

TEACHING ENGLISH VOCABULARY TOWARDS HIGH SCHOOL STUDENTS USING A FLY SWATTER GAME

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ABSTRACT

Vocabulary is one of the important components to master. It has strategic positions in the education and teaching domains. Fly Swatter game, for instance, is an interesting technique in teaching and learning that help students in learning through playing. This study, therefore, aims to find out whether the game of Fly Swatter can significantly enhance student's vocabulary mastery or not. It focuses on mastering adjective and noun class. The sample of this research was the students of Paguyaman Junior high school at VII B class. Further, a quantitative analysis was used in this study, which helped in examining students' improvement in mastering English vocabulary. Twenty tests were administered to 40 students. To analyze the students' improvement, we used a pre-experimental design. The results revealed that there was a significant improvement of the pretest and posttest. From 40% categorized in poor levels, 95% were categorized in excellent levels, with a total increase of around 55%. Furthermore, it was proved by the result of hypothesis verification, it is found that $T_{count} = 19,44$ at the level of significance ($\alpha = 0,05$) and degree of freedom ($df = 19-1=18$). Then, it is found that $T_{table} = 2,101$, it can be concluded that fly swatter game can increase students' ability in memorizing English vocabulary, as the criteria above shows that T_{count} is more than T_{table} $19,44 \geq 2,101$.

Key Words: English vocabulary; Fly Swatter game

INTRODUCTION

In Indonesia, English is learned as a foreign language, not the first language. In English teaching and learning, there are four kinds of skills to learn, namely speaking, writing, reading, and listening. The students are required to learn and comprehend those skills. Furthermore, vocabulary and grammar are also important to be learnt. Therefore, both of them are important elements to be mastered and among the four skills, vocabulary is the special one. As Wilkins (1972, p. 111) cited in Elyas, Tariq & Alfaki, Ibrahim (2014) strongly argues, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It is powerfully supported that learning the correct vocabulary in order to mastering English language can be considered to be more important than learning the other elements like the part of grammar as the basic requirement for beginner learning (Aslanabadi & Rasouli, 2013).

Generally, in teaching and learning vocabulary in junior high school, students get a handbook as their guide in learning process. These students are able to find the answer by themselves by using a handbook as a primary source. However, students who tend to use the textbook as a learning resource may have trouble in learning vocabulary of languages they learn. The studied materials in textbook are lack of vocabulary content. Students' activities, according to the order contained in the textbook, are reading and observing the material. There are no supporting details related to the vocabulary that should be displayed to help the students understand the material.

To understand about the student's difficulties in learning English vocabulary, in particular, the researchers did an observation on January 13 2020 at the first grade students of high school with the topic about KD 4.7.2 (composing very short and simple oral and written descriptive texts, related to people, animals, and objects, taking into account social functions, text structures, and linguistic elements, correctly and in context). We found that the teachers expected the students, after learning this material, to produce correct descriptive texts by using student's basic vocabulary that has been learnt before. For instance, they might describe their pest, favorite animals, the color, and so on, but based on the observation result, the researcher found that there were many students who found it difficult in describing something in front of the class. Lacking of English vocabulary was among the reason why this happened. The students felt scared of making mistake in pronouncing a word, and they only focused on remembering a word based on the dictionary resource without understanding the meaning.

Besides, it is important for the teachers to prepare various techniques for the student; students like something new, they often imitate what they see and hear, the students easily get bored in the learning process. For example, they do many things when teachers explain the lesson. Some of them make a noise, make a joke with friends next to their seats, or sleep in class when the teachers explain the lesson. So, the students do not pay attention to the lessons taught by the teacher.

Another fact is that students are passive in the classroom for various reasons. First, students are asked by the teachers to find out the meaning of words in dictionary. It is a boring activity for the students because at that age students like to study while playing. Second, they are directed to listen and write what the teacher says in his/her book. In this case, they do what the teacher says, like dictation. Third, they are guided to read together what the teachers write on the blackboard including the meaning of words. After that, they are asked to study at home by using dictionary. Caused by that technique, it impacted their achievement, and they got low scores in English subject. Furthermore, another hassle in mastering English as Yulia (2013) stated that the problems come from students of junior high school motivation in learning English and teacher's action in classroom language. In her research, it revealed that 73% of students mostly learn English from the textbook. The impact of learning by using test book is the student will easily get bored with the learning process because of lack of English learning resources. Therefore, this happened due to teachers' incompetence by computers or their lack of commitment to enhancing English language teaching. It means that the teacher was difficult to provide interactive learning instruction.

