

The Effect of Fly Swatter Game Toward Students' Vocabulary Mastery

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Abstract

Vocabulary mastery is a crucial foundation for elementary students studying any language, including English. The typical problems that cause students to lack vocabulary are that they easily become bored when the teacher explains things, that they believe acquiring language only entails understanding its meaning, and that they exclusively acquire vocabulary from their textbooks. On the other hand, many studies show that using games can improve vocabulary mastery, but most studies on this teaching method are not conducted with elementary students, especially considering that previously, English was not a compulsory subject in the elementary school curriculum as far as the Indonesian EFL context is concerned. To fill this gap, this study examines whether the use of this method has an impact on the vocabulary mastery of elementary students. The study was an-experiment study involving 26 students from a state elementary school in Tabanan Regency, Bali. Using descriptive and inferential (paired t-test) statistics, this study concluded that the use of the fly swatter game had a significant effect on the students' vocabulary mastery which was indicated by a significant increase in student scores after being given the teaching treatment using the fly swatter game. Regarding this result, it is suggested that elementary school teachers consider using the fly swatter game when teaching vocabulary to their students.

Keywords: Vocabulary; Fly swatter game; Elementary student; English

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INTRODUCTION

English is a language that is widely used for communication between people who do not share same language. It was already becoming a genuine lingua franca by the end of twentieth century (Harmer, 2007). English contains four skills that are really important to learn to enable learners use English language both actively and passively; they are reading, listening, speaking, and writing skills. However, the learners have to learn the other important language components such as vocabulary in order to master the four skills. Vocabulary is an important

component to support the learners before they start to learn the first basic skill in English. Learning English without successfully acquiring vocabulary mastery can be a problem for the long-term (Abdullah, 2020). Therefore, both the four skills and vocabulary mastery are needed in the process of learning.

According to Brown (2007), language components such as vocabulary is set of words for a particular language or a set of words that might be used by individual speaker of language. Nation (2019) states learning vocabulary is important because it increases learners' knowledge of words. Vocabulary is the first stage that learners need to learn in order to possible to learn English skills. In other words, without learning vocabulary it is impossible to master language especially English. Learners must have sufficient vocabulary in order to avoid difficulties when learning English skills. The lack of vocabulary mastery makes the learners find in difficult situation when they meet a problem to understand teacher's explanation nor to speak English language in the class. Receiving all knowledge through individual reading and meaningful discussions in the classroom, students must have collections of vocabulary in their mind (Nushi & Jenabzadeh, 2016).

In teaching vocabulary, teachers need to consider several principles. Those principles are used to help students' gain better understanding towards vocabulary mastery. According to Nation (2019), there are six principles for the teacher to teach vocabulary in the class: simple and clear explanations, relatable examples, using oral and written explanations, paying more attention to words that are difficult to understand, telling the students that words are important to use in the future, and not bringing other unknown words of synonyms or opposites. The biggest problem that students face when learning English is a lack of vocabulary knowledge (Nor et al., 2015). The common problems that make students lack vocabulary are that they get bored easily when the teacher gives explanations, they think that vocabulary learning is only to know its meaning, and they only learn vocabulary through their textbooks (Krishan et al., 2020). This is influenced by the teaching methods carried out by teachers who apply traditional teaching methods, which are characterized by the dominance of the teacher in teaching and learning activities (Alqahtani, 2015; Kristiani & Pradnyadewi, 2021; Permana, 2020; Santosa et al., 2020).

