The Fly Swatter Game to Enrich Student’s Vocabulary

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ABSTRACT

Learning vocabulary is one of the most important things in learning English. Most of students still get the difficulties in learning vocabulary. They felt hard in memorizing vocabulary and they felt bored when learning vocabulary. The objective is to increase the learners’ vocabulary in mastering English language. Fly swatter game is one of the game that can use in learning English and can make the students creative and active in getting the new vocabulary by teacher instruction. Therefore, the students can implement the words that they have gotten in their speaking, writing, reading and listening. They can express their own idea when they want to speak with other, they can write their idea in writing, they can understand the meaning from the text and they can listen the speakers say something.

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INTRODUCTION

The globalization era has caused no distance among countries in the world. People decide an international language to overcome the communication problems when people different countries with different language meet in some occasions. English is an international language, which is very important and has many interrelationships with various aspect of life owned by human being in Indonesia. English taught formally from elementary school up to the university level. There are four skills that should be mastered in learning English, they are: listening, speaking, reading, and writing skills. Mastering English is not only for these four skills, but also a component of the language itself that is vocabulary. Richards states that vocabulary is a core component of language proficiency and provides some basics for how well learners can speak, listen, read and write. In addition, he also says that to master language skills, the first thing that should be learned and known is vocabulary. Without vocabulary, students cannot understand and speak English well because they do not know the meaning of the words. That is why learning and memorizing vocabulary are very important to be taught from an early age.

According to Setiyadi, vocabulary seems to be the heart of foreign language learning. Vocabulary is very essential part in learning language, because to be able to master a language we automatically have to master its vocabulary. According to Aitchison, vocabulary is a set of words known to a person or other entity, or that are part of a specific language. It would be impossible to learn a language without words or vocabularies support it.

It showed that people can do nothing in communication if they do not know the word or vocabulary. Nation said that without grammar little thing could be convey, without vocabulary nothing can be convey. It can be concluded that no knowledge of vocabulary, it is extremely hard to communicate.

One of game that can enrich the students’ ability in learning vocabulary was English fly swatter game. Fly swatter game is a game where the students have to get the word in the whiteboard by using the teacher’s instruction. Ideally if the students could play many games in English their vocabulary mastery would be up and can make the students easier in learning vocabulary. It could be seen from less vocabulary that they had memorized and they was not able to mentioned the meaning of simple vocabulary.

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EXPLANATION

A. Description of Vocabulary

1. Definition of Vocabulary

In learning a new language, first thing, we hoped to have some vocabulary caused that was an important element in the language. Moreover, we needed to understand every word in the text. Harmer stated that, the vocabulary hold the important roles: the important role as provider of organs and flesh, while language structure makes up the skeleton of language. Meanwhile, the word of vocabulary had many meanings. Many definitions could be found from some experts, but the researcher only chose several of them which were important to be discussed. Lines defined vocabulary is “the collection of words that an individual’s knows”. It means vocabulary as the number of words that people already know which is used for communication. Vocabulary is one of the language aspects that are supposed to be learned when learning a language since there is a belief that learning a foreign language is similar to learn its vocabulary. Ghazal stated that words are perceived as the building blocks upon which knowledge of the second language could be built. According to Jack C. Richards “vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to”.

According to Alqahtani, vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning. Then, Hiebert and Kamil state that, vocabulary is not a developmental skill or one that can ever be seen as fully mastered. However, Swan and Walter as cited in thormbury wrote that, vocabulary acquisition is the largest and most important task facing the language learner. So, getting much vocabulary is better because they will have a stronger base in learning. Besides that, Stahl stated, vocabulary knowledge was the knowledge of a word not only implies a definition, but also implies how that word fits into the world. As said by Brown, the vocabulary knowledge is necessary for text comprehension is generally accepted. In addition, it is widely accepted that vocabulary knowledge entails receptive and productive knowledge. The former refers to the ability to understand a word while reading or listening, whereas the latter involves the ability to use a word in speaking or writing. Based on the definitions above, it could be concluded that vocabulary knowledge is a knowledge or ability to understand the word that includes the definition, form and also its use in speaking, writing, listening, reading and so forth.

2. The Kinds of Vocabulary

Vocabulary was one of the most components of language and one of the first things applied linguist turned it attention too. Teaching Vocabulary was part of English teaching. The power of vocabulary would facilitate speaking, listening, writing and reading skills. There are many classifications made by experts about kinds of vocabulary based on many aspects. Vocabulary can be classified as receptive or productive. Receptive is words that we understand when others use them. Besides, productive is words that we use themselves. Furthermore, Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. Then, Haycraf, quoted by Hatch and Brown, indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. First, receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use in speaking and writing. Second, productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. It means that when expressing the idea on our minds by orally or written, the words that used on it called as productive vocabulary. But when hearing some idea from others, the words that used on it called as receptive vocabulary.

