

**HALAMAN PENGESAHAN THESIS**

**IMPROVING STUDENT'S VOCABULARY MASTERY BY USING  
THE FLY SWATTER GAME IN SEVENTH GRADE OF SMP  
NEGERI 31 MEDAN**

**DIAJUKAN OLEH**

**NAMA : ROH DEARNI BK PURBA**

**NPM : 20120078**

**PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS**

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula

yang bersangkutan memperoleh gelar

**SARJANA PENDIDIKAN (S.Pd)**

Medan 19 April 2024

**Panitia Ujian Meja Hijau**

**Dosen Penguji 1**



**(Nurhayati Sitorus, S.Pd., M.Si)**

**Dosen Penguji 2**



**(Dr. Lasatri Wahyuni Manurung, S.Pd., M.Hum)**



**FKIP UIN Medan**

**(Dr. Mula Sigitio, M.Si., Ph.D)**

**Ketua Program Studi**



**(Dr. Nenni Triana Sinaga, S.S., M.Pd)**

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 The Background of the Study**

Vocabulary is one of the essential language components in studying English. With a proportional amount of vocabulary, everyone can speak, read, listen, and write. In other words, the first thing that is to be mastered by language learners in learning a 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 communicate with other people.

Vocabulary is needed to improve the four language skills: listening, speaking, reading, and writing. With grammar, more can be conveyed; with vocabulary, something can be conveyed. We cannot express anything when we learn about grammar without learning vocabulary. It shows that English has a special place in teaching a foreign language at school, especially junior high school.

Problems in learning and teaching English still exist at school because English is entirely different from the Indonesian language in structure, pronunciation, and vocabulary. Creating effective and efficient English teaching is challenging for teachers; therefore, 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; teaching language also needs a suitable technique. Learning English, especially to memorize vocabulary, is boring for some students.

Based on researchers' observations in class VII of SMP Negeri 31 Medan, the class studied material from their textbook about describing things, such as objects, in English. The researcher saw that more students did not express their arguments because their self-confidence regarding their vocabulary hampered them. They also saw that only 5 out of 31 students brought dictionaries. Likewise, the learning implemented by the teacher bored some students, resulting in the classroom needing to be filled in. Conducive, and many students complain about the material. I received information from students that when teachers teach vocabulary learning to students, students only need to memorize changes in verbs, words related to nouns, adjectives, and adverbs, making learning monotonous. After observing, the researcher remembered to ask permission from the teacher to give 25 multiple-choice questions regarding nouns, adjectives, verbs, and adverbs for students to answer for the observation test.

The researcher will calculate the assessment of questions answered by students with the number of correct questions x 4. The results of the average scores for each student class are written in Table 1.1 as follows:

**Table 1.1**  
**The Score of Student' Vocabulary in 2023/2024**

<b>No</b>	<b>Class</b>	<b>Average</b>	<b>Minimum Score</b>
1.	VII-1	46,5%	75
2.	VII-2	79,64%	75
3.	VII-3	85,52%	75
4.	VII-4	78,85%	75

Based on the table above, the average assessment score for students in class VII-1 is the lowest. There are 31 students, and only four exceed the KKM. Therefore, there is still a need to increase student scores to get scores above the KKM. This problem of understanding must be overcome because it can make it difficult for students to continue to the next level or class. In addition, students may need more motivation to learn English because they find English difficult. In addition, students will experience boredom in language class.

Games are a necessity and a technique for children's learning (Wolfgang, 1981). Many techniques of language teaching can be selected for teaching vocabulary. Some teachers use games such as stick figures, puzzles, card games, and wall cards. One of the ways to teach strategies that can motivate students in English is to serve a suitable strategy, such as games. Games will change the class dynamic, help students study efficiently, and help the brain learn more effectively. The brain is muscle, just like any other. It must be worked out, tested, and put into competitive situations. The more exciting and interactive the teacher can make the learning environment, the more the teacher tries to introduce games and activities. The teacher changes shapes and manipulates language and environment, creating better student circumstances. Games allow students to work cooperatively, compete with another strategy differently, work in stressful and more productive environments, and allow students to have fun.

One of the games that can improve the students' vocabulary mastery is the fly swatter game. A Fly Swatter is an object used for killing flies. It consists of a flat piece of plastic on a long handle. The fly swatter game is exciting for students

because they can learn through playing. Nicholas Dawidoff (1948) stated that the fly-swatter game method can improve a person's vocabulary by applying it in learning.

