

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FLY SWATTER GAME ON
STUDENTS VOCABULARY MASTERY AT THE SEVENTH
GRADE IN SMPN 9 METRO**

By :

**WITA PURNAMA SARI
STUDENT. ID : 1901051068**



Tarbiyah and Teacher Training Faculty

English Education Study program

**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1444 H/2023 M**

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS
VOCABULARY MASTERY AT THE SEVENTH
GRADE IN SMPN 9 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Departement

BY :

WITA PURNAMA SARI
STUDENT ID. 1901051068

Tarbiyah and Teacher Training Faculty
English Education Study Program

Sponsor : Dr. Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2023**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : THE INFLUENCE OF USING FLY SWATTER GAME ON
STUDENTS VOCABULARY AT THE SEVENTH GRADE
IN SMPN 9 METRO

Name : Wita Purnama Sari

Student Number : 1901051068

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Head of English Education
Departement

Andianto, M.Pd.

NIP. 19871102 201503 1 004

Metro, 12 Juni 2023

Sponsor

Dr. Ahmad Subhan Roza, M. Pd

NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metroiniv.ac.id; e-mail: tarbiyah.iaim@metroiniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
Wita Purnama Sari**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Wita Purnama Sari
Student Number : 1901051068
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE INFLUENCE OF USING FLY SWATTER GAME ON
STUDENTS VOCABULARY AT THE SEVENTH GRADE IN
SMPN 9 METRO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education
Departement

Andianto, M.Pd.

NIP. 198711022015031004

Metro, June 2023

Sponsor

Dr. Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Wita Purnama Sari**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Wita Purnama Sari
NPM : 1901051068
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE INFLUENCE OF USING FLY SWATTER GAME ON
STUDENTS VOCABULARY AT THE SEVENTH GRADE IN
SMPN 9 METRO


Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI


Andianto, M.Pd.
NIP. 198711022015031004

Metro, Juni 2023
Pembimbing


Dr. Ahmad Subhan Roza
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. 8-4077/111-28.1/D/PP-00-9/107/2023

An Undergraduate thesis entitled: THE INFLUNCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMPN 9 METRO. Written by Wita Purnama Sari student number 1901051068, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, June 22, 2023 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Ahmad Subhan Roza, M.Pd
Examiner I : Drs. Kuryani, M.Pd
Examiner II : Linda Septiyana, M.Pd
Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Zubairi, M.Pd.
NIP. 19620612 198903 1 006

**THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS
VOCABULARY MASTERY AT THE SEVENTH
GRADE IN SMPN 9 METRO**

ABSTRACT

**By:
WITA PURNAMA SARI**

The aim of this research was to determine whether there is any positive and significant influence of using fly swatter game students' vocabulary mastery. The problem that faced by the students is the students have difficulties to remember vocabulary. They have low motivation. This research is carried out to discuss how fly swatter game influences toward students' vocabulary mastery.

This research is quantitative research. The research used test, observation, and documentation to collect the data. This research used purposive clusters sampling as sampling technique. The researcher gave one pre-test before treatment and one post-test after treatment. This research used VII.3 class as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

Based on the result to answer the researcher question, data is done using t-test. In this research the researcher used two classes they are experimental class and control class. By testing the researcher got mean in experimental class on pretest is 58 and on posttest is 74.25. Even mean in control class on pretest is 59.25 and on post test is 67.25. The difference mean on experimental class got 66.25 and on control class is 8.00. after testing the data using t-test the researcher got that t_o is 1.896 table of degree of significance 5% is 1.686 so H_o is rejected and H_a is accepted, because that t_o is higher that t_t ($t_o > t_t$) or $1.896 > 1.686$. So can be concluded that there is significant influence of using fly watter game on Students' vocabulary at the seventh grade in SMPN 9 Metro.

Keyword : Vocabulary, Fly Swatter Game and Quantitative

**PENGARUH PENGGUNAAN FLY SWATTER GAME TERHADAP
PENGUASAAN KOSA KATA SISWA KELAS TUJUH
DI SMPN 9 METRO**

ABSTRAK

Oleh:

WITA PURNAMA SARI

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan permainan pemukul lalat terhadap penguasaan kosakata siswa. Masalah yang dihadapi siswa adalah siswa mengalami kesulitan dalam mengingat kosakata. Mereka memiliki motivasi yang rendah. Penelitian ini dilakukan untuk membahas bagaimana pengaruh permainan pemukul lalat terhadap penguasaan kosa kata siswa.

Penelitian ini merupakan penelitian kuantitatif. Penelitian ini menggunakan tes, observasi, dan dokumentasi untuk mengumpulkan data. Penelitian ini menggunakan purposive clusters sampling sebagai teknik pengambilan sampel. Peneliti memberikan satu pre-test sebelum treatment dan satu post-test setelah treatment. Penelitian ini menggunakan kelas VII.3 sebagai subjek penelitian. Peneliti menganalisis data dengan menggunakan rumus Chi Square dan t-test untuk membuktikan apakah hipotesis diterima atau ditolak.

Berdasarkan hasil untuk menjawab pertanyaan peneliti, data dilakukan dengan menggunakan uji-t. Dalam penelitian ini peneliti menggunakan dua kelas yaitu kelas eksperimen dan kelas kontrol. Dengan pengujian peneliti mendapatkan rata-rata di kelas eksperimen pada pretest adalah 58 dan pada posttest adalah 74,25. Rata-rata kelas kontrol pada pretest adalah 59,25 dan pada posttest adalah 67,25. Perbedaan rata-rata pada kelas eksperimen adalah 66,25 dan pada kelas kontrol adalah 8,00. setelah dilakukan pengujian data dengan menggunakan uji-t diperoleh bahwa pada tabel 1.896 derajat signifikansi 5% adalah 1.686 maka H_0 ditolak dan H_a diterima, karena t_0 lebih besar dari t_t ($t_0 > t_t$) atau $1.896 > 1.686$. Jadi dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan permainan fly watter terhadap kosa kata siswa kelas VII SMPN 9 Metro.

Kata Kunci : Kosakata, Fly swatter game dan Kuantitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : Wita Purnama Sari

Student Number : 1901051068

Department : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Teachers Training

States that this undergraduate, thesis is originally the result of the researcher Research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, June 12th 2023

The writer



WITA PURNAMA SARI

Student Number. 1901051068

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Wita Purnama Sari
NPM : 1901051068
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian ketentuan yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 12 Juni 2023

Penulis



WITA PURNAMA SARI

NPM. 1901051068

MOTTO

أَمْ مَنْ هُوَ قَانِتٌ ءَانَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ۗ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ

...Say: "Are those equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition.

(QS: Azzumar : 9)

DEDICATION PAGE

I dedicate this thesis to:

1. My Beloved Parents (Mr. Darsono and Mrs Suminah, S.Pd)
2. My Brothers (Eko Setyawan, S.Pd, Yogi Irawan, S.Pd, and Tri Purnomo Aji, S.Pd)
3. My Special parents, (Syuhada) thank you for being a partner in all good things, and encouraging me while I was finishing this thesis.
4. My Best friends (Erlin rohmawati, Amelia Wulandari, Mega Silvia Agustin)
5. My Sponsor (Mr. Dr. Ahmad Subhan Roza M.Pd.), who has guided me patiently complete this undergraduate thesis. Thanks for guiding.
6. My Beloved Lectures Department of State Islamic English Education
7. Metro Institute.
8. The big family of SMPN 9 Metro, thank you for your helping.

ACKNOWLEDGEMENTS

Alhamdulillahirabilalamin and praises belong to Allah SWT the almighty, because of his blessing and mercy, the writer is able to accomplish this thesis entitled : THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMPN 9 METRO. Sholawat and salam always be bestowed to the last prophet Muhammad SAW, having shown us the role of life to make our life true.

The researcher would like to express deepest gratitude especially to :

1. Prof.Dr. Hj. Siti Nurjanah, M. Ag, PIA as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd as Dean of Tarbiyah and Teacher Training Faculty
3. Andianto, M. Pd as the Head of English Education Departement of IAIN Metro Lampung.
4. Dr. Ahmad Subhan Roza,M.Pd as the advisor that has given valueable the researcher, advice and suggestion for this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro,22 june 2023

Write



Wita purnama sari
NPM. 1901051068

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTIFICATION LETTER	iv
NOTA DINAS.....	v
RATIFICATION PAGE.....	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENTS.....	xii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDICES.....	xvii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Problem Identification	6
C. Problem Limitation	6
D. Problem Formulation	6
E. Objective and Benefit of Study.....	7
F. Prior Research.....	7
CHAPTER II THEORETICAL REVIEW	11
A. The Concept of Vocabulary	11
B. The concept of Game	22
C. Hypothesis	32
CHAPTER III RESEARCH METHOD	33
A. Research Design	33
B. Variable and Operational Defenction of Variable	33

C. Population, Sample and Sampling Technique	35
D. Data Collecting Technique	37
E. Research Instrument Blueprint.....	38
F. Data Analysis Technique	40
CHAPTER IV RESULT AND DISCUSSION.....	41
A. Research Result	41
1. Description of Research Location	41
2. Description of Data Research Result	46
B. Data Analysis	51
1. Normality Testing	54
2. Homogeneity Testing	57
C. Interpretation of the Data	61
CHAPTER V CONCLUSION AND SUGGESTION	64
A. Conclusion	64
B. Suggestion.....	64
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Tabel 1.1	Pre-Survey Result of Vocabulary Skill	4
Table 1.2	Percentage Pre-Survey Result of Vocabulary	5
Table 3.1	The Criteria of Test	39
Table 4.1	Number of Students SMPN 9 Metro	44
Table 4.2	The Figure Descriptions Of Pre-Test And Post-Test	46
Table 4.3	Pre-Test And Post-Test Score(The Controlled Class)	47
Table 4.4	Score of Pre-Test	48
Table 4.5	Score of Post-Test	50
Table 4.6	Gained Score(The Experimental Class)	51
Table 4.7	Gained Score(The Controlled Class)	52
Table 4.8	Normality Test (Pre-Test)Experimental Class	55
Table 4.9	Normality Test (Post-Test)Experimental Class	55
Table 4.10	Normality Test (Pre-Test)Controlled Class	56
Table 4.11	Normality Test (Post-Test)Controlled Class	57
Table 4.12	Homogeneity Testing Pre-Test.....	57
Table 4.13	Homogeneity Testing Post-Test	58

LIST OF FIGURES

Organization Stucture of SMPN 9 Metro.....	45
--	----

LIST OF APPENDICES

1. Apendices.....	86
2. Curriculum Vitae.....	108

CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role for all countries to communicate on another. Nowadays, English has been established as international language. English is one of important language in the world. It is used by many countries in the field of education, tourism, health, economic, politic, culture, etc, moreover, some countries have established English as second language such as Malaysia and india. However, English is a foreign language in Indonesia.

English as forgeign language is to enable the students to use the language in communication in oral, in learning English. English has four skills include listening, speaking, reading and writing. The four skills are the basic components to master a language that must be supported by of vocabulary. Therefore the quality of the language skills students depends of the quantity and quality of on their vocabulary.

Vocabulary refers to the collection of a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. Vocabulary is a thing that can be refuced in learning a language. Vocabulary is important for learners since vocabulary, as one of the basic components, plays an important role in the four language skills. In fact, the student still low in vocabulary.

One of important things to master language is vocabulary. Without good vocabulary, the students cannot master a language well. Vocabulary can help the students to have good listening, speaking, reading and writing ability. The students who have enough vocabulary, they do not difficult to understand the meaning of words. In fact, the student do not have motivation to learn English. So they have getting difficulties to understand and reamember the meaning of vocabularies, and they consider that English is one of the difficult subject.

Based on the preliminary research, the researcher found that many students at SMPN 9 Metro have difficulties in Students vocabulary is still low. To get the data of pre research the interviewed was applied to the English teacher and the students of SMPN 9 Metro. By interviewed the teacher and to the students, one of the interviewed questions that the researcher asked to the teacher was “what arethe problems that are faced by the student in learning vocabulary?” Based on the interviewed that the writer did to the English teacher, he said that the students“ vocabulary mastery of SMPN 9 Metro is still low. The students“ problems in learning vocabulary are the students still cannot gather the idea to vocabulary mastery.

Based on explanation above, the researcher can conclude that an English Teacher must have a good technique to make the students interest to write and more enjoyable in teaching fly swatter games learning process. Teaching vocabulary mastery with appropriate technique is crucial to make

the vocabulary mastery class becomes more effective, interested, and enjoyable for the students. Teacher should apply appropriate technique in teaching vocabulary mastery. The teacher makes teaching vocabulary mastery process more enjoyable and easier to understand by the students, and one of the technique is teaching vocabulary mastery .

The researcher believes that fly swatter is a good method in fly swatter game. By conducted` a kuantitative that implements Fly swatter games, it is expected that the teacher is able to improve the students` vocabulary skill. one of the `important things to mastery a language is vocabulary. Without good vocabulary mastery, the students cannot master a language well. Vocabulary can help the students to have good listening, speaking, reading and writing ability. The students who have enough vocabulary, they do not difficult to understand the meaning of words. In fact, the student do not have motivation to learn English. So they have getting difficulties to understand and remember the meaning of vocabularies, and they consider that English is one of the difficult subject. of SMPN 9 Metro.