In this case, it would be better if the teacher applies a more effective technique to improve student's vocabulary mastery. To overcome this problem, some previous researchers have tried out different techniques of vocabulary teaching, such as Game. According to El-Shamy (2001, p.29) explains that game is one of the good and effective methods in learning vocabulary.

There are three previous studies related to this research. For example, the first study was by Kurniawaty (2011) who investigated student's vocabulary mastery through mind mapping strategy. The researcher found there were many students still feel so hard to memorize new vocabulary, it is because teacher still uses a usual method for teaching vocabulary, therefore, in her research, she wants to apply different technique in teaching vocabulary through mind-mapping strategy. Additionally, tests consist of pre-test and post-test are used by the researcher in order to find out the improvement of students' vocabulary. This research split in two cycles,

each cycle is divided into four procedures. Those are planning, action, observation and reflection. Furthermore, the result revealed that the procedure was implemented clearly in the research. The procedures were started from the center of white paper, used image and colors, connected the branches, used curved line, added one keyword in each line, and completed with images. Therefore, both result of pre-test and post-test were used to find out the improvement of students' vocabulary mastery. It was indicated through improvement in the mean score of each cycle. The result of each mean score of pretest is; test I was 54 and test II was 65, 6. Further, the mean score of post-tests I was 56, 33, while, the result of post-test II was 76, 66.

The second study was from Parwati (2019) which examined Students Ability in Writing Descriptive Text by Using Four – Phase Technique. This study aimed to know the student's improvement after got the treatment of four – phase technique. The sample of this research was the students of Tapa junior high school at VIII 3 class. The results show that students have significance improvement after got the treatment of four – phase technique. The result of hypothesis verification, it is found that $T_{count} = 20.78$ at the level of significance ($\alpha = 0.05$) and degree of freedom ($df = 23 - 1 = 22$). Then, it is found that $T_{table} = 2.074$, it can be concluded that four – phase technique can increase students' ability in writing descriptive text, because based on the criteria above shows that t_{count} is more than t_{table} 20.78 2.074.

The third study was from Yusuf, Mustafa and Alqinda (2017), which looked at the use of spelling Bee Game in teaching vocabulary To Junior High School Students"). In this study it was found that the teachers used specific strategy in teaching vocabulary seldomly. This based on the preliminary observation at a junior high school in Banda Aceh. Therefore, they use this chance to do research about it by applying Spelling Bee game in teaching vocabulary. The sample of this research was the students in the seventh-grade divide into one group of pre-test and post-test design. In order to obtain the data, before and after treatment was implemented as the pre-test and post-test using vocabulary test items. However, the results revealed that the average post-test score is higher than the pre-test score where post test score is 88.76 and the pretest score is 62.52. Thus, the difference is 26.24 for both of the score tests. Moreover, t-test also conveyed that $t\text{-score} > t\text{-table}$ or $10.826 > 1.71$ with the level of significance is at 0.05 and the degree of freedom (df) 24. In consequence, this can be seen that the alternative hypothesis is accepted and the null hypothesis is rejected. Based on that research showed as suggestion is Spelling Bee game can improve students' vocabulary. Therefore, Spelling Bee game is recommended as among the effective strategies in teaching English vocabulary for elf students.

Based on the explanation above, those three researchers have similarities and differences with this research. Those three researchers are Ita Kurniawati, Nadi Parwati, and Yunisrini. The research's similarity is that the object, and the method used by the researcher is it the students in junior high school, especially in the grade seven, and those researchers are using the quantitative method. Especially pre-experimental design that consist of pretest, treatment, and posttest. while the differences between those researches with this research are the technique, and the game used by the researcher and also the result of the research.

To increase students' vocabulary, teachers can use games in teaching. Games can make students more interested in enjoying learning English, instead of stressing about the unfamiliar grammatical structure's students have to learn. There are many kinds of games that can be used in language learning such as, guessing games, search games, matching games, matching-up games, exchanging games, exchanging and collecting games, arranging games, board games and card games, and puzzle solving, and Fly Swatter game. Games should be used at all stages of lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall materials in a pleasant, entertaining way. In this study, the researcher wants to apply Fly Swatter Game because the character of the game is suitable to enrich student's vocabulary. Rezkiah & Amri (2013) state that Fly Swatter game is a vocabulary game that makes students swat a word on the whiteboard based on the instruction from the teachers. Rezkiah & Amri (2013) also state, "Fly Swatter Game is a kind of activity that the

students do in the classroom by using Fly Swatter, and the students use it to hit the word in the whiteboard that teacher says before”. In Indonesia, it is called “alat pemukul alat”.