The fly swatter game is a vocabulary game that involves words directed by the teacher and words or ideas related to nouns and verbs. The teacher presents the words that will be explored at the beginning of the fly swatter game activity on the whiteboard in the form of nouns and verbs, and group representatives from students will represent them in front of the blackboard. The teacher very carefully gives clues to the words on the blackboard. From group representatives who know the answer, they can hit the word. Students can expand their vocabulary with the fly-swatter game method, which teaches them various types of words related to the learning topic. This method is a valuable tool for teaching good listening and attention. Therefore, the fly swatter game suits learners of all skill levels, including beginner vocabulary learners. Teaching vocabulary through the fly swatter game can increase students' vocabulary. Ideally, if the students can play many games in English, their vocabulary mastery will improve. It can be seen from the less vocabulary they have memorized, and they cannot mention the meaning of simple vocabulary. That is why I want to conduct research with the title "Improving Students' Vocabulary Mastery by Using Fly Swatter Game In Seventh Class of Smp Negeri 31 Medan."

## **1.2 The Problem of the Study**

Based on the background description above, the author formulated the

research problem. The formulation of the problem can be seen as follows:

Does the fly swatter game improve students' vocabulary mastery in the seventh grade of SMP N 31 Medan?

### **1.3 The Objective of the Study**

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

To determine whether the students' vocabulary mastery through the fly swatter game was improved among the seventh-grade students of SMP N 31 Medan.

### **1.4 Scope of the Research**

To avoid misinterpretation of the problem, researchers want to limit the scope of the research space. Researchers also want to know whether the fly swatter game can improve students' understanding, especially about nouns and verbs. Researchers will provide a pretest to determine the background of students' understanding and a posttest to determine the development of students' understanding.

### **1.5 The Significance of the Study**

These experts' findings from the research must make meaning both theoretically and practically.

- a) Theoretically, this research can enrich comprehension concerning vocabulary mastering in the learning process. In addition, this study can serve as a foundation for future research in the same area, albeit from a different angle,

by other writers.

- b) In practical use, the results clarify that future writers may utilize this research as a guide to help them understand students' language during their learning ;
1. For Students, this game will assist kids in increasing their vocabulary in addition to giving them a fun and straightforward way to acquire new words.
  2. For English teachers who are interested in switching to this method of teaching vocabulary and gaining new experience with teaching vocabulary through games.
  3. For Readers, the fly swatter game is an excellent way for readers who are learning English to expand their vocabulary may be used as extra practice for everyday tasks like speaking, reading, and writing.

### **1.6 Hypothesis**

The hypothesis proposed in this research has the following formulation: using a game called a fly swatter in teaching English vocabulary can improve vocabulary mastery of seventh grade students at SMP N 31 Medan

## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

To help readers comprehend the theories that will be thoroughly examined, this chapter serves as a reference source for the information that the author will discuss, which is up to date. It provides views from the research to illustrate the theoretical concepts. Explanation from start to finish. In this case, what must be studied is the following.

#### **2.2 Definition of Vocabulary**

In all languages, vocabulary is an important part, including English. To understand language, vocabulary is the main requirement that students must understand and master. Mastery of vocabulary is needed to express ideas through sentences and to be able to understand what other people are saying. According to the College English Curriculum Requirements, students must acquire 4,795 words and 700 phrases, of which 2000 are active. Students must not only be able to understand active words but must be experts in using them when they express themselves in speaking or writing. School English vocabulary requirements are not limited in number but include a deep understanding of vocabulary so that they can enrich students' abilities.

Professionals from a variety of sources provide numerous definitions of



writing.

1. Hatch & Brown (1995) say that vocabulary refers to a list or collection of words for a particular language or a list or collection of words that each language speaker may use. From this statement, vocabulary can be interpreted as all the words known or used by everyone, which are all the words in a particular language.
2. Cameron (2001) concluded that vocabulary is one of the areas of knowledge in language, which plays a vital role for students in mastering a language. This statement emphasizes the importance of vocabulary in knowledge of a language.
3. According to Linse (2006), vocabulary is a collection of words a person knows. This statement explains that vocabulary is a collection of vocabulary that a person knows.
4. Wardani (2015) said that vocabulary is an essential aspect of language because it appears in every language skill, including listening, speaking, reading, and writing. It can be concluded from this statement that vocabulary is a primary factor in a language because it is needed in speaking, reading, and writing. This means that a person's low language skills are closely related to the amount of vocabulary they have.

Based on the description above, it can be concluded that vocabulary is all the

words in things that are heard, spoken, read, and written that are known by an individual.