The Researchers conducted on march 27, 2023 at SMP N 9 Metro. the pre-survey that focused on students' vocabulary mastery to understand and remember the meaning of vocabularies, And the implementation of that pre-survey conducted on seventh grade students of SMPN 9 Metro. Under results of skills in vocabulary mastery for the seventh grade students of SMPN 9 Metro.

Table 1.1
The Data of Pre-survey at the seventh grade of SMPN 9 Metro

N0	Nama	Score	Category
1	STUDENT 1	50	Low
2	STUDENT 2	70	Fair
3	STUDENT 3	50	Low
4	STUDENT 4	80	High
5	STUDENT 5	60	Low
6	STUDENT 6	50	Low
7	STUDENT 7	80	Hight
8	STUDENT 8	50	Low
9	STUDENT 9	50	Low
10	STUDENT 10	60	Low
11	STUDENT 11	80	High
12	STUDENT 12	60	Low
13	STUDENT 13	60	Low
14	STUDENT 14	80	High
15	STUDENT 15	60	Low
16	STUDENT 16	60	Low
17	STUDENT 17	60	Low
18	STUDENT 18	75	High
19	STUDENT 19	50	Low
20	STUDENT 20	80	High

Table 1.2
Based on the table above, it can be concluded as follows:

No	Value	Total students	Percentage
1	≥ 70	7	35%
2	< 70	13	65%
	<u>Total</u>		100%

Source: Taken on Pre-survey on march, 27th, 2023

From the table above, it evan be seen the level of students vocabulary is low . the total subjects of research are 20 students, only 7 students with perentage 35% who pass of the test. The criterion of minimum

(KKM) of the students is 70. So, the writer assumed that the lack of students vocabulary caused by the learning medium use by the teacher was not interesting enough. However, the learning process not more interesting for the students, they frequently feel bored in following learning activities. In this case, the writer will apply guessing word game as a medium in english learning process especially, in vocabulary material.

B. Problem Identification

Based on the background above, some problems are identifying as follows:

1. Students vocabulary mastery is still low.
2. The students are not interested in the English learning process.
3. The Medium which are used in the learning process are conventionally.
4. Most of students have failed (not reach curriculum criteria mastery) in the midterm test.
5. The students has lack vocabulary

C. Problem Limitation

Remembering to problem identification above the researcher limits the problem only to investigate the student lack of vocabulary and the medium which are used in the learning process. This research wants to know weather there is the influence of using fly swatter games on students vocabulary mastery at the seventh grade in SMP NEGERI 9 METRO”.

D. Problem Formulation

Based on the problem identification , most of the students have failed (not reach curriculum criteria mastery) in the mid term test. So, “is there any positive and significant influence of fly swatter game towards students vocabulary at the seventh grades of SMP NEGERI 9 METRO?”

E. Objective and Benefit of Study

1. The Objective of the research

Concerned with the background of research and problem identification above, the objective of the research is to find out whether there is a positive and significant influence of using fly swatter game on students vocabulary mastery.

2. Benefit of the research

Hopefully this research as be used:

a. For the students

Swatter game as make the students fellenjoy and interest in English learning process and improve the students vocabulary.

b. For the English teacher

This research as be used as information, espencially about the process of teaching vocabulary throught swatter game.

c. For the institution

The result of this research as be used as the information material and gives a real contribution of knowledge in learning English especially in vocabulary.

F. Prior Research

To see whether there are relevant research related to the title discuss, there are several related studies about the variables use in this research:

First, the reseach was done by Evi nur Janah (2015). entitled “influence of fly swatter game to improve students” vocabulary mastery”. In the Thesis, they were descriing about the preparation of Fly Swatter Game, implementation of Fly Swatter Game, teaching implementation, the advantages and disadvantages of using Fly Swatter Game. They suggested teachers to use Fly Swatter Game in teaching English. The students will be more enthusiastic in learning because they will have something interesting in learning English. Besides, students will be more active than teachers. It could be concluded that fly swatter game is a kind of activity that students do in the classroom by using fly swatter that students used to hit the word in the blackboard that teacher says before. In this activity, teacher and students can make a good relationship in learning process.¹

Second, the research was done by Silaban and Andriani (2017) entitled “Using Flyswatter Game to Improve Students’ Vocabulary Mastery At Grade Eighth Smp Dwi Sejahtera Pekanbaru”. The journal was using test, observation, interview and field note in collecting the data. In analyzing the

¹ Evi Nurjanah, “*The influence of fly swatter game on improving students vocabulary at the first grade of MTs MA’arif cikedung*”, 2015,1.

data, they used qualitative and quantitative data. Qualitative data useful for researcher to help the researcher completed data about the phenomenon that difficult to find by quantitative data. In quantitative data, there was one cycle that consisted of five meetings. Four meetings were meeting and the one meeting was test for students' vocabulary mastery. Fly swatter game gave a good improvement in comparing to the based score and cycle 1. The based scores were 65,3 and cycle 1 were 83,67. It can be concluded that the use of Flyswatter game had positive effect on students' vocabulary mastery.²

The last, the research was done by Fitriyani (2016) entitled "The Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School (An Experimental Study of Seventh Grade Students of SMP N 1 Ajibarang in Academic Year 2015/2016)" This research was conducted by using quasi experimental method. The population of the research was all of the seventh grade students of SMPN 1 Ajibarang in academic year 2015/2016. Test was used in collecting data, namely pre-test and post-test and the instrument was tried out to part of population to know is validity and reliability. The result of the research showed that there was a significant difference of the students' vocabulary mastery between the students who were taught using Fly Swatter Game and those who were taught without Fly Swatter Game. It could be seen on the result of computation of t-test, where t-result is 2,847 while the T-table value at the

² Silaban, and andriyani. "Using fly swatter game to improve students' vocabulary mastery at grade eighth smp dwi sejahtera pekanbaru." *jurnal elt-lectura* 4.2 (2017): 36-41.

level of significant 0,05 for degree of freedom (df) 62 was 1,678. It means that t-test was higher than t-table ($2,847 > 1,678$). Therefore it could be concluded that the hypothesis of the research that Fly Swatter Game was effective for teaching vocabulary mastery was accepted.³

There are several differences between this research and the research that had been conducted. The researcher used different method and different subject. The researcher also used different method in collecting data and analyzing the data. Some of the researcher above used fly swatter game to improved students' vocabulary. However, the researcher hope teachers can use fly swatter game in teaching vocabulary. Fly swatter game is a simple way to memorizing the word through enjoyable activities.

³ Fitriyani. "*The Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School (An Experimental Study of Seventh Grade Students of SMP N 1 Ajibarang in Academic Year 2015/2016)*". Diss. Universitas muhammadiyah purwokerto, 2016.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary

1. The Definition of Vocabulary

Vocabulary is one of the language elements which should be learned if one wants to master a language. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills.

According to Botezat, Onorina vocabulary is number of words in language; vocabulary is word known to a person; vocabulary is list of words with their meaning. From the statements above, the writer infers that vocabulary refers to some words in a language and having meaning.

Vocabulary is the important thing in learning language, without vocabulary we cannot communicate both spoken and written. Vocabulary instruction is used to help students learn new words and to help them acquire a deeper understanding of the words they know.¹ It means that vocabulary is important aspects in language. According Caroline, vocabulary is the collection of words that an individual knows. It means that vocabulary is group of word that has meaning. It would be impossible in English learning process without mastering vocabulary. People will do nothing in communication if they do not know the word or vocabulary of

¹ Andrew p. Johnson. *Teaching Reading And Writing : "A Guidebook For Tutoring And Remediating Students"*. (lanham : A Division of Rowman & Littlefield Publishers Inc, 2008). p. 93

the language. So, vocabulary can help the students have good speaking, reading, and writing ability.

There is no language without word. As we know that vocabulary performance is very important in learning the language. If we have vocabulary well, we can understand what words meaning in the sentence or text. So, we can use to communication or expression. Beside that, Nation and Crabbe stated:

“a slightly larger survival list of 120 items also includes vocabulary for everyday activities such as buying and bargaining, reading signs, and ordering food. Based on quotation above, vocabulary is very important for us. We always use it everyday to do something especially speaking and writing. Therefore, vocabulary performance may help learning skill activity run well because without vocabulary, nothing be conveyed”.²

Based some opinions above it shows vocabulary is a list of words with their meanings that accompanies a text book in a foreign language. So, it is important to teach vocabulary first to the students. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

2. Kinds of Vocabulary

There are many kinds of vocabulary in English language as follows:

² Barcroft, Joe. *Vocabulary in language teaching*. Routledge, 2015. P. 2

a. Nouns

Other research on noun definition development in the disciplines of linguistics and psychology has examined the changes in developmental patterns with reference to two dimensions, content and form.³ Like many grammatical terms, the word 'noun' is derived from the Latin. The Latin word 'nomen' means 'name. Nouns name things, persons, places and abstractions (qualities, feelings, passions, attributes, and ideas).

- 1) Things: table, freeway, coat, plant, mountain;
- 2) Persons: Jonathan, student, accountant, Einstein, actor;
- 3) Places: Sydney, Kalgoorlie, bedroom, cinema, casino;
- 4) Qualities, feelings, attributes: redness, tenderness, superiority;
- 5) Ideas: civilization, cynicism, post-Modernism, idealism, infinity.

Names of people and places are called proper nouns. It usually begin with a capital letter, for instance: Jack Moore, Sharon, Australia, Cairns, Hong Kong. Most nouns have a singular form and a plural form. These are called count nouns. Some nouns have only one form. These are called non-count nouns information, equipment, technology. furniture, applause, leisure, clothing. homework, language.

b. Pronouns

'Pro' is a Latin word that means 'for', and a pronoun is a word that can replace a noun. It can stand in for a noun. Pronouns are

³ To, Carol Kit Sum, et al. "An analysis of noun definition in Cantonese." *Language and speech* 56.1 (2013): 107-124.

sometimes referred to as noun equivalents. These are many kinds of pronoun likes:

1) Personal pronouns

Personal pronouns are used to identify persons or things without using their names. They are usually classified in the following way.

2) Possessive pronouns

Possessive pronouns indicate possession or ownership.

3) Indefinite pronouns

Indefinite pronouns always refer to the quantity of people or things, without identifying any specific person or thing.

4) Demonstrative pronouns

Demonstrative pronouns indicate physical or temporal proximity.

'This' and 'these' indicate nearness. 'That' and 'those' indicate distance.⁴

c. Adjectives

Adjectives give more information about noun. An adjective modifies a noun. Most adjectives have three forms such as positive, comparative and superlative.

Positive	Comparative	superlative
Safe	Safer	Safest
Strong	Stronger	Strongest

⁴ *Ibid.*, p.18

Easy	Easier	Easiest
Thick	Thicker	Thickest
Warm	Warmer	Warmest ⁵

d. Conjunctions

Conjunctions are used to combine two sentences into one a compound sentence. Some conjunctions have an adverbial usage, but here you will encounter them as they are used in everyday language: as words that combine two phrases or sentences into one. If the combined sentences each have a subject and a verb, separate the sentences with a

comma:

John is a doctor, and Mary is a lawyer.

John is a doctor and works in Chicago.⁶

Following are some commonly used conjunctions: and, because, but, for, however, if, since, therefore. Interrogative pronouns, which ask a question, can also be used as conjunctions. They are not true conjunctions, but they can still be used to combine two sentences into one. These are interrogative pronouns: how, what, when, where, why. Look at these examples:

I don't know why you have to go so early.

Can you tell me how I can find Green Street?

⁵ *Ibid.*, p.23

⁶ *Ibid.*, p.38-39

When John came into the room, she began to blush.

e. Verb Tenses

Study the following examples, which show how verbs change in the various tenses. Some tenses require a form of to be and a present participle. Present participles have an -ing ending: is going, were singing. Other tenses require a past participle. Regular verbs form the past tense and past participle in the same way just add -ed: worked, have *worked*. Use Appendix A of irregular verbs in the past tense and past participle to see how they are formed. The perfect tenses of both regular and irregular verbs are a combination of a form of to have plus a past

participle: I have worked. She has seen. You had broken.
 1Tom will have discovered.⁷

Here, the writer limits kinds of vocabulary only on noun, verb, and adjective to conduct the research, because noun, verb, and adjective of vocabulary often found by the students in learning activities, especially in English.

3. The Concept of Teaching Vocabulary

There is no language without word, vocabulary is part of language system. It is clear that vocabulary is the essential part in learning English, because we use the language for communication, whether it is spoken or

⁷ Münte, Thomas F., et al. "Decomposition of morphologically complex words in English: Evidence from event-related brain potentials." *Cognitive Brain Research* 7.3 (1999): 3.

written is made up of vocabulary. Without vocabulary the learners can not communicate approximately.

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language.

Priya, M. Santhi in Scott Thornbury said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. However, vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary.⁸

In teaching vocabulary the teacher has to identify which vocabulary to teach or which vocabulary the students need to learn before it. It is obvious that can not teach all of words and expressions in the target language the same time and not all of them may be urgent to teach to student of a certain level. The teacher can use the proper technique and can

⁸ Priya, M. Santhi. "*Significance of Vocabulary in Learning English Language.*", P. 2.

use the media. By using technique and media, the student will interest in learning and understand the subject clearly and can increase their ability in mastery the vocabularies.