Based on that explanation, the researcher conduct this research with the title: “*The using of fly swatter game technique in teaching English vocabulary at SMP Negeri 03 Paguyaman*” Based on the background above, the researcher formulates the problems as follow: Can Fly Swatter game significantly enhance the student’s competence in mastery vocabulary? The objective of this research is to figure out whether the game of Fly Swatter can significantly enhance the student’s vocabulary mastery or not? This research is limited to the application of the game “Fly Swatter” and the vocabulary is focused on mastering adjective and noun class

LITERATURE REVIEW

FLY SWATTER GAME

Fly swatter game included in an interesting activity for students because the concept is make students can learn through playing. Fly swatter is an object that is used for killing flies. This is consisted of a flat piece of plastic etc., on a long handle. Furthermore, fly swatter game offering chance to the students have to game where they can get the word on the blackboard or whiteboard by following the teacher’s instruction. Indeed, fly swatter is a game device in order to kill insects.

PROCEDURE OF USING FLY SWATTER GAME

There are numerous ways in teaching new word, also teacher needs to learn a variety of different techniques. The reason is because of some methods can work better with certain type of words than others. Further, there are some procedures in this game that must be followed.

1. Students complete each other in order to hit the word by fly swatter.
2. Two students stand in front of the class and opposing each other.
3. Students listen to what word the teacher says carefully
4. After the students listen to the word said by teacher, the students face the white board and find the word.
5. The students hit the word
6. After they have hit the word, they spell it in front of their friends.
7. Teacher knows their winner by listening to the first sound of their friends

The game became a competition where students compete each other in order to win the game. However, in the third round, the students will divide into group and work as team to try to win the game. Students will divide into two or three groups. Every group is giving a fly swatter by teacher.

TEACHING IMPLEMENTATION OF FLY SWATTER GAME

The use of Fly swatter game can increase students’ vocabulary in teaching process used by the teacher. In this case, this research focused on junior high school these the objects are students who are in the first grade. The implementation of using fly swatter game is divided into three steps; those are pre-teaching activity, whilst teaching activity, and post teaching activity.

PRE-TEACHING ACTIVITY

The teaching learning process in class, at the beginning these activities are done. This activity is used to attract students' interest and motivate them ready to learn. In pre-teaching, there are several activities that will be followed.

- a. Teacher is introducing and doing brainstorming about the topic. It helps student to consider what they have known about the topic and present some vocabulary. There are several ways that can be used in introducing the topic.
- b. The teacher is asking some question about the vocabularies that student knows to check students' background of knowledge. Then, the teacher tells the students that they will play a game. But before starting the game, the teacher has to tell the procedures of the game. Finally, the teacher gives an explanation about the rule of the game that must be followed by students. The rules of this game are as follows.
- c. The students should not hit other students by fly swatter
- d. The students should not throw the fly swatter to anyone.
- e. The students should not "block" other players with their arm or body to prevent them from getting at a word.

WHILST TEACHING ACTIVITY

In this stage, the teacher doing rechecks activities in students' readiness. Further, these activities are important to apply before start the game. After students are ready, teacher starts to lead them into the game. Next, is the game is played for 30 minutes. There are several important points that should be paid attention along with the game.

- a. Teacher's role is to establish the success of playing this game. In this game, teacher acted as an instructor and leader.
- b. Student's role in this game is as the objects of learning, which means the students should follow each instruction that related to the game giving by their teacher. Also, the students play the game based on the rules managed by teacher. However, all students should participate in the game through expressing the vocabulary they have and also pay attention to their friend's performance in the game. During the game, students should keep the situation under control during game.

POST TEACHING ACTIVITY

In the post teaching activities, teacher gives the student exercises that should be done by the students individually. For instance, writing words as many as possible, that including the meaning of words itself based on certain the clues that given by the teacher. Furthermore, the necessary of this activity is to check students understanding of the vocabulary that they acquired during the game.

THE ADVANTAGES OF USING FLY SWATTER GAMES

According to Rezkiah (2013, p. 241), there are some advantages of using fly swatter games for student vocabulary mastery. The advantages included:

1. It does not use a monotonous activity
2. It is fun for student

3. It helps them learn and acquire new word easily
4. It involves friendly competition and keeps student's interest
5. It serves students to learn pronouncing and spelling words
6. The students more active than teacher

THE DISADVANTAGES OF USING FLY SWATTER GAME

There are some disadvantages of using this fly swatter game for student vocabulary mastery. The disadvantages included:

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

METHOD

This study was conducted at SMP Negeri 3 Paguyaman. this school had 180 students in total, which cover six classes. They were class VII.A, VII.B, VIII.A, VIII.B, IX.A, and IX.B. Moreover, the sample of this research was class VII.B. There were 19 students in this class, and they were divided into 10 female and 9 males. Those students are in the academic years of 2020/2021.