### **2.2.1 The Types of Vocabulary**

Vocabulary can be divided into several parts, according to experts. According to Harmer (1991), Active and passive vocabulary are the types of vocabulary. Active vocabulary, Harmer (2015) means, is vocabulary that students have learned and have been taught with the purpose it can be used for them. The second is passive vocabulary, which means words that students will recognize when they meet them but will probably not be able to produce. Good (1959) believes that vocabulary is divided into four. Oral vocabulary, writing vocabulary, listening vocabulary, and reading vocabulary are the four types of vocabulary. First, oral vocabulary refers to the words people use to express thought actively and understandably. Second, writing vocabulary is the words used when writing a piece. Third, the listening vocabulary is the speaker's words that can be understood by the listener, where it can also be said that the speaker's message can be conveyed well to the listener because the words in speech can be interpreted. The latter are words that can be understood in writing when someone reads. The four types of vocabulary above by Harmer cover all activities in language communication.

Different from John, Wiji (2013) divides vocabulary into four groups as follows:

- a. The first is function words. These words, although some of them may also have full-word meaning contents. Amount of these groups are auxiliaries, prepositions, and conjunctions, depending on where they are placed.
- b. The second is substitute words. Those words do not represent individual things or specific actions but function as substitutes for whole classes of words. It means that there is a link among words.
- c. The third type of vocabulary item is distributed according to grammatical matters such as the absence or presence of a negative. For example, Rena speaks English well, and Anton does too. This means that Anton can also speak English well, although the sentences do not immediately show 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 vocabulary items and chief materials are usually considered when the vocabulary of language is discussed.

### **2.2.2 Vocabulary Mastery**

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery is derived from the word 'master,' which means to become skilled or proficient in gaining complete knowledge through understanding. Vocabulary mastery is the competence to know words and meaning. Nation proposes the

following list of the knowledge that a person must master to understand a word.:

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

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language that a particular person, class, or profession might use. Vocabulary mastery is one component of mastering English as a foreign language at elementary, intermediate, and advanced levels. Vocabulary is one essential component to master when learning four language skills. It is reasonable to remember that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better their language performance. The students will have difficulty mastering reading and other skills because of limited vocabulary.

### **2.2.3 The Problem of Teaching Vocabulary**

There are several strong reasons why the vocabulary components of language

courses need to be carefully planned. Firstly, because different vocabulary gives considerably different returns for learning, it is essential to ensure that learners have reasonable control of high-frequency words before moving on to the less frequent vocabulary. Secondly, most language teaching courses make vocabulary learning more difficult than it should be due to how vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that confuses the learners is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be significantly increased through carefully designing both vocabulary and other skill activities.

Many problems are faced when Indonesian students learn a target language, English, and vocabulary. They need help understanding the connection between the new vocabulary they have learned and the function of the vocabulary word. They can not apply their new language in their mind for communication. Part of speech is a term used to classify words based on their functional categories. Classifying a language's words this way depends on their function in communication. Nouns can occur in certain places in a sentence and serve a specific function. Verbs, adjectives, and adverbs also happen in certain sentence areas and serve particular functions. In English, the functional categories include pronouns and interjections.

The noun is a member of a class of words that can function as the subject or object in a construction, referring to places, animals, things, states, or qualities. The verb is a member of a class of words that can function as the main elements of predicates, typically expressing action, state, or a relation between two things. Adjective is a word used to qualify a noun or pronoun. An adverb is a word that modifies a verb, adjective, or another adverb.

### **2.3 Definition of Fly Swatter Game**

According to Ezkiah & Amri (2013), Fly Swatter is a game where students must swat the words on the whiteboard to retrieve the words. Thomson (1986) states that Fly swatter games are games where the students have to get the word on the blackboard or whiteboard by using the teacher's instruction. Using particular clues, this game can motivate students to search for words more actively and increase their enjoyment. Additionally, this game can be a helpful tool for the children and aids in expanding their vocabulary. The fly swatter game is exciting for students because they can learn through playing.

So, the "Fly Swatter Game" refers to a simple game in which participants use "fly swatters" to hit targets that may be placed on specific places, such as a chalkboard. The general goal is to increase the participant's skill or reaction speed. Fly-swatter games are usually implemented in classrooms to increase student focus.

### **2.3.1 Procedure of Using Fly Swatter Game**

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

1. Students will complete each other to hit the word by fly swatter.
2. Two students stand before the class and face their friends.
3. Students listen to what the researcher says carefully.
4. They may face the whiteboard and find the word after they listen to the word said by the researcher.
5. The students hit the word.
6. After they have hit the word, they spell it in front of their friends.
7. The researcher knows the winner by listening to the first sound of a fly swatter.

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

### **2.3.2 Teaching Implementation of Fly Swatter Game**

The fly swatter game is a game that researchers can use to enrich students' vocabulary. In this case, it will focus on first-grade junior high school students. Implementing the fly swatter game is divided into three steps: the pre-teaching

activity, the teaching activity, and the post-teaching activity.