According to Boers, Frank teaching vocabulary can do by using informative texts, using cartoons, using interactive role plays, using problem-solving tasks, use of dictionaries, using cognates and avoiding false cognates, and remarks on acquisition and attrition." Teaching vocabulary is what the most teachers take for granted since it was said that essential area of language is the lexicon or vocabulary of the language vocabulary teaching should regular basis. Lack of vocabulary or limited vocabulary inhibits the development at the work. Simple vocabulary can be used to convey ideas skillfully; however the work can become uninteresting quickly and loses the readers attention.⁹

Hatch and brown describe there are five essential steps of learning vocabulary which has recited by Cameron:

- a. Having source for encountering new words.
- b. Getting a clear image for the form of new words.
- c. Learning the meaning of new words.
- d. Making a strong memory connection between the form and the meaning of the words.
- e. Using the words.¹⁰

⁹ Boers, Frank. *Evaluating second language vocabulary and grammar instruction: A synthesis of the research on teaching words, phrases, and patterns*. Routledge, 2021.

¹⁰Cameron, Lynne. *Teaching languages to young learners*. Cambridge university press, 2001.

Based on some techniques above we can see there are so many techniques can we use to teach vocabulary. Beside that, good dictionary can tell you a lot more about a word than just its meaning, including (among other things): synonym, antonyms, collocations, pronunciation, word stress, usage, whether a word is used for people and or thing.¹¹ From the explanation above can be assumption that teaching vocabulary is not only introducing new words to the students but also how can vocabulary be received by students in the mastery of vocabulary

By demonstration picture:

- 1) Using an object
- 2) Using a cut-out picture
- 3) Using gesture
- 4) Performance action
- 5) Photographs
- 6) Drawing and or diagram on the board
- 7) Picture from books, TV, Video or Computer

By verbal explanation:

- 1) Analytical definition
- 2) Putting in a context
- 3) Translating¹²

¹¹ Michael McCarty and Felicity O'Dell. *English vocabulary in use*. (New York: Cambridge university press. 1994). p. 10

¹² *Ibid.*, p.20

Based on some techniques above we can see there are so many techniques can that are use to teach vocabulary. Beside that, good dictionary can tell you a lot more about a word than just its meaning, including (among other things): synonym, antonyms, collocations, pronunciation, word stress, usage, whether a word is used for people and or thing." From the explanation above can be assumption that teaching vocabulary is not only introducing new words to the students but also how can vocabulary be received by students in the mastery of vocabulary.

Most junior high school students (at the age of 12-15) have been learning English since elementary school, so they have already got some basic knowledge of English. They have master 300-500 words before they enter the junior high school. But in junior high School is much different from that in the elementary school. Students are required to lean 1500 words and in senior high school they have master 4000 words.¹³

However, Swan and Walter wrote that "vocabulary acquisition is the largest and most important task facing the language learner" As statements Hock in Scott Tombury: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!

From the statements above it can be concluded that if the students want to improve English, so they should learn more vocabulary and of

¹³ Gairns, R & Redman, S. *Working with Words-A guide to Teaching and Learning Vocabulary* , 1986

course the role of teacher in this case very required in supporting study process concerning vocabulary.

According to Paul Davies and Eric Pearse there are five types of vocabulary practice activity:

a) Brainstorming

Get the learner to think of as many words as possible related to a specific topic.

b) Labeling

This similar to brainstorming but with a chart or picture to add the learners.

c) Miming and guessing word

Give a learner from one team a piece of paper with an activity written on it (for example sail a boat eat an ice cream, fly a small plane). That learner has to mime the activity so that the other team members can guess it.

d) Oral Fill-in

Select an appropriate story. Leave out words that the learners should be able to guess from the context help from your miming.

e) Classification

Write words related to two or more. Topic mixed together on the board. Ask the learners to identify the topics and then to decide which words is associated with which topic. The importance of swatter game encourages researcher to choose the subject of attention in this study. By swatter game¹⁴

The importance of fly swatter game encourages researcher to choose the subject of attention in this study. By fly swatter game students is required to devote his attention to create the vocabulary word so that they will stay longer in his memory.

B. The concept of Game

1. The Definition of Game

Game is one of the media to develop students' abilities in speaking, writing, listening, and reading. With games, students have more motivation to engage the class. Often, students are involved in playing the games do not realize that they are practicing language.

Uberman stated that "Games encourage, entertain, teach and promote fluency. If not for any reason, they should be used just because they help students see beauty in a foreign language and not Just problems that at times seem overwhelming".

The games that are used in this study are "got it game" and back to the board". Both games are appropriate to be used with collections of

¹⁴ Paul Davies with Eric Pearse, *Success in English Teaching*, New York, OxfordUniversity Press, 2002, p. 6.

vocabulary items. The both games are the kind of guessing which often include in vocabulary games.

Games is also defined as an "activity with rules, a goal, and an element of fun." Its means that games is extremely effective way of motivating students in a classroom and can be used to all of the level because games are fun.

a. Kinds of Games in Language Teaching and Learning

Lee classifies games into ten kinds: structure games, vocabulary games, spelling games, pronunciation games, number games, listen- and-do games, read-and-do games, games and writing, miming and role-play, and discussion game. However, McCallum categorizes games for language learning into seven kinds: vocabulary game, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics.

From these two opinion above, we have five main kinds of games: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider the aim of the lesson. As mentioned above, the language games chosen in this study must serve the purpose of helping the learners recall vocabulary; therefore, vocabulary games were chosen in this study.

Hadfield explains two ways of classifying language games. First, language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

- a. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.
- b. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a

two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

- c. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.
- d. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.
- e. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, student place 30 Word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also

known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

- f. Labeling games. These are a form of matching, in that participants match labels and pictures.
- g. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game.
- h. Board games. Swatter is one of the most popular board games.
- i. Role play games. The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while Simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

These games above can be played in pairs, groups, or with the whole class. They can be card games, board games, puzzles, and role-play according to the size of the class or the excitement of the games. Games are diverse and techniques used to carry them are various. The researcher chooses scrabble game as a medium in teaching vocabulary.

The researcher assumes that it was appropriate to use in teaching vocabulary.

b. Characteristics of Games In Language Teaching and Learning

According to Bradley games have some characteristics that are advantages to language learners as follows:

First, games engage all students in the learning process. When student play games in pairs or groups, they have the opportunity to recognize and appreciate the contributions of others and use team-building skills. Some classroom games focus on individuals working to win against all other peers in the class. This type of game works well with students who are highly motivated and competitive.

Second, games provide an opportunity for collaboration and/or Cooperation. Classroom games provide an opportunity for students to collaborate and cooperate with each other, while working towards a common goal - winning. In some games, students are paired or grouped, which may lead to peer tutoring and the use of cooperative skills in order to win. They may not realize that they are actually learning, but they are working together towards a common goal. Third, games provide an enjoyable learning experience. Creating a fun and enjoyable learning environment is a large first step toward motivating students." Research indicates that classroom games are effective strategies that facilitate learning.

There are many advantages of using game in the classroom, game can create relax atmosphere in the classroom so the students will more enjoy. But it must be remembered, that game like any other activity can bored when we use too much. Therefore, the teacher should choose the game by considering about the student's need and interests. Game are highly motivating providing they are amusing and at the same time challenging.

2. The concept of fly swatter game

a. Definitation fly swatter game

One of the useful games used in vocabulary lessons is the fly swatter game. The fly swatter game, or what in Indonesian is called '*permainan pemukul lalat,*' is played by students in the English learning process. By tapping the appropriate response on the board, students have to guess what the teacher said in the fly swatter game. Students who find the correct answer will be awarded points. The students were then asked to spell the term and explain what it meant.¹⁵

Given the above definition, it can be stated that the fly swatter game is a model of learning activity in which students hit words on the blackboard with a fly swatter according to the teacher's directions.

Fly swatter game is an interesting activity for students because they can learn while playing. In this game, students feel challenged to look for or find the words that are already available. In this game,

¹⁵ junaid, R., & Hasan, A. (2022). The Use of Fly Swatter Game to Improve Students' Vocabulary Mastery. *Journal of English Language Teaching and Applied Linguistics*, 4(3), 120-128.

students will be divided into two groups and each group will get a fly swatter. Before the game starts, the teacher writes some words on the blackboard. After that, the teacher shows some pictures then says the word in English, and makes sounds based on the available words. The student's task is to find the words on the blackboard based on the teacher's instructions. If students find the word in question, students must hit the word with the bat that has been given, say it in English and spell it. Points will be given to groups that are fast and correct in finding words. So, with this game the class will be more fun and make students more interested in taking English lessons at school.¹⁶

b. The Advantages of Playing Fly Swatter Game

Playing Fly Swatter Game to elementary school students may give some advantages. First, fly swatter game does not use a monotonous activity. Second, it is fun for students. They can learn through playing. Thus, it helps them learn and acquire new words easily. Third, it involves friendly competition and keeps students interested. Fourth, it serves students to learn pronouncing and spelling words. Fifth, students are more active than teacher. Teachers' roles are just to give explanations and corrections about the students task.¹⁷

¹⁶ Helena rezkiah, Zul Amri, "Using swatter game to improve students' vocabulary of grade 5 of elementary school", ttp, No. 2, march 2013, 1.

¹⁷ Ibid., p 241.

c. Teaching vocabulary Through 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 fifth grade of elementary 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.

d. Procedure of Fly Swatter Game

Actually, in this game, there are some procedures that must be followed.

- a) students will compete each other to hit the word by fly swatter.
- b) two students stand in front of the class and face their friends.
- c) students listen to what the teacher says carefully.
- d) they may face the white board and find out the word after they listen to the word said by teacher.
- e) after they have hit the word, they have to circle and spell it in front of their friends.
- f) Teacher knows the winner by listen the first sound of fly swatter.
- g) The first student who hits the word will get a point. seventh, the winner will get a reward.

This game has three rounds. First and second rounds have same activity. Every student competes to win the game. But in the third round, students work in group and try to win the game together. Students will be divided into two or three groups. Every group is given a fly swatter by teacher.¹⁸

¹⁸ *Ibid.*, p 238.

3. Theoretical Frameworks and Paradigm

a. Theoretical Frameworks

“Theoretical framework is the conceptualization how to correlate between theory and factors which are identified as important problem”. There are two variable in this research. They are independent variable (X) and dependent variable (Y). the independent variable is fly swatter game and the dependent variable is vocabulary mastery.

b. Paradigm

Research paradigm is the draft that shows thinking pattern of the researcher, and the correlation between variables which are researcher. Based on the theoretical framework above, the writer describes the paradigm as following:

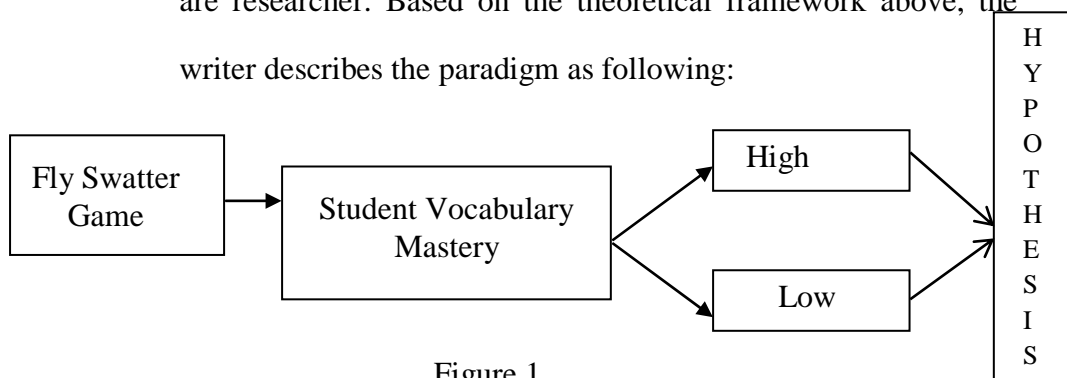


Figure 1

The scheme of paradigm

Based on the scheme of paradigm above, the writer assumes that if fly swatter game is good and the student vocabulary mastery is good, so there is a positive and significant the influence of fly swatter game. However, if fly swatter game is bad and the students vocabulary mastery is bad, so there is no a positive and significant the influence of fly swatter game. Therefore, the writer assumes that certainly the students teach

through fly swatter game will influence their vocabulary mastery.

C. Hypothesis

Ha : There is a positive and significant of influence of fly swatter game on students vocabulary at Seventh grade in SMPN 9 Metro

Ho : There is not any a positive and significant of influence of fly swatter game Student vocabulary at seventh grade in SMPN 9 Metro. Based on the problems, theories and theoretical assumption above, the hypothesis of this research is formulates as follows: Alternative hypothesis (Ha) There is a significant influence of fly swatter game on students vocabulary at Seventh grade in SMPN 9 Metro

Related to the concept of statistical hypothesis that a hypothesis may be stated in the null from which is an assertion that no relationship or nodifference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non-directional form or hypothesis. This hypothesis is considered as an assumption about a population parameter.

