silent

DIARY NOTES

Cycle/Meeting: II/ 2 (Two)

Day/Date : Thursday/ 2nd March 2017

1. Good points

- From the students' side
 - Students already know the teacher style in teaching and support the teacher's teaching goal
 - Students had already known how to learn from fly swatter game
 - Students already known about noun and verb

- From the teacher's side
 - The teacher gave the clear explanation about the materials
 - The teacher gave the reward to the students who had a good score
 - The teacher motivated the students to be active in the activities given

2. Things to consider

- From the students' side
 - Some students had difficult to understand the differences between adjective and adverb in sentence

- From the teacher's side
 - The teacher should check the students to make sure that they are understand about the instruction

DIARY NOTES

Cycle/Meeting: II/ 3 (Three)

Day/Date : Wednesday/ 8th March 2017

1. Good points

- From the students' side
 - The students followed the activity given actively
 - The students did their assignment
 - Some students had understood the differences between adjective and adverb

- From the teacher's side
 - Teacher explained the material more slowly and clearly
 - Teacher gave a clear instruction about activity clearly
 - The teacher checked the students understanding on part of speech especially noun, verb, adjective, and adverb
 - The teacher checked the students to make sure the entire students understand about the instruction

OBSERVATION SHEET

No	Observer	Cycle I			Cycle II		
		1	2	3	1	2	3
1.	Teacher's capability in opening the class (How the teacher greets the students)						
2.	Teacher's giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)						
3.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)						
4.	Teacher's teaching material clearly (It is about the clearness of the teacher's teaching)						
5.	The systematically teaching performance (It is about appropriateness with the lesson plan)						
6.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)						
7.	Teacher's ability in closing the class (It is about how the teacher closes the class and gives summary)						
8.	The student's attention to the teacher's explanation (It is about whether the students are focus and serious to the students' explanation)						
9.	Motivation and enthusiasm of students in teaching learning process						

	(It is about the curiosity and the enthusiasm of the students during the learning process)						
10.	Student's bravery in saying the new vocabulary in front of the class (There is comment and opinion from students during the learning process)						
11.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)						
12.	Teacher and students' role in teaching learning process (Teacher's role in controlling the class and solve the students' problem)						

Note:

Point 1 = Bad

2 = Good

3 = Very Good

English Teacher

Irma Masyitah

Researcher

Ika Rahmadani Lubis

Appendix 10a: The Students' Attendance List during the Research

No	Name of Students	Meeting					
		1	2	3	4	5	6
1	Abdul Ja'bar	√	√	√	√	√	√
2	Ade Fitria Salsabila	√	√	√	√	√	√
3	Adila Nasution	√	√	√	√	√	√
4	Aisyah Tia Salwa	√	√	√	√	√	√
5	Al Dhafa Anindyo Barus S.	√	√	√	√	√	√
6	Al Fahridho Nazara	√	√	√	√	√	√
7	Aldi Arianto	√	√	√	√	√	√
8	Andi Gunawan	√	√	√	√	√	√
9	Athaya Raissa	√	√	√	√	√	√
10	Bagas Pratama	√	√	√	√	√	√
11	Bintang Najwa Manurung	√	√	√	√	√	√
12	Dea Azahra Fikar	√	√	√	√	√	√
13	Della Angraini E.	√	√	√	√	√	√
14	Diva Akbar	√	√	√	√	√	√
15	Dwi Ridha Ramadhani	√	√	√	√	√	√
16	Fachrul Rozi Nasution	√	√	√	√	√	√
17	Fatimah	√	√	√	√	√	√
18	Fiky Riandinata	√	√	√	√	√	√
19	Hamdan Yazid	√	√	√	√	√	√
20	Halimatus Sa'diyah	√	√	√	√	√	√
21	Hubban Nabel Matondang	√	√	√	√	√	√
22	Ipah 'Aini	√	√	√	√	√	√
23	Jogdan Bintang Al Banna	√	√	√	√	√	√
24	Liza Nabila Siregar	√	√	√	√	√	√
25	M. Akbar	√	√	√	√	√	√
26	M. Apri Aryendi	√	√	√	√	√	√
27	M. davin Aulian	√	√	√	√	√	√