#### A. Pre-teaching Activity

Pre-teaching activities are done at the beginning of the teaching-learning process in class, which attracts students' motivation and prepares them to learn. In pre-teaching, some activities will be followed. First, the researcher introduces and brainstorms a topic. It helps students consider what they already know about the subject and present some vocabulary. Some ways can be used to introduce the topic. Second, the researcher checks students' background knowledge by asking some questions about the vocabulary that students know. Then, the researcher tells the students that they will play a game. However, before starting the game, the researcher has to explain the game's procedures. Finally, the teacher explains the game rules that students must follow. The rules of this game are as follows:

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

#### B. While Teaching Activity

In this stage, the researcher rechecks students' readiness. It is essential to do this before the game is started. After students are ready, the researcher leads them to the game. The game is played during 30 minutes. Some important points should



be paid attention to during the game.

- a) The researcher's role is to establish the success of playing this game. In this game, the researcher has several functions: teacher as a facilitator, teacher as an instructor, and researcher 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 researcher. They play the game based on the rules managed by the researcher. Moreover, all students should participate in expressing their vocabulary and pay attention to their friends' performance in the game. Besides, students should keep up with the situation while playing the game.

#### C. Post-teaching Activity

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

#### **2.3.3 Advantages of Using Fly Swatter Game**

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

1. It does not use a monotonous activity.

2. It is fun for students.
3. It helps them learn and acquire new words quickly.
4. It involves friendly competition and keeps students interested.
5. It serves students to learn to pronounce and spell words
6. The students are more active than the teacher.

#### **2.3.4 Disadvantages of Using Fly Swatter Game**

There are several disadvantages to using fly swatter games for student vocabulary mastery. The disadvantages include:

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

To overcome the disadvantages of using the fly swatter game to master students' vocabulary. as follows :

1. More Effective Preparation: plan carefully in advance, including reasonable time allocation for dividing groups, preparing equipment appropriately, and establishing clear game rules.
2. Firm Class Management: implement strict rules regarding student behavior and involvement during the game. This can help reduce noise in the classroom and ensure focus on learning objectives.

3. Increased Student Motivation: create an exciting and competitive

atmosphere in the game so students are more interested and actively involved.

Giving awards or recognition to students who participate well can be an additional incentive.

## **2.4 Previous Study**

Earlier researchers have conducted some relevant studies. Antri Lilin Ima Silaban (2017), Titled "*Using Flyswatter Game To Improve Students' Vocabulary Mastery At Grade Eighth Smp Dwi Sejahtera*," the researcher found some problems, such as a lack of vocabulary, could not easy to memorize the words, express the repetition word, low of motivation, bored of monotone method, and they were shy to speak. They could not pass the passing grade (of 78), so the researcher conducted this research to improve student's vocabulary mastery in the short functional text using a flyswatter game. This research was Classroom Action Research (CAR). There were 30 students as participants; the instruments were test, observation, field note, and interview as the instrument. This research consisted of one cycle, each consisting of five meetings and one test. After conducting this research, it was found that the student's vocabulary mastery in short functional text was improved in cycle 1. The average score was 83.67. The improvement was influenced by some factors such as the students' enjoyment in every single step, using the flyswatter game could make the students more active, have some

vocabulary, the teacher explaining the material clearly and using media, and the classroom condition significantly supported the activities. It could be concluded that the flyswatter game could improve students' vocabulary mastery in short functional text.

So, what our research has in common is the methods we use. The method used is the fly swatter game. The difference in our research is the sampling technique, where the sampling technique and data from previous researchers used random samples along with vocabulary data, adjectives, and adverbs. I purposive sampled data on verbs and nouns. The contribution that this research can make to my research is regarding learning activities. The fly swatter game allows students to learn with their group and is more effective than individual work. Students are more enthusiastic about participating in group work than individual work. So that during research, I will know whether to divide students into groups or individuals.

The second study was conducted by Elatri Parni Meri (2022). *"The Effect of Fly Swatter Game on Students Vocabulary Mastery At First Grade Students of SMPN 1 Inuman-Kuantan Singingi"* In this case, this research was going to find out whether there was a significant effect of the fly swatter game on students' vocabulary mastery in first-grade students of SMPN 1 Inuman-Kabupaten Kuansing. The researcher used quantitative research as the methodology for this research, as well as experimental research. The design of this research was

pre-experimental research with one group pretest-posttest design. The subjects in this research were all students in first grade at SMPN 1 Inuman. The researcher used the random sampling technique to take the sample, and the VIIB class became the sample of the research, which consisted of 19 students. The data was obtained from the students' vocabulary tests that were given before and after treatment was given.