The Formulation of statistical hypothesis in this research are

- a. If, $F_o > F_{table}$ = Ha is accepted, Ho is rejected.
- b. If, $F_o < F_{table}$ = Ha is rejected, Ho is accepted.

CHAPTER III

A RESEARCH METHOD

A. Research Design

In this research the researcher used the quantitative research. According to Creswell, quantitative research is one in which the investigator primarily uses post positives claims for developing knowledge (i.e cause and effect thinking, reduction to specific variables and hypotheses questions use of measurement and observation and the test of theories). Such as Daniel Muijs said that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (inparticular statistics)¹

This research was intended to investigate whether there is a positive and significant influence of fly swatter game towards students vocabulary. This research contain two variables, the independent variable that is fly swatter game (X) and the dependent variable that is students vocabulary (Y).

B. Variable and Operational Defenetion of Variable

Variable is a characteristic or attribute of an individual or a organization that researchers can measure or observe and varies among individuals or organizations studied.² There are two variables in this research, while the operational definition of variables as follows:

¹ Daniel Muijs, *Doing Research in Education*, New Delhi: London Thousand Oaks,2004,p.1

² John W. Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition, (New York: Pearson, 2012), P. 112

1. Independent Variable (vocabulary skills)

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.³ Independent variable of this research is fly swatter game. It is a variation on an crossword games that can be defines as game in which the learner can increases their creative ability to create new words from the letters provided to them.

The reseacher measured independent variable by used writen test. The researcher tested the students by giving them some question in arrangement the word design The researcher giving score from their precision in arrange the word and their ability.

Moreover, indicator of this variable as follow:

- a. The students are able to arrange the word.
- b. The students are able to easier to understanding the word.
- c. The students area able to more interest in the English Learning.

2. Dependent variable (fly swatter game)

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.⁴ Dependent variable of this research is students' vocabulary mastery. It can be defined as to gain the total number of words mastered that know and understood by the studenes very important to support English learning process in listening, speaking, reading, and writing. The vocabulary commonly seen,

³ *Ibid.*, p.116

⁴ *Ibid.*, p.115

done and felt by Students or more accurately in accordance with the fact that they usually experienced.

The researcher measured the students vocabulary mastery by use test. There is 20 multiple choice. Each item consists of four options, A,B,C, and D. The score each question is 5, so the lowest score is 0 and the biggest one is 100.

Moreover, indicator of this variable as follow:

- a. The students are able to know and understand the vocabulary.
- b. The students are able to remember the vocabulary.

C. Population, Sample and Sampling Technique

1. Population

According to Paul, population is the term used to describe all the possible cases of interest.⁵ The population of this research was the students at the eighth grade of SMP NEGERI 9 METRO which consist of 215 students that divided in five classes. SMP NEGERI 9 METRO has five classes, these are:

- a. VII.1 =30 STUDENTS
- b. VII.2 =31 STUDENTS
- c. VII.3 =31 STUDENTS
- d. VII.4 =30 STUDENTS
- e. VII.5 =31 STUDENTS
- f. VII.6 =31 STUDENTS
- g. VII.7 =31 STUDENTS

⁵ Paul S. Gray and John B. Williamson, etc, *The research imagination: an introduction to qualitative and quantitative methods*, (New York: Cambridge University, 2007), P. 103.

2. Sample

The “population” consists of all the subjects to be studied. It includes all possible instances (persons, objects, events) that make up the known whole. Sampling is the process of selecting a group of subjects for study in such a way that the individuals represent the larger group from which they are selected. This representative part of the population is called the sample. The population of this study were all students of class VII SMPN 9 Metro consisting of 7 classes or 215 students.

The research sample was selected using a purposive sampling technique. As mentioned by Muijs, in conducting quasi-experimental studies, the comparison and experimental groups should be as similar as possible in terms of gender, achievement, or ability.⁶ So, class 7.1 and class 7.3 will be the sample in this study. Both classes have the same English characteristics and values. The experimental class is class 7.3 which consists of 31 students. and the control class is class 10 7.1 consisting of 30 students. So, the number of samples is 61 students.

3. Sampling Technique

In this case, closter randome sampling technique is used cluster sampling can be used in situations where it would be impractical or impossible to obtain a complete list of all the elements in the population. Cluster sampling involves an initial stage where in sampling is done from groups of elements that are a called clusters, A simple, systematic, or

⁶ Daniel Mujis. Doing Quantitative Research, (Londonn:SAGE Publications, 2004) p.28

stratified random sample of clusters is selected from a total list of such group.⁷

The sampling technique would be used by the researcher in this research is purposive cluster sampling, the researcher chose class VII3 as a sample in this research, the researcher chose this class because most of students have still low in vocabulary mastery, and students motivation in learning English are still low too.

D. Data Collecting Technique

In this research, the researcher used an objective test to know students vocabulary mastery. To collect the data, the researcher used some method such as:

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group.⁸ The researcher used test as data collecting technique to measure both of the variable. The test consist of two kinds such as:

a. Pre-test

The pre-test was given to the students in the first meetin in order to find out students ability in the beginning before influence of fly swatter game vocabulary.

⁷ Paul S. Gray and John B. Williamsom, *The research imagination: An introduction to Qualitative and Quantitative methods*, (New York: Chambridge Universitas, 2007),p.110.

⁸ *Ibid.*, p. 157

b. Post test

The post test was given in the last meeting after treatment. The researcher used post test to know the students' vocabulary after influence fly swatter game.

In this research the researcher used written test to collect the data. The written test is as the main technique to collect the data that would be used to get data about the students' vocabulary. This method was used to measure students' vocabulary.

2. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a researcher site.⁹This method used to get detail information and the process of events while the research at SMP NEGERI 9 METRO.

3. Documentation

Documentation consist of public and private records that obtain about a site or participants in a study, and they can include newspapers, minutes meetings, personal journals, and letter. The researcher used this method to get the data about school history, the profile, the total of the students and teacher of SMPN 9 METRO.

E. Research Instrument Blueprint

Instrument is a tool of the research which is used in each method. Forms of data collection all involve using an instrument.

⁹ *Ibid*, John W. Creswell., P. 112

1. Blueprint

The instrument which was used in observation method was observation guidance, as follow:

- a. Observation the location sketch of SMP Negeri 9 Metro.
- b. Observation the establishment of SMP Negeri 9 Metro.
- c. Observation about building of SMP Negeri 9 Metro.

1) The instrument which was used in documentation method was documentation guidance, as follow:

- a) Documentation about condition of the teachers and officials the SMP Negeri 9 Metro.
- b) Documentation about the students of SMP Negeri 9 Metro
- c) Documentation about the organization structure of SMP Negeri 9 Metro

2) The instrument which was used in tests was vocabulary test. instrument was used for pre-test and post-test. Pre-test was conduct before implementation the treatments. Post-test was used to get data of the students' vocabulary after give the treatments. The test (pre-test and post-test) consisted of 20 multiple choice, questions blank word and matching the word, pronouncation test:

Table 3.1
The criteria of test

Aspect	Category	Items	Total
Vocabulary Of School Life	Part of speech	1,2,3,4,5	5
	Spelling	6,7,8,9,10	5
	Meaning	11,12,13,14,15	5
	Pronunciation	16,17,18,19,20	5
Total			20

2. Instrument Calibration

Instrument In this study the test was used as an instrument to collect student information. The test includes pre-test and post-test. Nunan stated that the group that received the new treatment was called the experimental group and the group that received different treatment or was treated as usual was called the control group. The test was given for both the control group and the experimental group.

The test is made based on the material given in class and the curriculum syllabus. The test items are concerned with the students' vocabulary skills.

F. Data Analysis Technique

To find the differences of significant between pre-test and post-test sample was used chi-square many parametric models, possessing different characteristics. shapes, and properties, have been proposed in the literature.¹⁰

¹⁰ Vassily Vainov, chi-squared goodness of fit test with application, (USA: APPress,2013)
P.1

It was purposed to find out the differences Significant of The influence of fly swatter game toword students vocabulary at seventh grade in SMP NEGRI 9 METRO Test given by the formula of chi-square :

$$X^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Explanation:

X^2 = value of chi-square

Fo = observed frequency

Fe = expected frequency

Then, the researcher analyzed data to The influence of fly swatter game toword students vocabulary at seventh grade in SMP NEGERI 9 METRO by using t-test formulation:

$$t = \frac{D}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(-1)}}$$

Notes:

t = value for correlation sample

D = (differences), differences between pre-test score with post-test score.

D^2 = square of D

N = the number of sample

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMPN 9 Metro

SMP Negeri 9 Metro is one of the formal educational institutions that has the potential to be developed into a superior school. SMPN 9 Metro, located at the western end of Metro City, precisely on Jl. Jakarta Charter 16 Polos Mulyosari West Metro District Metro City Lampung Province.

At its inception, in 2003, 108 students of SMPN 9 Metro, consisting of 3 study groups (3 groups), still borrowed the SMA Negeri 2 Metro building which is located approximately 1 km from the location of SMPN 9 Metro.

However, after one year with assistance from the central and regional governments, students of SMPN 9 Metro can breathe a sigh of relief, because in 2004 the new building of SMPN 9 Metro, which consists of 4 study rooms and 3 toilets, can be occupied.

At the beginning of its existence, this school was led/started by Mr. Drs. Hi. Rozilie, M.Sc, who at that time was the principal of SMPN 3 Metro. Since its establishment until now, this educational institution has changed its leadership 6 times and several times has

succeeded in passing its students in the National Examination with very satisfactory predicates.

While the head of the school as follows:

- 1) Year 2003-2004 : Mr. Drs. Hi. Rozeli, M.Sc
- 2) 2004-2008 : Mr. Margo Widagdo, S.Pd
- 3) Year 2008-2010 : Drs. Suyanto
- 4) Year 2010-2011 : Sunarno S.Pd
- 5) 2011-2015 : Siti Nuryuni S.Pd
- 6) 2015-2018 : Martati S.Pd
- 7) Year 2018-2020 : Drs. Suwarno, M.Pd. I
- 8) Year 2020-present : Agus Susetyo, S. Pd

b. Vision, Mission, and Purpose of SMPN 9 Metro

- 1) Vision

**"Delivering a Successful, Intelligent and Skilled
Successor of the Nation."**

The Indicators are follows:

- a) The realization of a religious school atmosphere
- b) The realization of the school atmosphere with a harmonious sense of kinship
- c) The fulfillment of graduates who can become pioneers and develop dynamically.
- d) Improving the effectiveness of learning is supported by the application of high discipline.

- e) Support the creativity and understanding in the field knowledge of technology, information and communication.
- f) Giving Basic Skills as a provision in the life of the day.

2) Mission

"Providing Knowledge, Skills, and Technology Supplies, Invest a Culture of Discipline Based on Faith and Religion.

- a) Implement the learning based on religious awareness.
- b) Implement the habit of giving salm and shaking hands between pupils and students, students with teachers, and teachers with teachers at every opportunity
- c) Encourage and realize graduates in order to continue the school to a higher level in the schools of pharmacy.
- d) Improving the quality of learning and providing an understanding of the discipline in complying with school regulations.
- e) Implementing practical activities by utilizing supporting facilities that is sains laboratory and computer.
- f) Implement skills development activities in extracurricular activities.