One popular method of teaching students is through games. The use of games for teaching English provides more interesting, enjoyable, and effective teaching (Landers, 2014; Mohd Muhridza et al., 2018; Nitiasih et al., 2019). Fly Swatter game is one of effective games for teaching students' vocabulary mastery. Fly Swatter game is a fun activity where the students have to swat a word on the blackboard based on the teacher's instruction (Rezkiyah & Amri, 2013). With the Fly Swatter game, the students could be more active and enthusiastic in the teaching process, so their vocabulary could be improved. Fly Swatter Game can be an effective game for teaching vocabulary mastery. It is because the game has provided several advantages for students, i.e., a) provide a creative and fun activity; b) help students learn and absorb new words easily; c) provide friendly competition and arouse students' interest; e) cause students to learn the pronunciation and spelling of words; and f) students are more active than teachers (Silaban & Andriani, 2017). Besides, the Fly Swatter Game might keep students motivated in language study and prevent them from becoming bored (Sofyanto & Hanna, 2022).

Building a strong vocabulary foundation is crucial for elementary students, as it is for any language learner (Aini, 2013; Permana, 2020). Learning vocabulary plays a vital role in the language acquisition process, and it is necessary for students to master a wide range of words and understand their meanings to communicate effectively in a language (Bakhsh, 2016). Building a strong vocabulary at a young age has numerous benefits for their overall language development and academic success such as: a) in reading comprehension skill: a rich vocabulary allows students to understand and comprehend written texts more effectively; b) in writing skills: a varied vocabulary helps students express themselves more precisely and accurately in their writing; c) in speaking and listening skill: a broad vocabulary enhances a student's ability to communicate effectively when speaking and listening; d) in academic achievement: vocabulary knowledge plays a crucial role in various subjects across the curriculum; e) in critical thinking: having a wide range of vocabulary words allows students to think more critically and analyze information more deeply; and f) in confidence and self-expression: when students possess a strong vocabulary, they feel more confident in expressing themselves and participating in class discussions (Alqahtani, 2015).

Therefore, to support vocabulary development, educators can incorporate various strategies such as reading books, engaging in discussions, using contextual clues, playing word games, and introducing new words through meaningful contexts. However, until now, research related to the use of the fly sweater game in improving students' vocabulary skills in Indonesia has generally focused on junior high and high school. This is because English is a compulsory subject at that level. Meanwhile, research on the application of the fly sweater game to improve students' vocabulary skills at the elementary school level is still rarely done. Thus, it is important to conduct research related to the effectiveness of using the fly sweater game in improving students' vocabulary skills at the elementary level, considering that in the Merdeka curriculum, English is taught in elementary schools. Therefore, this study tests the effect of the fly swatter game on students' vocabulary mastery in elementary school in SD Negeri 1 Bongan.

METHOD

Design

The study employs a quantitative research approach. The design of the current study is pretest-posttest. One group pre-test and post-test design means an investigation involving one group that receives pre-test and post-tests after the treatment given. One group pretest-posttest is a group that is pretested (O), exposed to a treatment (X), and then tested again (O). The success of the treatment is determined by comparing pretest and posttest scores. Through, one group pretest post-test design, one group followed the pre-test to ensure their ability/knowledge before the treatment was given. After that, the group receives a treatment and fulfills the posttest. In this study, the group is given a treatment by using Fly Swatter Game to learn vocabulary mastery.

Sample

The sample of this research is 26 fifth graders in SD Negeri 1 Bongan. The sample is selected through a total sampling technique. Total sampling is a technique to collect the data in which is the total number of samples is similar to the total population. This sample is chosen as an experimental group who are given a treatment.

Instrument and Data Analysis

The instrument used in collecting data during this research is a vocabulary mastery test. Since this study is quantitative research, the main instrument is a test. The multiple-choice test is used to measure students' vocabulary mastery. This multiple-choice test consists of 20 items about vocabulary. The test is distributed before the treatment given (pre-test) and after the treatment of Fly Swatter Game given (post-test). The data were analyzed inferentially and descriptively through SPSS program version 24. The descriptive analysis explains the distribution of frequency, mean, standard deviation, and maximum and minimum scores of students' vocabulary mastery. The inferential analysis is used to test the significant effect of using Fly Swatter Game as a learning technique for vocabulary mastery. The paired t-test is a statistical test used to compare the means of two related or dependent samples. It is appropriate when we have two sets of observations that are paired or matched in some way.