After calculating the data, it was found that the mean score of the students' vocabulary mastery on the pre-test was 62.10, while the mean score of the students' post-test was 73.95. This means that the fly swatter game significantly affected the vocabulary mastery of first-grade students of SMPN 1 Inuman-Kabupaten Kuansing. So, what our research has in common is the methods we use. The method used is the fly swatter game. The difference between the recent and recent research is in research design; previous researchers used an experimental design, while my research used a classroom action research (CAR) design. The contribution that previous researchers can make to my research is that the researcher explains in detail how to apply the fly swatter game to increase students' understanding so that they can provide guidance or a general overview of this research, even in different skills.

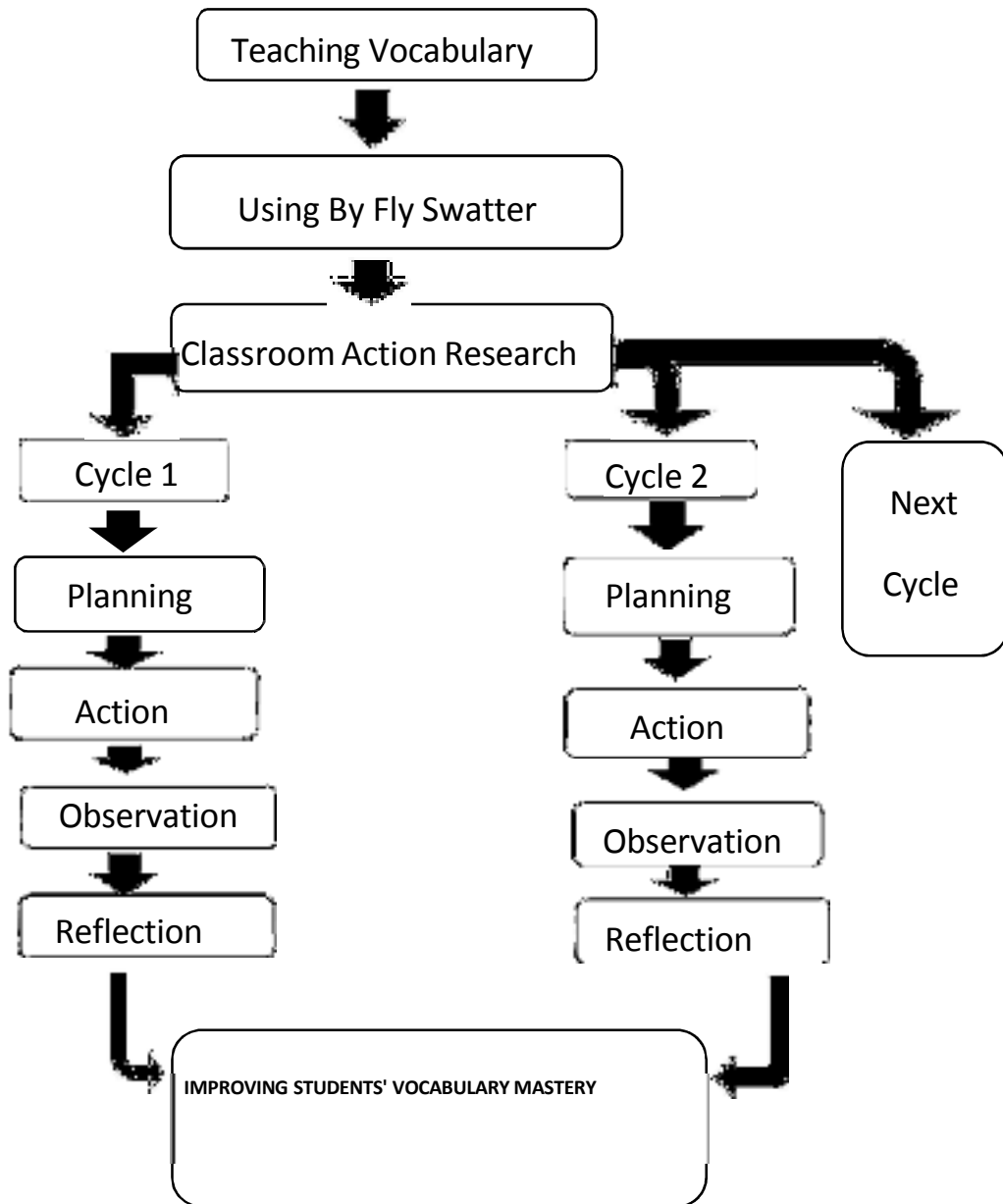
Meanwhile, based on previous research regarding the application of game methods, this research will also use the fly swatter game to improve students'

vocabulary skills. The research design used in this research is participant classroom action research. The instrument used in this research is a writing test, which includes before and after tests in one class. In other words, researchers use quantitative research techniques. Using the game method, students in class play while learning related nouns and verbs. Therefore, in this case, the post-test determines whether the fly swatter game influences seventh-grade students' vocabulary increase at SMP N 31 Medan.