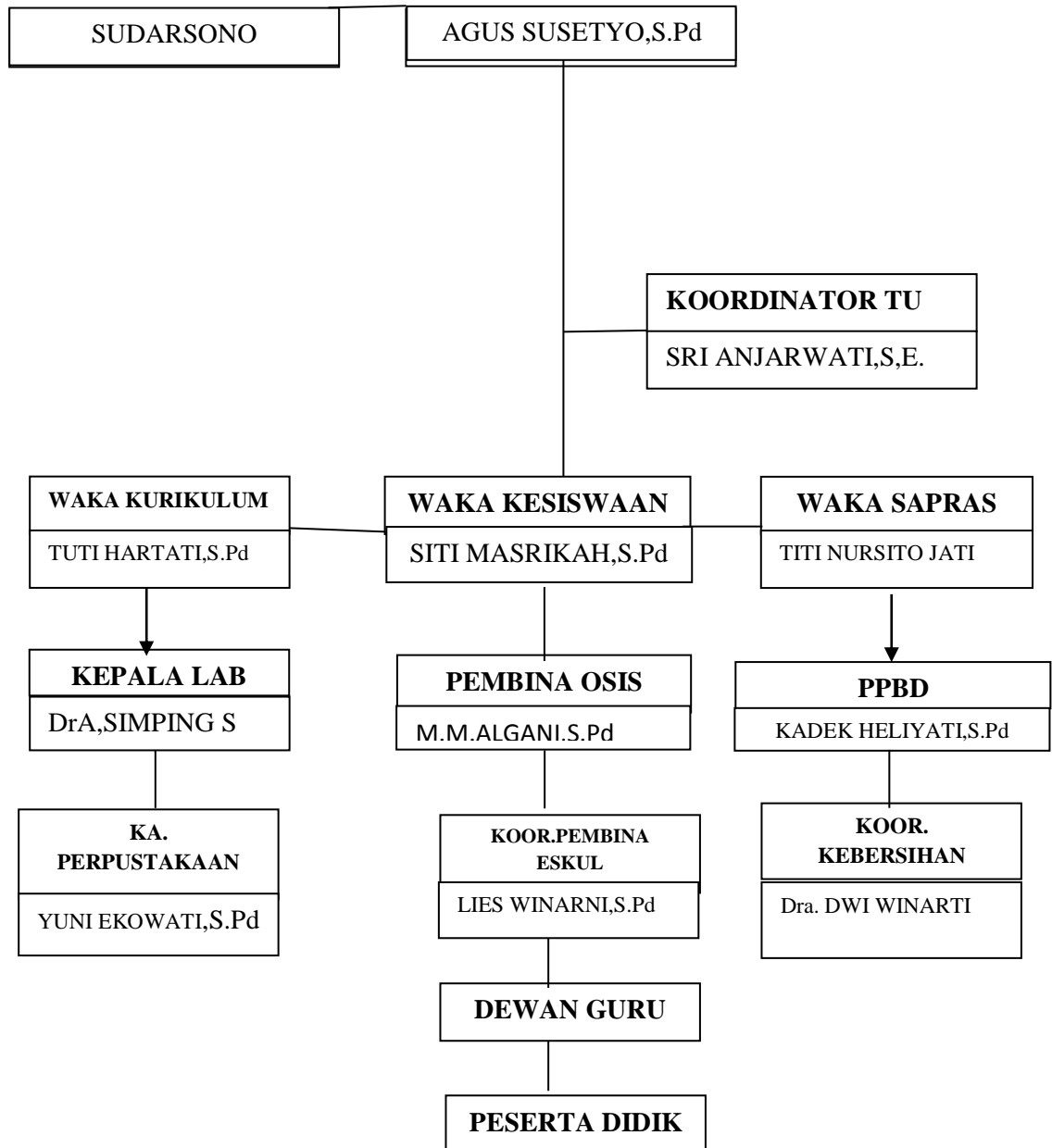
- c. **The students quantity of SMPN 9 Metro in the academic year of 2022/2023 is that can be identified as follows:**

Table 4.1
Number of Students at SMPN 9 Metro in the Academic Year
2022/2023

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	Class VII	100	115	215
2.	Class VIII	98	108	206
3.	Class IX	72	87	159
TOTAL		270	310	580

d. Structure Organization of SMPN 9 Metro

Organization Structure of SMPN 9 Metro
In the Academic years 2022/2023



2. Description of Data Research Result

In this chapter, the writer took the data collected from the students' vocabulary pre-test and post-test scores. The pre-test was given before treatment in the experimental class and control class. Post test is given after treatment. The post-test was given to students of the experimental class and control class with 20 items of multiple choice, blank word, matching the word questions that had to be answered. it consists of vocabulary mastery. they were given 40 minutes to complete the test.

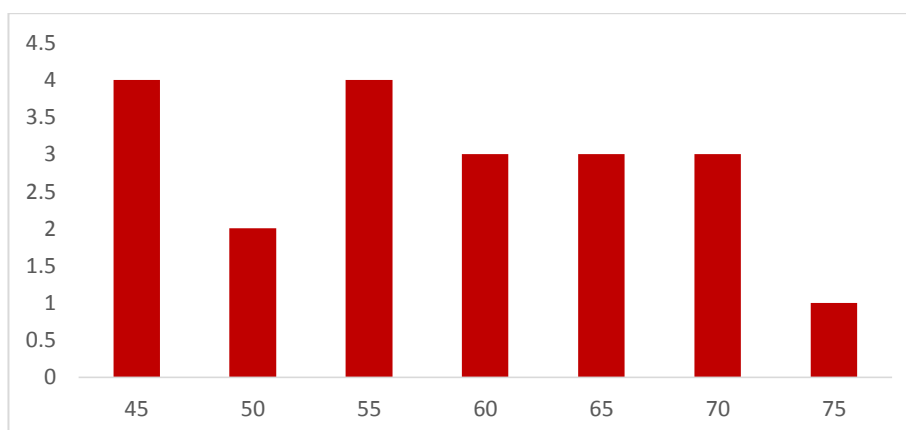
The table descriptions of pre-test and post-test scores:

Figure 4.2

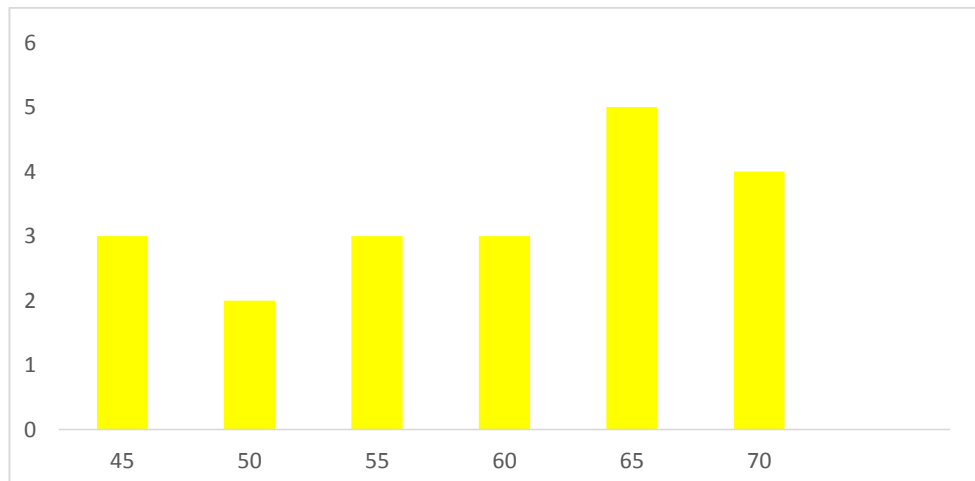
The Students' Pre-Test and Post-Test Score In Class VII.3

(The Experimental Class)

Pre-Test



Post-Test



It is showed that the score of the experimental class between pre-test and post-test were different. The mean of students' score in the pre-test is 58 with the lowest score of pre-test is 45 and the highest score of pre-test is 70. Meanwhile, the mean of the students' score in the post-test is 74.25 with the lowest score of post-test is 60 and the highest score of post-test is 85.

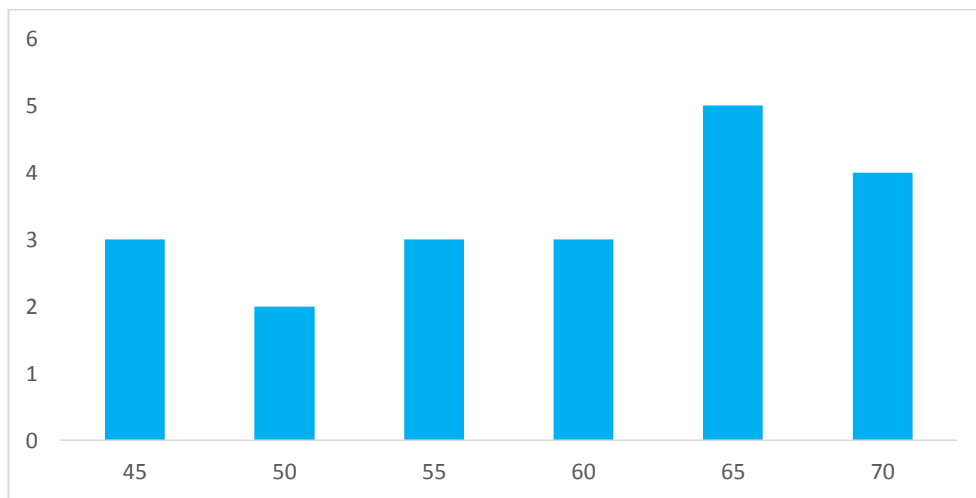
Here is table of the frequency distribution of pre-test and post-test of controlled class.

Figure 4.3

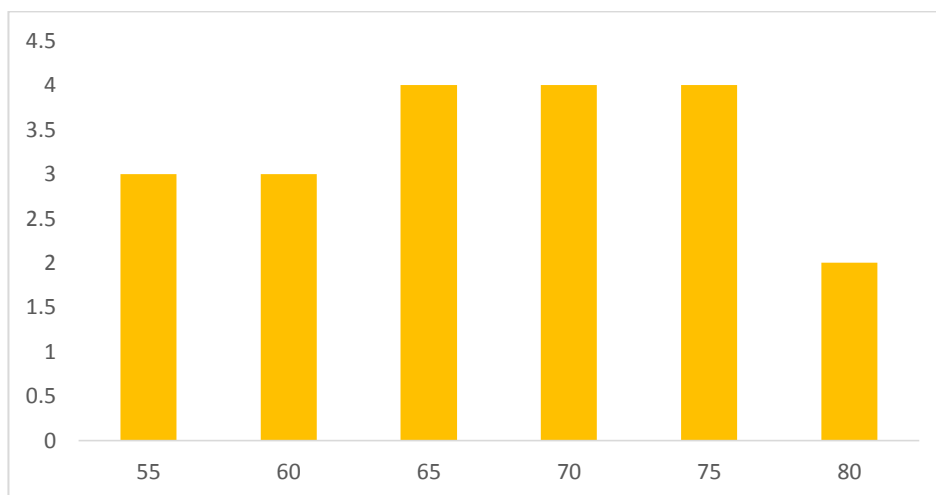
The Students' Pre-test and Post-test Score in Class VII.1

(The Controlled Class)

Pre-Test



Post-Test



It is showed that the score of the control class between pre-test and post- test were different. The mean of students' score in the pre-test is 59.25 with the lowest score of pre-test is 45 and the highest score of pre-test is 70. the mean of the students' score in the post-test is 67.25 with the lowest score of post-test is 55 and the highest score of post-test is 80.

a. Pre-test Score

The result That Calculated From pre-test in both of the two classes and the description of pre-test scores of experiment class and controlled class will be explained in table.

Table 4.4
The Students Score of Pre-test in Experiment Class and Controlled Class

Number	Students'	Experiment Class	Controlled Class
1	S1	45	45
2	S2	50	45
3	S3	45	45
4	S4	45	50
5	S5	55	50
6	S6	50	55
7	S7	55	55
8	S8	60	55
9	S9	45	60
10	S10	55	60
11	S11	65	60
12	S12	55	65
13	S13	65	65
14	S14	65	65
15	S15	70	65
16	S16	70	65
17	S17	60	70
18	S18	70	70
19	S19	75	70
20	S20	60	70
Amount	20	1160	1185
Mean		58	59.25

That is showed the pre-test score of experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment class and based on the table, it can be seen that the average score of pre-test in experiment class was 58, the highest score of experiment class was 75 and the lowest score was 45.

The average score of pre-test of controlled class was 59.25 with the highest score 70 and the lowest score was 45. Seeing the calculation on the table above, it can be concluded that the average score of pre-test in controlled class was higher than the average score of pre-test in experiment class.

b. The Post-test Score

The post test was given in both of the two classes after the writer explained the material on third meeting. The following table. Showed the comparison of students' post test on experiment and controlled class.

Table 4.5

The Students Score of Post-test in Experiment Class and Controlled Class.

Number	Students'	Experiment Class	Controlled Class
1	S1	65	55
2	S2	65	60
3	S3	65	55
4	S4	60	60
5	S5	60	55
6	S6	70	65
7	S7	70	60

8	S8	75	65
9	S9	70	70
10	S10	75	70
11	S11	75	65
12	S12	75	70
13	S13	80	75
14	S14	80	65
15	S15	85	70
16	S16	85	75
17	S17	80	80
18	S18	85	75
19	S19	85	80
20	S20	80	75
Amount	20	1485	1345
Mean		74.25	67.25

The table showed the post-test score of experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment class and based on the table 4.1, it can be seen that the average score of post-test in experiment class was 74.25, the highest score of experiment class was 85 and the lowest score was 60.

The average score of post-test of controlled class was 67.25 with the highest score 80 and the lowest score was 55. Seeing the calculation on the table above, it can be concluded that the average score of post-test in experiment class was higher than the average score of post-test in controlled class.

B. Data Analysis

The writer analyzed the test score of the experimental class and controlled class by calculating the result into the formula t- test. Before using the formula of t-test, the students' score in the experimental and control class were tabulated to calculate the gained score of each class as follows:

Table 4.6
The Students' Gained Score in Class VII Science 1
(The Experimental Class)

Number	Students'	Pre-test	Post-test	Gained Score	X ²
		X1	X2		
1	S1	45	65	20	400
2	S2	50	65	15	225
3	S3	45	65	20	400
4	S4	45	60	15	225
5	S5	55	60	5	25
6	S6	50	70	20	400
7	S7	55	70	15	225
8	S8	60	75	15	225
9	S9	45	70	25	625
10	S10	55	75	20	400
11	S11	65	75	10	100
12	S12	55	75	20	400
13	S13	65	80	15	225
14	S14	65	80	15	225
15	S15	70	85	15	225
16	S16	70	85	15	225
17	S17	60	80	20	400
18	S18	70	85	15	225
19	S19	75	85	10	100
20	S20	60	80	20	400
Amount	$\Sigma N_1 = 20$	$\Sigma X_1 = 1160$	$\frac{\Sigma X_2 = 148}{5}$	$\Sigma X = 325$	$\Sigma X^2 = 5675$
Mean		58	74.25	16.25	283.75

ΣN_1 = The total students in the experimental class

ΣX_1 = The total pre-test score of students in the experimental

class

ΣX_2 = The total post-test score of students in the experimental class

ΣX = The total gained score of students in the experimental class

ΣX^2 = The square of the total gained score of students in the experimental class Based on the table above, the writer got $\Sigma X_1=1160$, $\Sigma X_2= 1485$, $\Sigma X=325$, and $\Sigma X^2=5675$.