The hypothesis of this study is:

H0: There is no significant effect of teaching vocabulary using Fly Swatter game on students' vocabulary mastery at SD Negeri 1 Bongan.

H1: There is a significant effect of teaching vocabulary using Fly Swatter game on students' vocabulary mastery at SD Negeri 1 Bongan

FINDINGS AND DISCUSSIONS

Based on the data obtained from the observation in SD 1 Bongan, the students' pre-test score was distributed in Table 1). Using the SPSS 24 statistical package, the distribution of frequency, mean, standard deviation and maximum and minimum scores of students' vocabulary mastery for the pre-test were calculated.

Table 1. Pretest Score of Students' Vocabulary

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest Score	26	600	20.00	80.00	60.9615	14.83369	220.038

Table 1 shows the distribution of frequency of students' pre-test scores. The lowest student score was 20, which means the student's vocabulary knowledge was poor. Mostly the student score was 60 with the highest score being 80. The range of the student score in the pre-test was relatively wide that is 60. The mean score of students' vocabularies in pretest was 60.96 which indicate a medium level of vocabulary. The standard deviation of the student score data in the pre-test was 14.83 and the variance is 220.038. Based on these descriptive statistics of the pre-test student scores, it can be concluded the students' vocabulary knowledge must be improved.

Table 2. Posttest Score of Students' Vocabulary

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Posttest Score	26	40.00	45.00	85.00	66.7308	12.24274	149.885

Compared to the previous pre-test result, after giving a treatment of teaching by using Fly Swatter Game, the lowest student score for the post-test was 45 and the highest score was 85. The range of students' vocabulary score in posttest is 40. The mean score of students' vocabularies in pretest was 66.73. The standard deviation of the student score data in the posttest was 12.242 and the variance is 149.885. Based on these descriptive statistics of the post-test student score compared to those of the pre-test student score, it can be concluded that

giving a treatment by teaching vocabulary using the Fly Swatter Game increased the students' vocabulary knowledge. However, to identify if there is any significant influence of the treatment, a paired sample t test was conducted. Before executing paired sample t test, the normality of the data was assessed first.

The normality test is used in order to know whether both groups have normal distribution or not so that the data can be analyzed using a paired sample t-test. The normality test is run using SPSS 24 to calculate the value of the normality of data using Kolmogorov-Smirnov statistics. In this statistic, the null hypothesis is that the data has a normal distribution. So, if the significance level is above 0.05 then the data has a normal distribution.

Table 3. Normality Distribution

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pretest Score	.128	26	.200*
Posttest Score	.144	26	.178

Based on the test of normality output (Table 1), the significance value for data of student scores in the pre-test and post-test were 0.200 and 0.178 respectively. It can be concluded that the data for the pre-test and post-test are normally distributed since the significance value for student score data both in the pre-test and post-test were greater than 0.05. Thus, the pre-test and post-test data were ready to examine using a paired t-test. The result of the paired t-test is shown in Table 4 below.

Table 4. Paired Sample T-Test

	Mean	Std. Deviation	Paired Differences			f	Sig. (2-tailed)	
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Score - Posttest Score	-5.76923	10.16782	1.99407	-9.87610	-1.66236	2.893	5	.008

The results indicate that the mean difference of the student score for the pre-test and post-test was 5.769 points. The t-value was -2.2893 and the value of significance (two-tailed) was 0.008. Comparing the value of significance with the 5 percent level of significance, it showed that the value of significance was much lower than the 5 percent level of significance so the null hypothesis was rejected. In other words, it can be concluded that there was a significant effect of teaching vocabulary using Fly Swatter game on students' vocabulary mastery at SD Negeri 1 Bongan at the 5 percent level of significance.