## **2.5 Conceptual Framework**

Students should be competent in vocabulary, as was previously stated. One of the most important components of learning English is expanding one's vocabulary. Without this, learning the four language skills—speaking, reading, writing, and listening—automatically becomes impossible for students. The teacher must employ an efficient vocabulary-teaching strategy to learn the four English language abilities. While learning English is also essential for students, they frequently struggle with vocabulary. It's because learning and teaching are repetitive processes. It follows that it is not shocking if students struggle to become proficient in vocabulary. When students know that expanding their vocabulary is crucial to their ability to learn English, they frequently lack a clear idea of how to do so. Students find it difficult to retain new words since they are ethereal. When introducing new terms, the teacher needs to be innovative and

current. They are free to take whatever action to increase their command of vocabulary. Because it can provide students with enjoyment or a challenge while studying vocabulary, the fly swatter game is considered a compelling, engaging, and fun way to teach vocabulary. Fly swatter games require intense concentration and attentive listening to follow the teacher's instructions. Based on the preceding discourse, the author suggested incorporating fly swatter into English vocabulary instruction can enhance students' vocabulary acquisition.



**Figure 2.7: Conceptual Framework Improving students' vocabulary By using fly swatter game in the seventh grade of SMP N 31 Medan**



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research is Participant Classroom Action Research (CAR). Chen (2018) Participant classroom action research Research Design focuses on a class's teaching and learning process, aiming to improve the quality of learning practices. Apart from that, one way to solve problems that utilize actual actions and examine all the influences of the situation is classroom action research. Using in-class activities is the most effective method for determining what works best in a class. To

improve student proficiency in class. Three words make up classroom action research, there are :

##### a. Research

Examine the activities of an object and use the rules of a particular methodology to obtain data or information to improve the quality of something exciting and vital for the researcher.

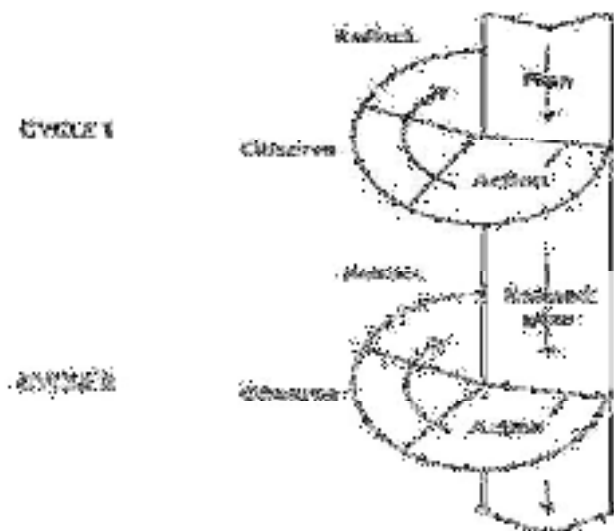
##### b. Action

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

##### c. Class

A class, in a broad sense, is a small community that is part of the school community, which, as a unit, is organized into a work unit that dynamically carries out creative teaching and learning activities to achieve a goal. Classroom action

research reflects an activity that intentionally appeared and happened in class. Here, the researcher uses a classroom action research (CAR) model designed by Kemmis and McTaggart (1998), which consists of four steps: planning, acting, observing, and reflecting. The series of cycles bring about Improvement. The problem with this research. The figure is below :



**Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart (1998)**

### 1. Planning

Planning is done after identifying and diagnosing students' vocabulary problems that occurred in the class, as 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 aims to organize all classroom action research (CAR) aspects. Meanwhile, the specific planning aims to organize the plan in terms of cycle-to-cycle. The organized planning will be formed into lesson planning based on the currently used syllabus. The lesson plan has been prepared to be implemented in VII-1 grade at SMP Negeri 31 Medan. Some instructions

regarding teaching media, resources, and evaluation procedures have been mentioned.

## 2. Acting

In principle, action is the realization of an action that has been previously planned, such as the strategy used, what material is taught, and so on. The acting phase is where the researcher carries out the planned action. Researchers use specified teaching methods and observe classroom conditions during teaching and learning activities. In this phase, the process of deepening the problem under study begins.

## 3. Observing

In this phase, the researcher wrote down all the events in the class and observed the implementation of actions using an unstructured observation sheet. The researcher observes the results of the intervention and reflects on its effectiveness. When observing, researchers must pay attention and record all activities in the physical classroom. It may be about the classroom situation and student responses. In this phase, the researcher also collects data from the evaluation or post-test.