The result will be used to find out the t-test.

Table 4.7
The Students' Gained Score in Class VII Science 2
(The Controlled Class)

Number	Students'	Pre-test	Post-test	Gained Score	Y ²
		Y1	Y2		
1	S1	45	55	10	100
2	S2	45	60	15	225
3	S3	45	55	10	100
4	S4	50	60	10	100
5	S5	50	55	5	25
6	S6	55	65	10	100
7	S7	55	60	5	25
8	S8	55	65	10	100
9	S9	60	70	10	100
10	S10	60	70	10	100
11	S11	60	65	5	25
12	S12	65	70	5	25
13	S13	65	75	10	100

14	S14	65	65	0	0
15	S15	65	70	5	25
16	S16	65	75	10	100
17	S17	70	80	10	100
18	S18	70	75	5	25
19	S19	70	80	10	100
20	S20	70	75	5	25
Amount	$\Sigma N_2 = 20$	$\Sigma Y_1 = 1185$	$\Sigma Y_2 = 1345$	$\Sigma Y = 160$	$\Sigma Y^2 = 1500$
Mean		59,25	67,25	8	75

ΣN_2 = The total students in the controlled class

ΣY_1 = The total pre-test score of students in the controlled class

ΣY_2 = The total post-test score of students in the controlled class

ΣY = The total gained score of students in the controlled class

ΣY^2 = The square of the total gained score of students in the controlled class

Based on the table, the writer got $\Sigma Y_1 = 1185$, $\Sigma Y_2 = 1345$, $\Sigma Y = 160$, and $\Sigma Y^2 = 1500$.

The result will be used to find out the t-test.

Before calculating the value of test to look at the difference of significant level, it is necessary to find out the value of normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed. Then, after getting the

normality, the next step is calculating the homogeneity of data. It is proposed to look at whether the data is homogeneous or not.

1. Normality Testing

The formula used normality test requirements are chi-square test and homogeneity test using the formula Fisher test with significance level of 5%.

a. Data of Experimental Class

The result of normality testing for pre-test before giving treatment that χ^2_o is 2.51 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained χ^2_t is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test at class VII Science 1 of SMPN 9 Metro distributed normally. Here the table from the data above :

Table 4.8

The Result of Normality Test (Pre-test) in Experimental Class

α	χ^2_o	χ^2_t	Conclusion
5%	3.09	9.48	$\chi^2_o \leq \chi^2_t$ (3.09 < 9.48) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

While the result of normality testing for post-test after given treatment that χ^2_o is 6.71 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it

is obtained X^2 is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test at class VII Science 1 of SMPN 9 Metro by using fly swatter game in Learning vocabulary is distributed normally. Here the table from the data above :

Table 4.9

The Result of Normality Test (Post-Test) in Experimental Class

α	X^2_o	X^2_t	Conclusion
5%	6.52	9.48	$X^2_o \leq X^2_t$ (6.52 < 9.48) the data is distributed normally

The result calculation of semi-manual using Microsoft office can be seen in appendix.

b. Data of Controlled Class

The result of normality testing for pre-test before giving treatment that χ^2_o is 6.65 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained χ^2 is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test at class VII science 1 SMPN 9 Metro is distributed normally. Here the table from the data above:

Table 4.10

The Result of Normality Test (Pre-Test) in Controlled Class

α	χ^2_o	χ^2_t	Conclusion
5%	5.78	9.48	$\chi^2_o \leq \chi^2_t$ (5.78 < 9.48) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

While the result of normality testing for post-test after giving treatment that χ^2_o is 4.58 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained χ^2_t is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test at class VII science 2 of SMPN 9 Metro is distributed normally. Here the table from the data above :

Table 4.11**The Result of Normality Test (Post-Test) in Controlled Class**

α	X^2_o	X^2_t	Conclusion
5%	4.31	9.48	$X^2_o \leq X^2_t$ (4.31 < 9.48) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

2. Homogeneity Testing

After conducted normality testing and known the data of pre-test and post-test in experimental and control class is distributed normality. So the next it is necessary homogeneity testing. Homogeneity testing in this research is based on the equality of two variance test in both groups (experimental class and control class) by using the formula of Fisher's exact test with significance level of 0.05 (5%). The results are described as follows:

a. Pre-Test Data

Based on the calculation of the homogeneity testing from the results of pre-test groups in learning using Song (experimental class) and teaching with conventional method (control class), obtained the biggest variant is 90.52 and 77.03 in order to obtain the smallest variant F_o (F observe) is 1.17 and the F_t (Ftable) with a significance level 5% (0.05), the obtained F_t is 2.15.

Based on these data, it can be seen that F_o (1.17) < F_t (2.15), it can be concluded that the data on the pre-test is homogeneous.

The conclusion of homogeneity testing can be seen in the following table:

Table 4.12
The Result of Homogeneity Testing based on Pre-Test Data in Experimental and Controlled Class

The biggest varians	The smallest varians	F _o	F _t	Conclusion
90.52	77.03	1.17	2.15	F _o < F _t (1.17 < 2.15) Homogeneous sampled data

The results calculation of semi-manual using Microsoft office can be seen in appendix.

b. Post-Test Data

Based on the calculation of the homogeneity testing from the result of post-test groups in learning using fly swatter game as media in the experimental class and teaching with conventional method in the controlled class, obtained the biggest variant is 80.19 and 64.40 in order to obtain the smallest variant F_o (F observe) is 1.24 and the F_t (F table) with a significance level 5% (0.05), the obtained F_t is 2.15.

Based on these data, it can be seen that F_o (1.24) < F_t (2.15), it can be concluded that the data on the post-test is homogeneous. The conclusion of homogeneity testing can be seen in the following table:

Table 4.13
The Result of Homogeneity Testing based on Post-Test Data in Experimental and Controlled Class

The biggest varians	The smallest varians	F _o	F _t	Conclusion
80.19	64.40	1.24	2.15	F _o < F _t (1.24 < 2.15) Homogeneous sample data

The results calculation of semi-manual using Microsoft office can be seen in appendix.

After analyzing the data, the next procedure of this research is analyzing the data of students' scores, from the result of pre-test and post-test of both experimental and controlled classes. The writer calculated the data by using t-test formula with significance level 5% in some steps as follow:

- 1) Determine mean of variable X with formula:

$$M_x = \frac{\sum x}{N_1} = \frac{325}{20} = 16.25$$

- 2) Determine mean of variable Y with formula:

$$M_y = \frac{\sum y}{N_2} = \frac{160}{20} = 80$$

- 3) Determine Standard deviation variable X with formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{5675}{20}} = \sqrt{283.75} = 16.84$$

- 4) Determine Standard deviation variable Y with formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{1500}{20}} = \sqrt{75} = 8.66$$

- 5) Determine standard error of variable X with formula:

$$SEM_x = \frac{SD_x}{\sqrt{N_1-1}} = \frac{16.84}{\sqrt{20-1}} = \frac{16.84}{\sqrt{19}} = \frac{16.84}{4.35} = 3.87$$

- 6) Determine standard error of variable Y with formula:

$$SEM_y = \frac{SD_y}{\sqrt{N_2-1}} = \frac{8.66}{\sqrt{20-1}} = \frac{8.66}{\sqrt{19}} = \frac{8.66}{4.35} = 1.99$$

- 7) Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$\begin{aligned}
 SEM_x - M_y &= \sqrt{SEM_x^2 + SEM_y^2} \\
 &= \sqrt{(3.87)^2 + (1.99)^2} \\
 &= \sqrt{14.97 + 3.96} \\
 &= \sqrt{18.93} \\
 &= 4.35
 \end{aligned}$$

8) Determining T_o (T observation) with formula :

$$t_o = \frac{M_x - M_y}{SEM_x - M_y} = \frac{16.25 - 8}{4.35} = \frac{8.25}{4.35} = 1.896$$

9) Determining t-table (t_i) in significant level 5% and 1% with degree of freedom (df), with formula :

$$\begin{aligned}
 df &= (N_x + N_y) - 2 \\
 &= (20 + 20) - 2 \\
 &= 40 - 2 \\
 &= 38
 \end{aligned}$$

The value of df is 38 at degrees of significance 5% or t-table is 1.686

The writer tested the hypothesis based on the statistical hypothesis as follows:

a) If $t_o > t_t$: The null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. So, there is the influence of using fly swatter game on students vocabulary mastery at the seventh grader in SMPN 9 Metro.

b) If $t_o < t_t$: The null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. So, there is no influence of using fly swatter game on students vocabulary mastery at the seventh grader in SMPN 9 Metro.

10) The testing of hypothesis :

$$\begin{aligned} H_a &= t_o > t_t \\ &= 1.896 > 1.686 \end{aligned}$$

From the calculated above, the writer assumed a hypothesis of the research that “Media fly swatter game is the influence on students vocabulary mastery at the seventh grade in SMPN 9 Metro.”

The result from calculating the data is $t_o = 1.896$ and $t_t = 1.686$. it means, t_o is higher than t_t in significant 5%. So, the null hypothesis is rejected and the alternative hypothesis is accepted.

C. Interpretation of the Data

The data taken that was collected from 20 students in experimental class, it could be explained that the mean of pre-test before using media fly swatter game in vocabulary is 58 with the lowest score of pre-test is 45 and the highest score of pre-test is 75. Meanwhile the mean of post-test after giving treatments using fly swatter game in learning vocabulary is 74.25 with the lowest score of post-test is 60 and the highest score of post-test is 85. So the writer got the mean of gained score is 16.25.

Meanwhile, the Value of students' score in control class that was taken from 20 students, it could be explained that the mean of pre-test is 59.25 with the lowest score of pre-test is 45 and the highest score of pre-test is 70. Meanwhile the mean of post-test after teaching text with conventional method is 67.25 with the lowest score of post-test is 55 and the highest score of post-test is 80. So the writer got the mean of gained score is 8.

The result of the mean score in each class (the experimental and the controlled class), it is obtained the t-observation (t_o) is 1.896, meanwhile the t- table(t_t) of df is 38 in significance 5% is 1.686 It means t-observation (t_o) is higher than t-table (t_t). So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected because $t_o > t_t$ ($1.896 > 1.686$). So, there is significant difference between the students' score in learning by using fly swatter game and the students' score in learning without using fly swatter game on students vocabulary mastery at the seventh grade in SMPN 9 Metro. It means that the using fly swatter game in teaching vocabulary to the seventh grader students of SMPN 9 Metro are influence.

From the data, it can be observed that the scores of students who have been taught by using fly swatter game in vocabulary is higher than the score of students who have been taught without fly swatter game as media. It proves that song as media is influence. This research, can conclude that song is

simple, it is also influence to increase students vocabulary at seventh grader students of SMPN 9 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter, the writer would like to give some conclusions and offer some suggestions for the readers, the teachers and the further researchers who may relate to the subject.

A. Conclusion

After conducting quantitative research in class VII SMPN 9 Metro and based on the results of the pre-test and post-test it can be concluded that there is a positive and significant effect before and after the application of the fly swatter game to students. teaching vocabulary. . That is, the use of fly swatter games in learning is very helpful. This can be seen from the results of the pre-test and post-test.

After conducting the research, it is concluded that t_o is 1.896 table of degree of significance 5% is 1.686. it means that alternative hypothesis is accepted and the null hypothesis is rejected because that t_o is higher that t_t ($t_o > t_t$) or $1.896 > 1.686$.

Based on the analysis data above, the researcher concluded that "there is a positive and significant effect of playing scrabble on the vocabulary mastery of seventh grade students of SMPN 9 Metro."