This research was purely quantitative method in the form of pre- experimental design. In this study, the writer used pre-experimental as the method to find out the significance increasing of using variable X (Fly Swatter Game) towards variable Y (students' vocabulary). The writer only used one class and had given pre-test and post-test for students.

The technique for collecting the data in this study was quantitative data. In collecting the data, the researcher delivered an objective test, namely matching test and multiple choices. The total of item test was forty that consisted of twenty for matching test and twenty for multiple choice tests. The testing of validity & reliability was done for getting the quality of the test form. It was given to the students of class VII A who did not get the treatment.

Then, in analyzing the data the researcher analyzed student's individual score of pre – test and post – test by using scoring rubric, after analyzing students pre and post test score by using T – Test formula by Arikunto (2009 p.325). After gathering the data from the paired sample T, the t-test result would be analyzed through the examining criteria as follows:

$H_0 =$ Fly Swatter Game cannot enrich students' vocabulary. $H_1 =$ Fly Swatter Game can enrich students' vocabulary H_0 will be accepted if $t_{count} \leq t_{table}$ H_1 will be accepted if $t_{count} \geq t_{table}$.

RESULTS AND DISCUSSION

Before analyzing all the data, the writer did a normality test to see if in a t-test model have a normal distribution or not. A good t-test model is the one who has a normal distribution or which is close to normal.

Table 6 The Result of Normality Counting

N	PRE-TEST	POST-TEST	LTABEL
19	0.2021	0.0958	0.235

It can be concluded that the data are normal distribution.

Because based on the criteria above, it showed that $L_0 \leq L_{table}$ in pre – test, and post – test data. In pre - test $L_0 \leq L_{table}$ or $0.2021 \leq 0.235$ pre – test data is normal distribution. In post – test $L_0 \leq L_{table}$ or $0.0958 \leq 0.235$ post – test data are normally distributed. Both of the data are normal

Based on the explanation in chapter two, vocabulary is one of the elements in creating sentences. It is a very crucial component to mastering the four skills. In this research there are two kinds of vocabulary that was used by the researcher, it was noun and adjective class. Those kinds of vocabulary has an important role in building a sentence especially in learning descriptive text. Further, descriptive text is the text that intended to describe person, place or thing particularly. The generic structure of the text is divided into two description and identification. Besides the generic structure of descriptive test also has language features that the writer should be master. Language features in descriptive text are, apply for specific participants, written in present tense, use linking verb, use adjectives, and use material and relational process. From this statement above the researcher

Interestingly, in the pre-test many students still got low scores in answering 40 items of test, there were 4 students who were only able to answer 9-11 questions correctly, and the average score in percentage of pre – test 40 %. If the students’ ability is in the level of 0-49% is categorized that student competence in composing vocabulary is poor level categorization. According to Harris (1969). This was because students lacked of vocabulary knowledge and most of the students only memorized and remembered the English without understanding the meaning it self.

It was proved by the result of the treatment in the first and second meeting the students were still afraid to answer my questions and some other students also did not know about the descriptive text, it is proved by the questions asked by the researcher about what is descriptive text, the example and etc. and no one answered or almost all students just keep quiet when the researcher taught.

In the third and fourth meeting the students respond was good because when the researcher asks the students to call out all noun vocabulary that the students know in English. the students’ responses were around 4 until 7 students can mention noun vocabulary such as pen, book, car, pencil, etc., the rest only mentions animals such as cow, cat and etc., while the other students can only listen and silent. Furthermore, the researcher asks the students to play fly swatter game and prepare several pictures which were related to nouns around the classroom, such as windows, doors, blackboards, uniforms, hats, and many more. In that situation, the students looked very excited and wrote down the vocabulary that the researcher mentioned. After that, the researcher added other noun vocabulary words inside and outside the school so that students could get more vocabulary. In the fifth and sixth meeting the students looked very excited and wrote down all adjective vocabulary that the students already know, they help each other to fix their friends’ mistakes.

SOME PROBLEMS WHICH THE RESEARCHER GOT IN SEVERAL MEETINGS WHEN APPLIED THE GAME

First, the researcher needs a long time to apply “Fly Swatter” game as the treatment in learning process. Therefore, to make the time effective and to avoid the wasting time, the researcher divided the students into four groups. The researcher divided into four groups because it could be covered in the time of learning process. It is suitable with Nasution (2017) by using group students will have a discussion, active, and they will have participation in the class.