Based on the result, it showed that the average student's score had increased significantly after the treatment of teaching vocabulary using fly sweater game in the vocabulary mastery test. Moreover, from the paired t-test, it was concluded that compared to traditional teaching methods as reflected in students' pre-test scores, the teaching method using the fly sweater game proved statistically significant in increasing elementary school students' English vocabulary mastery as shown in Experimental results on 5th grade students at SD 1 Bongan.

The finding of this study confirms the previous studies on the effectiveness of using fly swatter games in teaching vocabulary done by [Abrar et al., \(2019\)](#) who found that students' vocabulary were improved after the implementation of fly sweater game. [Harahap and Zulfitri, \(2023\)](#) also found similar results. Even though those previous studies did not focus on the elementary student, they found that the use of the fly swatter game improved vocabulary mastery significantly. The results of this study showed that the average increase in students' vocabulary scores was more than 50 percent after the teaching treatment was carried out through the fly swatter game.

The effectiveness of using games like the fly swatter game in teaching vocabulary to elementary students has been shown by the results of this study. This finding is in line with what that the children in elementary school are still developing as learners; they can only focus for short periods of time, usually no longer than 90 minutes; thus, the instructor should encourage student enjoyment of the class, including using games as the medium ([Pradini et al., 2022](#)). Teaching vocabulary through games is not only an effective tool for removing students from monotonous or boring situations in learning processes, but it is also an effective tool for developing students' vocabulary ([Lubis, 2020](#)). The fly swatter game could facilitate interaction between teacher and students. The existence of communication and interaction between teacher and students makes students more interested and more active in following the learning process ([Sanjaya et al., 2022](#)).

Based on the empirical findings and theory above, it can be concluded that the fly swatter game was one way to warm up students' interest and increase their motivation to learn vocabulary. Besides that, the fly swatter game can motivate the students, especially in elementary school, which is characterized by short periods of focus. Through the fly swatter game as a method of learning activity, the researcher motivated the students to learn English in a more enjoyable and interesting way. So, the researcher helped the students find a good and enjoyable lesson that was appropriate to the way they think and their age.

CONCLUSION

The success of teaching using fly swatter game to improve students' vocabulary mastery in SD Negeri 1 Bongan is shown by the result of the paired t-test. Using the 5 percent level of significance, it shows that the value of significance is much lower than the 5 percent level of significance so that the null hypothesis is rejected or it can be concluded that there is a significant effect of Fly Swatter game on students' vocabulary mastery at SD Negeri 1 Bongan at the 5 percent level of significant. In accordance with the findings, the researcher would like to make the following recommendations for the pupils, teacher, and other researchers: First, it is advised that students pay close attention to the teacher's explanations when learning vocabulary through fly swatter games. To maintain their vocabulary and increase their skill and knowledge, students should memorize and practice it when studying English. They must make an effort to learn and use their language by heart.

Second, the teacher needs to be aware of the pupils' English proficiency level and any issues they are having. Particularly in the context that was generated in class and the English vocabulary. For the kids, the instructor must be a reliable media source. It offers insight to English teachers regarding the significance of techniques to aid in the teaching and learning process, particularly with regard to English vocabulary. The teacher is advised to use the fly

swatter game to teach vocabulary and encourage children to memorize words. As they apply the learning, they grow more engaged. By playing the fly swatter game, they have a quick and fun approach to increasing their vocabulary in English. Additionally, they must daily review the terminology.

Thirdly, the researcher who would utilize the fly swatter game to teach vocabulary discovered several issues, such as the researcher's inability to effectively manage time, which led the researcher to combine three rounds into one stage throughout the course of treatment. The researcher then taught vocabulary in both English, a second language, and Bahasa Indonesia, a first language. It was as a result of the students' confusion and lack of comprehension. Therefore, the researcher expects that the following researchers will be able to make this method (the fly swatter game) better and more engaging. They should also practice time management skills so that the teaching and learning processes are more successful. Finally, the result of this research can be used as an additional reference, and there are additional research and other discussions that may result in development revisions of using fly swatter game.

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