Moreover, Read divided vocabulary into two groups, they were:

a. Function words: words of kind articles, prepositions, pronouns, conjunctions, auxiliaries, etc. They are seen as belonging more to the grammar of the language than to its vocabulary. They have little meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on.
b. Content words: it includes nouns, verbs, adjectives and adverbs. They have full meaning in isolation.

3. The Purpose of Vocabulary

According to Nation, the purpose of the vocabulary component of a course will increase learners’ usable vocabulary size and to help learners gain effective control of a range of vocabulary learning and coping strategies. “Usable” vocabulary size implies that learners need to not only increase the vocabulary they know but also develop the fluency and skill with which they can use that vocabulary in the relevant language skills of listening, speaking, reading, and writing. Similarly, “effective control” of strategies implies that learners need to only learn appropriate strategies but be confident and fluent in their use.

The purposes of vocabulary learning according to Nation are:

a. Learners should know what vocabulary to learn, what to learn about it, how to learn it, how to put it to use and how to see how well it has been learned and used.

b. Learners should continue to increase their vocabulary size and enrich the words they already know.

c. Learners should use word frequency and personal need to determine what vocabulary should be learned.

d. Learners should be aware of what it is involved in knowing a word and should be able to find that information about particular words.

e. Learners should be familiar with the general language systems that lie behind vocabulary use.

f. Learners should know how to make the most effective use of direct, the contextualized learning procedures.

g. Vocabulary learning needs to operate across the four strands of meaning-focused input, language-focused learning, meaning-focused output and fluency development.

h. Learners should be aware of, and excited by their progress in vocabulary learning.

4. The Importance of Vocabulary

There are some experts who state the importance of having many vocabularies. According to Wilkins as cited in Thornbury, without grammar very little can be conveyed, however without vocabulary nothing can be conveyed. It means that vocabulary is important because without sufficient vocabulary students cannot understand others or express their own ideas. In the other hand Dellar as cited in Thornbury also stated that, spending most of the time to study grammar English will not improve very much. The most improvement is learning more words and expressions.

Then, the researchers such as Laufer and Nation, Maximo, Read, Gu, Marion and Nation as cited in Alqahtani have realized that the acquisition of vocabulary is essential for successful second language use and has an important role in the formation of complete spoken and written texts. It could be concluded that, vocabulary was very important in language learning, when we mastered vocabulary we could communicate effective or express our idea and we would have a stronger base in learning.

5. The Mastery of Vocabulary

There are some definitions of mastery. According to Longman, the word “mastering” is derived from the word “master”, which means that to become skilled or proficient in the use. Mastery is complete control or power over someone or something; through understanding or great skill. According to Butterfield, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is a philosophically based approach to design of classroom environments that is currently creating controversy in the educational research and development community. So mastery is related one’s ability, skill, knowledge, proficiency, understanding capacity. Vocabulary mastery is competence to know words and meaning. The students are not only hoped to know the words but also their meaning. It is the duty of the teacher to select with what words are suitable to be taught to the students, so the students will learn more easily. Based on the explanation above, it comes to the conclusion that mastery is complete control or power, skills or comprehensive knowledge. Mastery of vocabulary needed to be measured to knew how much vocabularies mastery of the students. Based on the explanation above, the researcher could be conclude that vocabulary was all the words or stock of words.

6. The Source of Vocabulary

To improve vocabulary, we must know, where the source of vocabulary comes from is. Source vocabulary could be found in student life in daily activities. It agreed with Thornbury he claimed that the sources of vocabulary consist list of words, course books, vocabulary book, and the teacher. They are explained below:
a. List of words
List of words means set of words that have been selected for active study. Thornbury added that many students quite like learning words from list. The reason is that it is very economical and large number of words can be learned in a relatively short time.

b. Course books
Coursebook means the students’ book for exercise. From the exercise, the students can get many vocabularies. Thornbury stated that coursebook must present the set in such way to reduce the confusion. It is not only about the similarities of words in set, but also the differences words in set.

c. Vocabulary book
There is a wide selection of supplementary vocabulary books now available. This reflects the revival of interest in vocabulary teaching. Sometimes, vocabulary books are targeted at specific needs, such as business or technical English, or designed as preparation for public examination. There are many books at vocabulary development, such as phrase book and word formation.

d. The teacher
Learners often pick up a lot of incidental language from their teacher, especially words and phrases associated during the teaching and learning process. Thornbury added that the teacher’s own stories can also serve as vehicle for vocabulary input.