28	Muhammad Alwi Adha	√	√	√	√	√	√
29	Muhammad Arief Abdillah	√	√	√	√	√	√
30	Muhammad Baihaqi	√	√	√	√	√	√
31	Muhammad Rizky Maulizar	√	√	√	√	√	√
32	Muhammad Roihan	√	√	√	√	√	√
33	Muhammad Taufik	√	√	√	√	√	√
34	Mutmainnah Warohmah	√	√	√	√	√	√
35	Naufal Surya Arief	√	√	√	√	√	√
36	Novita Sari Lubis	√	√	√	√	√	√
37	Nur Azizah	√	√	√	√	√	√
38	Nurul Halizah	√	√	√	√	√	√
39	Nurul Fitriyani	√	√	√	√	√	√
40	Quratu 'Aini	√	√	√	√	√	√
41	Rangga Dwi Fahrezi	√	√	√	√	√	√
42	Ridho Ardiansyah	√	√	√	√	√	√
43	Salwa Khairun Nisa	√	√	√	√	√	√
44	Siti Nurfadila	√	√	√	√	√	√
45	Suci Ramahdani	√	√	√	√	√	√
46	Vicky Tandy	√	√	√	√	√	√
47	Wahyu Hidayat Hasibuan	√	√	√	√	√	√
48	Wanda Alia Febrianti	√	√	√	√	√	√
49	Wilma Zahara	√	√	√	√	√	√

Appendix 11a: Students' Name and Initial

No	Name of Students	The Initial of Students
1	Abdul Ja'bar	AJ
2	Ade Fitria Salsabila	AFS
3	Adila Nasution	AN
4	Aisyah Tia Salwa	ATS
5	Al Dhafa Anindyo Barus S.	ADABS
6	Al Fahridho Nazara	AFN
7	Aldi Arianto	AA
8	Andi Gunawan	AG
9	Athaya Raissa	AR
10	Bagas Pratama	BP
11	Bintang Najwa Manurung	BNM
12	Dea Azahra Fikar	DAF
13	Della Angraini E.	DAE
14	Diva Akbar	DA
15	Dwi Ridha Ramadhani	DRR
16	Fachrul Rozi Nasution	FRN
17	Fatimah	F
18	Fiky Riandinata	FR
19	Hamdan Yazid	HY
20	Halimatus Sa'diyah	HS
21	Hubban Nabiel Matondang	HNM

22	Ipah 'Aini	IA
23	Jogdan Bintang Al Banna	JBAB
24	Liza Nabila Siregar	LNS
25	M. Akbar	MA
26	M. Apri Aryendi	MAA
27	M. davin Aulian	MDA
28	Muhammad Alwi Adha	MAA
29	Muhammad Arief Abdillah	MAA
30	Muhammad Baihaqi	MB
31	Muhammad Rizky Maulizar	MRM
32	Muhammad Roihan	MR
33	Muhammad Taufik	MT
34	Mutmainnah Warohmah	MW
35	Naufal Surya Arief	NSA
36	Novita Sari Lubis	NSL
37	Nur Azizah	NA
38	Nurul Halizah	NH
39	Nurul Fitriyani	NF
40	Quratu 'Aini	QA
41	Rangga Dwi Fahrezi	RDF
42	Ridho Ardiansyah	RA
43	Salwa Khairun Nisa	SKN
44	Siti Nurfadila	SN

45	Suci Ramahdani	SR
46	Vicky Tandy	VT
47	Wahyu Hidayat Hasibuan	WHH
48	Wanda Alia Febrianti	WAF
49	Wilma Zahara	WZ

Appendix 12a: Photography Evidence









Autobiography

Name : Ika Rahmadani Lubis
Student Number : 34.13.3.014
Place/ Date of Birth : Medan, February 15th 1995
Sex : Female
Address : Jl. Beringin, Gg. Cendrawasih No. 9 Pasar VII Tembung
Name of Father : Sofyan Lubis, SE
Name of Mother : Nur Azizah

Education Background

1. Primary School at SD Swasta Sabilina
2. Junior High School at SMP Islam Terpadu Hikmatul Fadhillah
3. Senior High School at MAN 1 Medan
4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training