## 4. Reflecting

This phase aims to reflect or evaluate the three previous phases. It is done based on data that have been collected to hold evaluations for completing the next cycle. Thus, the reflection can be determined after implementing the action and observation outcomes. If there are still some problems, they must move to the next cycle until they are solved.

### **3.2 Population and Sample**

In research, the writer must first identify the population and sample. They are one of the most important things in completing this research. The population and sample have a significant function in this study. The population and sample in this study are the following ;

#### **a. Population**

Sugiyono (2017) states that a population is a generalization of objects or subjects with specific characteristics and traits found via investigation. It needs further study or exploration before a decision is reached. The population of this study is the class VII students of SMP NEGERI 31 MEDAN for the 2023–2024 academic year, which includes VII–1, VII–2, VII–3, VII–4, VII–5, and VII–6. comprising six classrooms with 210 students.

#### **b. Sample**

Sugiyono (2017) Emphasized that the sample is representative of some of the population composition. In other words, a small sample of the entire population is selected so that the information collected is representative of the population under study, whatever its size. The researcher will use purposive sampling techniques to use 31 students as samples in this study. The researcher chose this technique because it allows me to select a sample that explicitly represents specific characteristics or traits relevant to my research objectives. This helps get relevant information and generate quality data to answer research questions better. In this case, the sample is class VII-1 students, of whom 16 men and 19 women are involved. This research was carried out with the hope that the results would be

able to represent all students in class VII of SMP Negeri 31 Medan for the 2023/2024 academic year.

### **3.3 Instrument of Collecting Data**

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

1. Observations sheet: is a technique for collecting data about researcher and students' activities in the teaching and learning process. Then, the observation sheet is given based on reality in the classroom; the type of observation used in this research is direct observation.

2. Test: Pre-Test and Post-Test

In collecting the data, the researcher gives the test. Data will be collected through pre-test and post-test. A pre-test was given to the students before giving CAR to see how much they knew about vocabulary. A post-test was given after CAR to determine students' vocabulary improvement. The data will be collected by giving a test. There are 25 items multiple choice.

3. Questionnaire: carried out before and after implementing Classroom Action Research (CAR). The researcher used a Likert scale questionnaire

### **3.4 The Validity and Reliability Test**

Validity and reliability are clues that indicate the quality of a test. Every measurement tool has important characteristics within it. These characteristics are divided into two essential parts: the validity and reliability checking process. A test's reliability is determined by its validity. The two variables must pass a test before being used to produce reliable study data.

### 3.4.1 The Validity Test

An instrument is said to be valid if the instrument can accurately measure what it wants to measure. Therefore, the researcher conducted a content validity test on the test questions before giving them to respondents. Sugiyono (2017: 125) said that to test the validity of the content, opinions from experts (assessment experts) can be used. The English subject teacher at the school carried out this validation. The results of the validation carried out by the teacher said that the test questions were valid and could be used with respondents.

Next, the researchers conducted trials on 30 test respondents from class VII-2 (not research subjects). Sugiyono (2017:133) said that testing the validity of each question item used item analysis, correlating each item's score with the total score, which is the sum of each item's scores. The validity test used by researchers in this research is the SPSS application, namely by generating a data analysis function. This is a fast way and makes it easier to process data.

Table Of Content Validity

Competence	Form Of Test	Indicators
Vocabulary Mastery	Noun and Verb ( Part Of Speech)	Multiple Choice and Matching Questions

### 3.4.2 The Reliability of Test

According to (Lodico et al.), "Reliability refers to the consistency of scores, that is, the ability of an instrument to produce "approximately" the same score for an individual over repeated testing or across different raters". This means that the

instrument's reliability was needed to ensure that it could be consistent if used at other times. In this case, the vocabulary test's reliability was calculated using Anates. Inter-rater reliability assesses the degree to which different judges or raters agree in their assessment decisions.

### **3.5 Procedure of Collecting Data**

Research techniques are carried out by administering two cycles. Planning, action, observation, and reflection are the four steps that comprise each cycle. Before the start of cycle I, an orientation test is given to students to determine their foundational understanding of vocabulary mastery.

#### **3.5.1. Cycle I**

Cycle I in Classroom Action Research (CAR) is the initial stage where the researcher plans and implements corrective action or innovation in learning. After implementation, data on the results of the action are collected and analyzed. The analysis results are used to evaluate the effectiveness of these actions and become the basis for making adjustments or improvements in the next cycle. Cycle I helps teachers understand the impact of actions on student learning. This cycle consists of :

##### **a. Planning**

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

- 1) Conducting the cycle in two meetings.
- 2) Administrating the vocabulary learning process according to The lesson plan.
- 3) Preparing material for vocabulary mastery.