B. The Description of Fly Swatter Game

1. The Definition of Fly Swatter Game
A fly swatter is an instrument used to kill flies. It consists of a small square piece of material or mesh which is on the end of a short flexible stick. Fly swatter is a game that need student’s ability to get the word in the whiteboard by using the teacher’s instruction. In this game, the students are encourage to be active and creative in finding words. According to Macmillan Dictionary as cited in Lubis stated, fly swatter game is the interesting activity for students because they can learn through playing. Fly Swatter is an object used for killing flies that consist of a flat piece of plastic etch on a long handle. Silaban & Refika stated, fly swatter game is a game where the students have to get the word in the whiteboard by using the teacher’s instruction. This game helped the students to improve their sight-word dictionary and it could be a very valuable tool. Based on the explanation above, it can be concluded that the fly swatter game is a game that used to kill flies in whiteboard based on the teacher’s instruction.

2. The Procedures of using fly swatter game
There are many ways of teaching new words and teachers need to learn a variety of techniques, because some methods will work better with certain type of words than others. Actually, in this game there are some procedures that must be followed:

a. Students will complete 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 the word after they listen to the word said by teacher.
e. The students hit the word.
f. After they have hit the word, they spell it in front of their friends.
g. Teacher knows their winner by listen the first sound of fly swatter.

This game had three rounds. First and second rounds had the same activity. Every student competed to win the game. But in the third round, the students worked in group and tried to win the game together. Students divided into two or three groups. Every group was given a fly swatter by teacher. According to Haring and Kisdobos, in this game there are some procedures based on three rounds. The first round has some procedures:

a. Divide the class into 8 groups.
b. Give one person from each group a different color flyswatter.
c. Four students stand in front of the class and face their friends.
d. Students listen to what the teacher says carefully.
e. The teacher say a phrase in English.
f. Students may face the whiteboard and find the word after they listen to the phrase said by teacher.
g. The one who touches it first with the fly swatter and spell it, gets the point and become the winner.

h. The teacher do this until every person on each team has been at the board once.
   The second round, the teacher used the same words on the board with instruction:

a. The teacher pairs the students up differently so that they are competing against a different person from the opposite team.

b. This time the teacher say the word in the students native language and they have to find the English.

c. The one who touches it first with the fly swatter and spell it, gets the point and become the winner.

d. The teacher make sure every student has a chance at the board.
   For the third round, the teacher will give clues such as:

a. Find something you can sit on (when we did items in a room).

b. Find something that you can wear on your feet (when we did clothing).

c. Find a male teacher (when we did jobs words).

d. Find something you usually do indoors (when we had activity verbs).

e. If students touch a word that’s plausible and spell it, gets the point and become the winner.

f. For each round, the teacher makes sure every student has a chance at the board.

After playing fly swatter game, the teacher gave the exercises. Students did the exercises individually. It could be by writing words as many as possible including the meaning of words based on a certain clues given by the teacher. This activity was necessary in order to checked students understanding about the vocabulary that they acquire during the game.

**CONCLUSION**

Vocabulary is the words have to master by learners in learning English in four skill there are writing, speaking, reading and listening, because without know vocabulary the students cannot understand how to know the meaning from the text, they cannot write their idea, cannot express their own ideas and they cannot listen the speakers talk. Vocabulary divide in two types; first, receptive vocabulary is the words that students know and grasp when they read the text, but which they cannot produce. It means vocabulary that students obtain when they find in reading text but do not use in speaking and writing. Second, productive vocabulary is the words that the students recognize and can pronounce correctly and use in speaking and writing. It means the learners can practice the words that they have known and they can use it’s in speaking, writing, reading and listening by expressing their idea. When learners Express their idea by orally or written. It is called as productive vocabulary. By hearing some opinions from others. It is called as receptive vocabulary. To enrich the learners’ vocabulary has some games that can use. One of can use Fly Swatter game. Fly swatter is a game that need student’s ability to get the word in the whiteboard by using the teacher’s instruction. In this game, the students are encourage to be active and creative in finding words.

Fly Swatter game is a vocabulary game where the students have to swat a word on the whiteboard based on the teacher’s instruction. The use of fly swatter game improved students’ vocabulary mastery. The improvement was quite significant. It was reflected from the students’ attitude during teaching learning process. The students become more active, excited, and responsive to the presented materials. Although the technique of fly swatter game brings the positive progress, the classroom would be a chaos if the teacher cannot manage them well.

**REFERENCES**


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