B. Suggestion

After the researcher conducted the research at seventh grade students of SMPN 9 Metro, the researcher would like to give some suggestions as follows:

1. For the headmaster
 - a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.
 - b. The headmaster is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.
2. For the students
 - a. It is suggested to develop their ability in order that can success in learning English.
 - b. This strategy can progress the students in studying English, especially to learn English material given.
 - c. To be more active in learning English by fly swatter game because it can help the students to enjoy in following the material that the teacher given.
3. For the teacher
 - a. It is better for the teacher to use medium in teaching English material because it can improve the student's English learning result.
 - b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

BIBLIOGRAPHY

- Bahri, D. S. *The Correlation Between Students' vocabulary Mastery And Their Reading Comprehension At The Seventh Grade Students' of Mts Daarul Ihsan. Project (Professional Journal Of English Education)*, 2001
- Botezat, O. Various Approaches In Teaching Vocabulary. *Ann. "Dimitrie Cantemir" Christ. Univ. Linguist. Lit. Methodol. Teach*, 2019.
- Boers, F. *Evaluating Second Language Vocabulary And Grammar Instruction: A Synthesis Of The Research On Teaching Words, Phrases, And Patterns*. Routledge, 2021.
- Cameron, L. *Teaching Languages To Young Learners*. Cambridge University Press, 2001.
- Creswell, J. W. *Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research*. Pearson Education, Inc, 2012.
- Davies, P., & Pearse, E. *Success In English Teaching: A Complete Introduction To Teaching English At Secondary School Level And Above*. Oxford University Press, 2000.
- Gairns, R., & Redman, S. *Working With Words: A Guide To Teaching And Learning Vocabulary* (Pp. 74-80). Cambridge: Cambridge University Press, 1986.
- Harahap, N. C., & Zulfitri, Z. *The Effect Of Using Fly Swatter Game As The Media In Teaching Vocabulary At Seventh Grade Of Mts Al-Washliyah Medan. Umneej (Universitas Muslim Nusantara English Education Journal)*, 2023.
- Johnson, A. P. *Teaching Reading And Writing: A Guidebook For Tutoring And Remediating Students*. R&L Education, 2008.
- Linse, C., & Nunan, D. (2005). *Practical English Language Teaching*. New York.
- Mccarthy, M., & O'dell, F. (2012). *English Vocabulary In Use Upper-Intermediate With Answers And CD-ROM*. Cambridge University Press.
- Münte, T. F., Say, T., Clahsen, H., Schiltz, K., & Kutas, M. *Decomposition Of Morphologically Complex Words In English: Evidence From Event-Related Brain Potentials*. *Cognitive Brain Research*, 1999.

- Nurjanah, E. *The Influence Of Fly Swatter Game On Improving Students' vocabulary At The First Grade Of Mts Ma'arif Cikeding* (Doctoral Dissertation, IAIN Syekh Nurjati Cirebon), 2015.
- Priya, M. S. Significance Of Vocabulary In Learning English Language.
- Rezkiyah, H., & Amri, Z. Using Fly Swatter Game To Improve Students' vocabulary Of Grade 5 Of Elementary School. *Journal Of English Language Teaching*, 2013.
- Schmitt, N. *Researching Vocabulary: A Vocabulary Research Manual*. Springer, 2010.
- Sharkey, M. F., & Belmont, W. A. *The Easy Writer: Formal Writing For Academic Purposes*. Kardoorair Press, 2004.
- Turnip, M. C., Rumapea, L., & Sari, A. S. P. Improving Students' Vocabulary Mastery By Using Pictures Media To The Seventh Grade Students Of SMP Negeri 21 Medan. *KAIROS*, 2017.
- Umasugi, S., Bugis, R., & Handayani, N. The Scramble Game In Improving Students' Vocabulary At The Seventh Grade Of MTS LKMD Sawa. *Jurnal Retemena*, 2018.
- Paul S. Gray And John B. Wiliamson, Etc, *The Research Imagination: An Introduction To Qualitative And Quantitative Methods*, (New York: Cambridge University), 2007.
- To, C. K. S., Stokes, S., Man, Y., & T'sou, B. An Analysis Of Noun Definition In Cantonese. *Language And Speech*, 2013.
- Fitriyani, I. "The Effectiveness of Fly Swatter Game For Teaching English Vocabulary For Junior High School (An Experimental Study Of Seventh Grade Studentsof SMP N 1 Ajibarang In Academic Year 2015/2016" (Doctoral Dissertation, Universitas Muhammadiyah Purwokerto), 2016.
- Silaban, A., & Refika. "Using Flyswatter Game To Improve Students' vocabulary Mastery At Grade Eighth Smp Dwi Sejahtera Pekanbaru". *Jurnal El-Lectura*, 2017.

APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMPN 9 METRO

Kelas : VII (TUJUH)

Mata pelajaran : Bahasa Inggris

Semester : 2 (dua)

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.2. Merespon makna dalam</p>	<p>1. Teks fungsional pendek berupa:</p> <ul style="list-style-type: none"> • Undangan <p>Contoh : Dandi, Please come to our meeting Day : Saturday Date: March 1st, 2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary</p>	<p>1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" / pesan pendek</p> <p>2. Mendengarkan undangan yang dibacakan oleh guru/teman</p> <p>3. membaca nyaring teks fungsional</p>	<ul style="list-style-type: none"> • Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional pendek • Mengidentifikasi fungsi sosial teks fungsional pendek • Mengidentifikasi ciri 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <p>1. Melengkapi</p> <p>2. Pilihan ganda</p> <p>3. Uraian</p>	<p><i>Read the the text aloud and clearly.</i></p> <p><i>1. Complete the test using correct words</i></p> <p><i>2. Choose the correct answer</i></p> <p><i>3. Answer the following questions based</i></p>	<p>6 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>

<p>teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek</p> <p>berupa</p> <ul style="list-style-type: none"> - Undangan - pesan singkat <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>3. Kosakata</p> <ul style="list-style-type: none"> - kata terkait - tema dan jenis teks <p>4. Ungkapan Baku</p> <ul style="list-style-type: none"> - Don't be late ! - Don't miss it ! <p>1.3. Merespon makna dan langkah</p>	<ul style="list-style-type: none"> • Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom <p>2. Teks esei berbentuk descriptif dan recount</p> <p>1. Teks tulis berbentuk descriptif dan recount</p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> <p>2. Langkah retorika</p>	<p>pendek tentang undangan/pesan pendek</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek</p> <p>1. Tanya jawab berbagai hal terkait tema/topik</p>	<p>kebahasaan teks fungsional pendek</p> <p>1. Menjawab mau tau pertanyaan tentang :</p> <ol style="list-style-type: none"> 1. Makna gagasan 2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 4. Tujuan 	<p>Tes tulis</p>	<p>PG</p> <p>T / F</p>	<p><i>on the text</i></p> <p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRU or FALSE.</p> <p>3. Answer the</p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa /tempat 4. Lingkungan sekitar
---	---	--	--	------------------	------------------------	---	---------------------	---

<p>retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	<p>bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p> <p>3. Membaca teks <i>descriptive/recount</i></p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive /recount</i></p> <p>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</p> <p>7. Membaca nyaring dan bermakna teks <i>descriptive /</i></p>	<p>komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p> <p>6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</p>	<p>Tes lisan</p>	<p>Membaca nyaring</p>	<p><i>questions</i></p> <p><i>Read the text aloud.</i></p>		
---	--	---	--	------------------	------------------------	--	--	--

		<i>recount</i>						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 9 METRO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Topik Pembelajaran : Vocabulary
Alokasi Waktu : 2 x 40menit (1 pertemuan)

A. Standar Kompetensi

Mengungkapkan makna dalam bentuk teks tulis fungsional, bentuk lisan dengan menggunakan ragam bahasa untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator Pencapaian Kompetensi

1. Mengerjakan teks tertulis
2. Menemukan kosakata baru

D. Tujuan Pembelajaran

1. Meningkatkan kosakata
2. Menemukan kosakata baru dari guessing game
3. Mengidentifikasi beberapa informasi secara akurat

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

Vocabulary related to Home :

Wash	Clean	Cook
Read	Pray	Sleep
Pray	Kitchen	Come
Door	Window	Broom

- Noun (e.g door, window)
- Verb (e.g: pray.come)
- Adjective (e.g: clean)

G. Metode Pembelajaran : Diskusi

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian guessing game.

2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai guessing game kepada teman-temannya.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa mendiskusikan tentang guessing game.
- 2) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang guessing game yang sudah di berikan oleh guru.
- 3) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri tidak mencontek temannya.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain
- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bias mengikuti dalam materi guessing game.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

L. Sumber/Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris semester genap
3. Hand out
4. Spidol
5. Whiteboard

J. Penilaian

1. Bentuk Tes : pilihan ganda
2. Tipe tes : Tes tertulis
3. Instrument
4. Orientasi Penilaian
 - Setiap jawaban yang benar diberikan nilai 1
 - Total nilai maksimal 100
 - Jumlah soal 20

$$\text{jumlah} = \frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$$

Guru Mata Pelajaran



RIMA ZOPHA, S.PD
NIP.198105022009022002

Metro, Mei 2022
Mahasiswa



WITA PURNAMA SARI
NPM. 1901051068

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 9 METRO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/2
Topik Pembelajaran : Membaca
Alokasi Waktu : 2 x 40menit (1 pertemuan)

A. Standar Kompetensi

Mengungkapkan makna dalam bentuk teks tulis fungsional, bentuk lisan dengan menggunakan ragam bahasa untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator Pencapaian Kompetensi

1. Mengerjakan teks tertulis
2. Menemukan kosakata baru

D. Tujuan Pembelajaran

1. Meningkatkan kosakata
2. Menemukan kosakata baru dari guessing game
3. Mengidentifikasi beberapa informasi secara akurat

E. Karakter siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)

2. Rasa hormat dan perhatian (Respect)

3. Tekun (Diligence)

F. Materi Pembelajaran

Vocabulary related to class :

Chair	Eraser	Plural
Write	Whiteboard	Table
Student	Theacher	Beautiful
Reading	Drawing	Hansome

- Noun (e.g chair, table)
- Verb (e.g: write, reading)
- Adjective (e.g: beautiful)

G. Metode Pembelajaran : Guessing game

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Awal

- a. Mengucapkan salam dengan ramah kepada seluruh siswa.
- b. Mengecek kehadiran siswa.
- c. Guru melakukan brainstorming tentang materi yang akan dibahas.

2. Kegiatan Inti

a. Eksplorasi

Dalam kegiatan eksplorasi guru:

- 1) Bertanya kepada siswa tentang pengertian guessing game.
- 2) Memberikan kesempatan kepada siswa untuk mengkomunikasikan mengenai guessing game kepada teman-temannya.

b. Elaborasi

Dalam kegiatan elaborasi guru:

- 1) Bersama dengan siswa mendiskusikan tentang guessing game.
- 2) Memfasilitasi siswa melalui pemberian evaluasi berupa soal tentang guessing game yang sudah di berikan oleh guru.
- 3) Saat siswa mengerjakan soal guru mengelilingi siswa untuk memastikan dan mengecek bahwa siswa tersebut mengerjakan sendiri tidak mencontek temanya.

c. Konfirmasi

Dalam kegiatan konfirmasi guru:

- 1) Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- 2) Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain
- 3) Memberikan motivasi dan nasihat kepada siswa yang kurang dan belum bias mengikuti dalam materi guessing game.

3. Kegiatan Penutup

Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

L. Sumber/Bahan / Alat

1. Script descriptive text
2. LKS Bahasa Inggris semester genap
3. Hand out
4. Spidol
5. Whiteboard

J. Penilaian

- 1. Bentuk Tes : pilihan ganda**
- 2. Tipe tes : Tes tertulis**

3. Instrument

4. Orientasi Penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20

$$\text{jumlah} = \frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$$

Guru Mata Pelajaran



RIMA ZOPHA, S.PD
NIP.198105022009022002

Metro, Mei 2022
Mahasiswa



WITA PURNAMA SARI
NPM. 1901051068

THE PRE TEST INSTRUMENT VARIABLE

Name :

Class :

Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

1. I love (playing) piano
 - a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective
2. Do not try to approach her when she was (mad)
 - a. Adjective
 - b. Verb
 - c. Adverb
 - d. Noun
3. She is (sleepy)
 - a. Adverb
 - b. Noun
 - c. Verb
 - d. Adjective
4. On Sundays I (swim) from six to eleven in the morning.
 - a. Adjective
 - b. Verb
 - c. Noun
 - d. Adverb
5. I put some pens and (pencil).
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

English spelling test, please fill the blank word below!

6. F__O__R
7. __O__R
8. WI__D__W
9. C__O__K
10. TA__L__

Matching the words below!

- | | |
|-----------------|-------------------|
| 11. Smart | a. spidol |
| 12. Write | b. buku pelajaran |
| 13. Lesson book | c.gunting |
| 14. Marker | d. pintar |
| 15. Scissor | e.menulis |

Please checklist one of the table below!

No	Name	Correct	incorrect
16	Tebilecloth		
17	Strowberry		
18	Paper		
19	Dictionary		
20	Notebooks		

Orientasi penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20
- jumlah = $\frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$

Answer Key of Pre-Test

Part of speech test

1. b. verb
2. a. adjective
3. d. adjective
4. b. verb
5. a. noun

English spelling test

6. floor
7. door
8. window
9. clock
10. table

Meaning test

- | | |
|-----------------|-------------------|
| 11. smart | a. pintar |
| 12. write | b. menulis |
| 13. lesson book | c. buku pelajaran |
| 14. marker | d. spidol |
| 15. scissor | e. spidol |

Pronunciation test

16. Tablecloth
17. Strawberry
18. Paper
19. Dictionary
20. Notebooks

THE PRE TEST INSTRUMENT VARIABLE

B10
50

Name : M Rifki FACHRIZAL
Class :
Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

1. I love (playing) piano
a. Noun
 b. Verb
c. Adverb
d. Adjective
2. Do not try to approach her when she was (mad)
a. Adjective
 b. Verb
c. Adverb
d. Noun
3. She is (sleepy)
a. Adverb
 b. Noun
c. Verb
d. Adjective
4. On Sundays I (swim) from six to eleven in the morning.
a. Adjective
 b. Verb
c. Noun
d. Adverb
5. I put some pens and (pencil).
a. Noun
b. Verb
 c. Adjective
d. Adverb

English spelling test, please fill the blank word below!