- 4) Conducting a test of vocabulary mastery by fly swatter game in The last meeting.
- 5) Prepare the instrument for collecting data, such as observation and interview sheets.

**b. Action**

In this step, the students will be taught how to master vocabulary using the fly swatter game.

Teaching Learning Activity

<p><b>A. Introduction Activity set (Pre-teaching) (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Pray</li> <li>• Check the students' list of students</li> </ul>
<p><b>B. Core Activity (45 minutes)</b></p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Introduction the topic to the students</li> <li>• Asking the students about their prior knowledge that relates to the topic</li> <li>• Asking the students to interpret all the words in the sentences</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Introducing the fly swatter game and its procedure</li> <li>• Teacher uses a fly swatter game with the students and glues the card paper on the whiteboard</li> <li>• Teacher says the words carefully, and students hit the accurate word</li> <li>• Teacher and the students pronounce the words after the students hit the accurate word</li> <li>• Asking the students to mention all the words that they remember before going back to the chair</li> <li>• Ask the students to make a good sentence from the words.</li> </ul> <p><b>Confirmation (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Giving positive feedback to the students as praise, spoken, or presented to the winner</li> <li>• Facilities the students for doing reflection to get meaningful experience of the activity</li> </ul>
<p><b>C. Post Activity (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Asking the difficulty during the teaching and learning process</li> <li>• Giving evaluation consistently to give feedback</li> <li>• Giving the conclusion about the lesson</li> <li>• Giving motivation for students to not be shy in telling their words connect to</li> </ul>



the sentence

- Closing the lesson by praying and giving a closing- greeting

### **c. Observation**

The observation will be conducted on all vocabulary mastery, learning processes, and atmosphere. The researcher wants to determine the overall condition during the instruction.

### **d. Reflection**

Reflection has an evaluative aspect of the effect of spacious issues and suggests how to handle them. The researcher takes the feedback of this vocabulary mastery and learning process from the result of the observation, the existing problem, and the problem's cause. If the result does not reach the goal that was determined, the researcher makes the decision that the researcher needs to continue the research into cycle II.

## **3.5.2 Cycle II**

Cycle II Action Class Research (CAR) contains the implementation of actions or strategies that have been planned after analyzing data from Cycle I. The steps in the second cycle are the same as those in cycle one. The difference is that cycle two has development activities to overcome the weaknesses in cycle one. One is by providing more practice to students in the action stage. Cycle II encourages students to be more active and provides greater opportunities to practice their abilities. Planning in the second cycle is the same as cycle one. Researchers always make lesson plans at each meeting before teaching the material. Prepare

learning materials and media, as well as observation and evaluation sheets. Regarding implementing actions, the steps in cycle II are still the same as the researcher's cycle one: starting the teaching and learning process, observing the teaching and learning process, taking notes, and closing today's learning. In this cycle, the researcher explains the same as the previous cycle; the researcher gives a story to retell in class, and students find difficult vocabulary and write it down on a list. The researcher continues reflecting on the teaching and learning process and then writes his conclusions with the students.

### **3.6 Technique of Data Analysis**

This research used qualitative and quantitative data. The analysis of qualitative data used in this research observation of students' activities during the teaching-learning process and the questionnaire before and after Classroom Action research (CAR). The quantitative data included a vocabulary test, which had about 20 questions. In scoring a vocabulary test, it was determined that the range from 0-100 by accounting for the correct answer. The correct answer is given 4 while the wrong answer is given 0, and by applying the following formula:

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

Cahyanti (2010)

Where:

S: Score

R: The number of correct answer

N: The number of question

The researcher analyzes vocabulary to determine the mean of the student's vocabulary scores in each cycle. To know the mean of the student's score in vocabulary in each cycle, the following formula was applied:

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

Sugiono (2010)

Where:

X: mean

$\sum$ x: total score

n: number of students

Third, the researcher tries to get the class percentage that passes the minimal mastery level criterion (KKM) considering the English subject gains score of 75, adapted from the school agreement at SMP Negeri 31 Medan. It uses the formula:

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

Cahyanti (2010)

Where:

P: the class percentage

F: total percentage score

N: number of students

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

$$P = \frac{1 - \text{score}}{100\%}$$

Ika Rahmayani (2017)

Where:

P: percentage of students' improvement

y: pre-test result

y1: post-test 1

$$P = \frac{2-}{\text{---}}$$

Where:

P: percentage of students'

improvement y: pre-test result

y<sub>2</sub>: post-test 2