Second, the researcher also found some problems in the class such as there are some students who are more active in the class, therefore it makes other students feel disturbed in learning process and there are some students who did not want to work with group. To solve the problems, the researcher managed the class by changing the position of their groups and change the member of their groups in order to make them enjoy working together with their groups. It is supported by Iqbal (2018) who said that classroom management is the significant thing in learning process because it influences the result of learning.

Third, the researcher found a problem that there are some students who feel difficult to memorize the words in several meetings. To solve this problem, the researcher asks the students to write the word which is difficult to memorize in their book and they should memorize the words in the next meeting.

SEVERAL FACTORS THAT LED TO THE SUCCESS OF THIS STUDY BY USING FLY SWATTER GAME IT IS INCLUDED

CHANGE THE SITUATION IN CLASSROOM

By applying this game, it could change the situation in the classroom became more fun, enjoyable, and interesting in learning the material. When the student’s feel enjoys in learning, it will motivate them, especially in learning English. It could be seen in treatment section when the researcher applied the game in treatment section in every meeting, the students were feeling happy and raising to be the winner when playing the game. It is supported by Brewster and Ellis (2002 as cited in Zulaikha. 2018. p.2) who said that game is very fun, interesting and can help students to increase their language skills. Besides, games also can make students more interested in enjoying learning English, instead of stressing about the unfamiliar grammatical structures.

PRACTICE STUDENTS’ SOCIAL DEVELOPMENT

The result of this study found that students could practice their social development because the researcher divided them into four groups to play the game. When they have good social development, it will help them have good communication, interaction, and help them in the learning process especially increasing their vocabulary. It can be seen from treatment section, in every meeting, they can learn how to work together, help each other, share knowledge, and help to fix their mistake. It was supported by Kurnia (2011) that argue “social development helps the people communicate with each other, strong cooperation, and learning language”

RESPONSIBLE FOR THEMSELVES

The result of this research found that students could be responsible for themselves, because in this game, all of the students are obligated to play this game one by one. Besides they should also learn about how to build their self-confidence for presenting their result of the game, for example, the students who are the winner must explain what was the meaning of the picture in front of the class and it will practice their bravery. When the students feel confident, it will help them in learning especially learning language. It is also supported by Challa (2015) argue that self-confidence is very important for language learner, and it helps students to enjoy the process of

learning and encourages the interest of the students to learn language.

After receive some treatments by using fly swatter game as a media during the sixth meeting, the students have showed the significance improvement on their test. The average score in percentage of post – test 95 %. If the students’ ability is in the level of 80-100% is categorized that student competence in composing vocabulary is excellent level categorization According to Harris (1969). It is proved by the results of the pre and posttest show that the increase from pretest into posttest was very significant from 40% to 95%, the total increases was around 55% the result is clearly different.

It can be concluded that Fly swatter game can increase students’ ability in vocabulary because based on the criteria t_{count} is more than t_{table} or $t_{\text{count}} (19,44) \geq t_{\text{table}} (2,101)$. Based on the data above it can be said that “fly swatter game can increase students’ ability in vocabulary”

CONCLUSION

Based on the findings, it can be concluded that the improvement of student’s ability in vocabulary can be seen from the increasing students mean score, from 18 in the pre – test data and 35 in the post – test data. The implementation of Fly Swatter game that was applied in the process of teaching descriptive text is working effectively. The implementation of fly swatter game is found as an effective way to help teacher teaching the students in order to improve their vocabulary knowledge. The situation in the classroom become more fun, enjoyable, and interesting in learning the material, it can be proven from the result of pre – test from 40% become 95% in post – test. The part fly swatter game, such as, each representative from the group will get the same opportunities to play the game. This is very good for building students courage in making students be responsible for them self, the researcher prepares some pictures about vocabulary noun, and adjective that the students have learned, this is very good for stimulating students memory, the researcher tells a short story consisting of the word vocabulary this steps is good for testing students attention and focus, and the students hit

The picture and spell in front of the class. This step is really helpful for friend who forgot and have no idea about the word itself, the students will know and be able to remember a word and its meaning. Using “Fly Swatter” game in the process of learning can enrich students’ vocabulary but totally not caused by “Fly Swatter” game because, in this research, the researchers asked the students to write the words that they get from the game, memorized the words, and also practice the pronunciation of words with the researcher. This game is only a reference for the students to learn vocabulary. Therefore, the researcher agrees that “Fly Swatter” game can be used as a media to help students learn language, especially vocabulary

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