6. FLOOR ↗
7. DOOR ↗
8. WINDOW ↗
9. CLOOK
10. TAI Le

Matching the words below!

- | | | |
|-----------------|------------------|-------------------|
| 11. Smart | _____ | a. spidol |
| 12. Write | _____ | b. buku pelajaran |
| 13. Lesson book | _____ | c. gunting |
| 14. Marker | _____ | d. pintar |
| 15. Scissor | _____ | e. menulis |

Please checklist one of the table below!

No	Name	Correct	incorrect
16	Teblecloth	✓	
17	Strowberry		✓
18	Paper	✓	
19	Dictionary	✓	
20	Notebooks	✓	

Orientasi penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20
- jumlah = $\frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$

60

B.12

THE PRE TEST INSTRUMENT VARIABLE

Name : Refan hardi Setiawan

Class :

Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

1. I love (playing) piano
 - a. Noun
 - Verb
 - c. Adverb
 - d. Adjective
2. Do not try to approach her when she was (mad)
 - a. Adjective
 - b. Verb
 - Adverb
 - d. Noun
3. She is (sleepy)
 - a. Adverb
 - b. Noun
 - c. Verb
 - Adjective
4. On Sundays I (swim) from six to eleven in the morning.
 - a. Adjective
 - Verb
 - c. Noun
 - d. Adverb
5. I put some pens and (pencil).
 - Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

English spelling test, please fill the blank word below!

6. FLOUR
7. POVR
8. WINDOW
9. CLOCK
10. TAILe

THE POST TEST INSTRUMENT VARIABLE

Name :

Class :

Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

1. I put some pens and (pencil).
 - e. Noun
 - f. Verb
 - g. Adjective
 - h. Adverb
2. She is (sleepy)
 - e. Adverb
 - f. Noun
 - g. Verb
 - h. Adjective
3. Do not try to approach her when she was (mad)
 - e. Adjective
 - f. Verb
 - g. Adverb
 - h. Noun
4. On Sundays I (swim) from six to eleven in the morning.
 - e. Adjective
 - f. Verb
 - g. Noun
 - h. Adverb
5. I love (playing) piano
 - e. Noun
 - f. Verb
 - g. Adverb
 - h. Adjective

English spelling test, please fill the blank word below!

1. __O__R
2. F__O__R
3. C__O__K
4. TA__L__
5. WI__D__W

Matching the words below!

- | | |
|-----------------|-------------------|
| 16. Write | a. buku pelajaran |
| 17. Smart | b. spidol |
| 18. Marker | c. pintar |
| 19. Scissor | d. menulis |
| 20. Lesson book | e. gunting |

Please checklist one of the table below!

No	Name	Correct	Incorrect
16	Dictionary		
17	Teblecloth		
18	Paper		
19	Notebooks		
20	Strowberry		

Orientasi penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20
- $\text{jumlah} = \frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$

Answer Key of Post-Test

Part of speech

1. a
2. d
3. a
4. b
5. b

English spelling test

6. door
7. floor
8. clock
9. table
10. window

Meaning test

11. d. menulis
12. c. pintar
13. b. spidol
14. e. gunting
15. a. buku pelajaran

pronunciation

16. correct
17. incorrect
18. correct
19. correct
20. incorrect

B. 16

80

THE POST TEST INSTRUMENT VARIABLE

Name : Rezan hardi Setiawan
Class :
Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

- 1. I put some pens and (pencil).
 a. Noun
 b. Verb
 c. Adjective
 d. Adverb
- 2. She is (sleepy)
 a. Adverb
 b. Noun
 c. Verb
 d. Adjective
- 3. Do not try to approach her when she was (mad)
 a. Adjective
 b. Verb
 c. Adverb
 d. Noun
- 4. On Sundays I (swim) from six to eleven in the morning.
 a. Adjective
 b. Verb
 c. Noun
 d. Adverb
- 5. I love (playing) piano
 a. Noun
 b. Verb
 c. Adverb
 d. Adjective

English spelling test, please fill the blank word below!

- 1. DOOR
- 2. FLOOR
- 3. CLOCK
- 4. TABLE
- 5. WINDOW

Matching the words below!

- | | | | |
|----------------|---|-------------------|---|
| 1. Write | ↘ | a. buku pelajaran | ↗ |
| 2. Smart | ↘ | b. spidol | |
| 3. Marker | ↘ | c. pintar | ↗ |
| 4. Scissor | ↘ | d. menulis | ↗ |
| 5. Lesson book | ↘ | e. gunting | |

Please checklist one of the table below!

No	Name	Correct	incorrect
16	Dictionary		✓
17	Teblecloth		✓
18	Paper	✓	
19	Notebooks	✓	
20	Strowberry	✓	

Orientasi penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20
- jumlah = $\frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$

B=16

80

THE POST TEST INSTRUMENT VARIABLE

Name : Wiona Putri

Class : 73

Direction :

Read the following sentences and decide the word in the bracket belongs to the specified part of speech.

1. I put some pens and (pencil).
a. Noun
b. Verb
c. Adjective
d. Adverb
2. She is (sleepy)
a. Adverb
b. Noun
c. Verb
d. Adjective
3. Do not try to approach her when she was (mad)
a. Adjective
b. Verb
c. Adverb
d. Noun
4. On Sundays I (swim) from six to eleven in the morning.
a. Adjective
b. Verb
c. Noun
d. Adverb
5. I love (playing) piano
a. Noun
b. Verb
c. Adverb
d. Adjective

English spelling test, please fill the blank word below!

1. D O O R ^
2. F I O U R
3. C L O O K
4. T A B L E ^
5. W I N D O W ^

Matching the words below!

- | | | | |
|----------------|---|-------------------|---|
| 1. Write | → | a. buku pelajaran | ^ |
| 2. Smart | → | b. spidol | ^ |
| 3. Marker | → | c. pintar | ^ |
| 4. Scissor | → | d. menulis | ^ |
| 5. Lesson book | → | e. gunting | ^ |

Please checklist one of the table below!

No	Name	Correct	incorrect
16	Dictionary	✓	
17	Teblecloth		✓
18	Paper	✓	
19	Notebooks	✓	
20	Strowberry		✓

Orientasi penilaian

- Setiap jawaban yang benar diberikan nilai 1
- Total nilai maksimal 100
- Jumlah soal 20
- jumlah = $\frac{\text{nilai siswa}}{\text{jumlah soal}} \times 100$

**The Result of Students Vocabulary Mastery at The Seventh Grade
in SMPN 9 Metro
(The Experimental Class)**

Number	Students'	Score	
		Pre-test	Post- test
1	AK	45	65
2	AM	50	65
3	BA	45	65
4	BH	45	60
5	BW	55	60
6	CL	50	70
7	CA	55	70
8	DL	60	75
9	DR	45	70
10	DI	55	75
11	ER	65	75
12	ES	55	75
13	FM	65	80
14	FR	65	80
15	GA	70	85
16	HS	70	85
17	IPS	60	80
18	JA	70	85
19	SK	75	85
20	WP	60	80

**The Result of Students Vocabulary Mastery at The Seventh Grade
in SMPN 9 Metro
(The Controlled Class)**

Number	Students'	Score	
		Pre-test	Post-test
1	AF	45	55
2	AK	45	60
3	AM	45	55
4	AY	50	60
5	BD	50	55
6	CA	55	65
7	FL	55	60
8	GN	55	65
9	HR	60	70
10	IKL	60	70
11	IFT	60	65
12	IB	65	70
13	JD	65	75
14	JS	65	65
15	KR	65	70
16	KT	65	75
17	RF	70	80
18	SY	70	75
19	WI	70	80
20	YI	70	75

DOCUMENTATION PRE TEST

1. Pre Test Experimental Class and Control Class
 - a. Experimental Class



b. Control Class



2. Treatment Experimental Class



3. Post- Test Experimental Class and Control Class

a. Experimental Class



b. Control Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2175/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **WITA PURNAMA SARI**
NPM : 1901051068
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS
VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMP NEGERI
9 METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Mei 2023
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2426/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP NEGERI 9 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2427/In.28/D.1/TL.01/05/2023, tanggal 22 Mei 2023 atas nama saudara:

Nama : **WITA PURNAMA SARI**
NPM : 1901051068
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 9 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMP NEGERI 9 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2427/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **WITA PURNAMA SARI**
NPM : 1901051068
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMP NEGERI 9 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 Mei 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2427/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

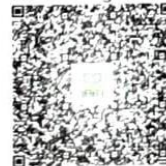
Nama : **WITA PURNAMA SARI**
NPM : 1901051068
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 9 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMP NEGERI 9 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 22 Mei 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SEKOLAH MENENGAH PERTAMA NEGERI 9 METRO
Jl. Piagam Jakarta 16 Polos kel. Mulyosari Kec.Metro Barat Phone (0725) 7525107



Nomor : 006/088/UPTD.SMPN 09/2023

Lamp.:-

Hal. : **Izin Research**

Kepada,

Yth. : Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri 9 Metro

Di-

Metro

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 9 Metro menerangkan:

Nama : WITA PURNAMA SARI
NPM : 1901051068
Semester : 8 (delapan)
Jurusan : Tadris Bahasa Inggris
Judul Penelitian : "THE INFLUENCE OF USING FLY SWATTER GAME ON
STUDENTSS VOCABULARY MASTERY AT THE SEVENTH
GRADE IN SMP NEGERI METRO"

Berdasarkan surat nomor : B-2426/In.28/D.1/TL.00/05/2023 Tentang Izin Research tanggal 22 Mei 2023 di UPTD SMP Negeri 9 Metro. Bahwa Mahasiswa tersebut di atas kami terima dan diizinkan melaksanakan Penelitian di UPTD SMP Negeri 9 Metro Selama 1 (Satu) pada tanggal 23 Mei 2023.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 23 Mei 2023

An Kepala UPTD SMPN 9 Metro

Waka. Kurikulum



MUJIYONO, S.Pd

NIP. 19750514 200604 1 015



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-288/In.28/S/U.1/OT.01/05/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Wita Purnama Sari
NPM : 1901051068
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051068

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Mei 2023
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Wita Purnama Sari
NPM : 1901051068
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 12 Juni 2023
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 198711102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Wita Purnamasari
NPM : 1901051068

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jum'at 19-05-2023		ke internet	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wita Purnama Sari
NPM : 1901051068

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 26 Mei 2023		Revisi : - cover - abstract - Problem Limitation - Problem Formulation	
2	Rabu 31 Mei 2023		Revisi : - Data Collecting Technique. harus ditulis - Test - Observation - Documentation	
3	Kamis 1 Juni 2023		Revisi : - Conclusion - Bibliography	
4	Senin 12 Juni 2023		<i>Dr. Ahmad Sulhan Roza</i>	

Mengetahui
Ketua Program Studi TBI

Andianto
Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad Sulhan Roza
Dr. Ahmad Sulhan Roza, M.Pd.
NIP. 19750610 200801 1 014

THE INFLUENCE OF USING FLY
SWATTER GAME ON STUDENTS
VOCABULARY MASTERY AT THE
SEVENTH GRADE IN SMPN 9
METRO

by Wita Purnama Sari 1901051068

Submission date: 16-Jun-2023 11:55AM (UTC+0700)
Submission ID: 2117101374
File name: 145_Wita_purnama_sari_1901051068.docx (188.52K)
Word count: 12670
Character count: 63535

THE INFLUENCE OF USING FLY SWATTER GAME ON STUDENTS VOCABULARY MASTERY AT THE SEVENTH GRADE IN SMPN 9 METRO

ORIGINALITY REPORT



PRIMARY SOURCES

1	adoc.pub Internet Source	5%
2	repository.uinjkt.ac.id Internet Source	5%
3	repository.metrouniv.ac.id Internet Source	5%
4	ejournal.unp.ac.id Internet Source	2%
5	muhaz.org Internet Source	2%
6	ecampus-fip.umj.ac.id Internet Source	2%
7	foreign-languages.karazin.ua Internet Source	1%
8	al-kindipublisher.com Internet Source	1%
	eprints.walisongo.ac.id	
9	Internet Source	1%
10	repository.uhn.ac.id Internet Source	1%
11	Submitted to Grand Canyon University Student Paper	1%
12	123dok.com Internet Source	1%

Exclude quotes On
Exclude bibliography On

Exclude matches < 1%

CURRICULUM VITAE



The name of the writer is Wita Purnama Sari. She was born in Tanggamus, on September 03th, 2002. She is first child of happy couple, Mr. She lives in lengkukai on kelumbayan barat Tanggamus Lampung. She continued her study at Elementary School 2 bunut seberang in 2008 and graduated in 2014. She continued her study at Junior High School 1 kelumbayan Barat in 2014 and graduated in 2017. She continued her study at Vocational High School 2 pandang cermin in 2017 and graduated in 2019. In the same year of 2023, she was registered as a S-1 student of English Education Program of State Islamic Institute of Metro.