Improving The Students’ Vocabulary Mastery By Using Fly Swatter Game At The Tenth Grade Of Sma Negeri 1 Gunungsitoli Idanoi In 2022/2023

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Abstract

In learning English, the first thing that must be learned is vocabulary. This means that learning vocabulary is very important, especially for students in high school. Based on the researcher observations at the tenth grade, the technique used in learning is monotonous which makes students tend to get bored so that student participation in class is lacking. The vocabulary problem must be solved, because it can make it difficult for students to continue to the next level or class. Also students may have low motivation in learning English because they feel English is difficult. The objectives of the researcher is to improve students vocabulary mastery by using Fly Swatter Game. Based on the identification of the problems above, the researcher wants to overcome the problems of the students in English vocabulary mastery. In this research, the researcher use Classroom Action Research as a research design that was held in two cycles. The subject of the research was the students of X-IPS 1 which consist of 23 students. In this research, the instrument are evaluation sheet and observation sheet. From the result of each cycle, it shown that; in Cycle I, there was not students’ value which could be classified in “good level”, there were 3 students’ value (13,04%) in “enough level”, there were 3 students’ (13,04%) in “enough level”, there were 7 students’ value (30,43%) in “less level”, there was 10 students’ value (43,47%) in “fail level”. The average of the students’ value was 46,3. It showed that Cycle I was not successful, so this research has continued to the next cycle after revising the plan based on the weaknesses in cycle I. The result of Cycle II research showed that there was not students’ (0%) values classified in the “enough”, “less” and “fail level.” There were 8 students’ values (34,77%) in the “good level”, and 15 students’ values (65,21%) in the “very good level”. The average value of the students’ was 86,5. Based on the result above the researcher concludes that Fly Swatter Game could be done in teaching vocabulary and could improve the students’ ability in mastering vocabulary.

Keywords: Fly Swatter Game, Vocabulary Mastery

Abstrak

Dalam belajar bahasa Inggris, hal pertama yang harus dipelajari adalah kosakata. Artinya, mempelajari kosakata sangatlah penting khususnya bagi siswa di bangku SMA. Berdasarkan observasi peneliti pada kelas X, teknik yang digunakan dalam pembelajaran bersifat monoton yang membuat siswa cenderung bosan sehingga partisipasi siswa dalam kelas kurang. Masalah kosa kata harus diseleksikan, karena dapat menyulitkan siswa untuk melanjutkan ke jenjang atau kelas berikutnya. Selain itu siswa mungkin mempunyai motivasi yang rendah dalam belajar bahasa Inggris karena mereka merasa bahasa Inggris itu sulit. Tujuan peneliti adalah untuk meningkatkan penguasaan kosakata siswa dengan menggunakan Permainan Pemukul Terbang. Berdasarkan identifikasi masalah di atas, peneliti ingin mengatasi permasalahan siswa dalam penguasaan kosakata bahasa Inggris. Dalam penelitian ini peneliti menggunakan Penelitian Tindakan Kelas sebagai desain penelitian yang dilaksanakan dalam dua siklus. Subyek penelitian ini adalah siswa kelas X-IPS 1 yang berjumlah 23 siswa. Dalam penelitian ini instrumen yang digunakan adalah lembar evaluasi dan lembar observasi. Dari hasil setiap siklus menunjukkan bahwa; pada Siklus I, tidak ada nilai siswa yang tergolong “baik”, nilai siswa sebanyak 3 orang (13,04%) dalam kategori “baik”, nilai siswa sebanyak 3 orang (13,04%) dalam kategori “cukup”, terdapat 7 nilai siswa (30,43%) pada “tingkat kurang”, terdapat 10 nilai siswa (43,47%) pada “tingkat gagal”. Rata-rata nilai siswa adalah 46,3. Hal ini menunjukkan bahwa Siklus I belum berhasil, sehingga penelitian ini dilanjutkan ke siklus berikutnya setelah merevisi rencana berdasarkan kelemahan yang ada pada siklus I. Hasil penelitian Siklus II menunjukkan tidak adanya nilai siswa (0%) diklasifikasikan dalam “cukup”, “kurang” dan “tingkat kegagalan.” Terdapat 8 nilai siswa (34,77%) yang berada pada “tingkat baik”, dan 15 nilai siswa (65,21%) yang berada pada “tingkat sangat baik”. Nilai rata-rata siswa adalah 86,5. Berdasarkan hasil ini atas peneliti menyimpulkan bahwa Permainan Pemukul Terbang dapat dilakukan dalam pengajaran kosakata dan dapat meningkatkan kemampuan siswa dalam penguasaan kosakata.

Kata Kunci: Game Pemukul Terbang, Penguasaan Kosakata
INTRODUCTION

Vocabulary is an important language component and will not be able to escape in learning English. According to Juhendi (2011) cited in Syahrir et al., (2018), stated that “vocabulary is a vital aspect of language because it appears in every skill of language including listening, speaking, reading and writing skills”. These skills are supported by four components such as grammar, vocabulary, spelling and pronunciation. The students cannot learned these skills easily and correctly without studying seriously and using the right teaching techniques from the teacher.

According to Soedjito in Labib (2016) cited in Pujiana et al., (2018),” The vocabulary was all the words contained in a language, the world wealth owned of words owned by a speaker or writer, the word used in a field of science, and a lists of words arranged like a dictionary accompanied by brief and practical explanations. If a person has a small vocabulary, it will be difficult to listen, speak, read and write”. It means that vocabulary is very important, not only to build up our words but also supporting the four skills in a language especially in reading skill to be mastered. In order that the students can communicate in English well, specifically in reading by mastering vocabulary fluently.

In learning English, the first thing that must be learned was vocabulary. This meant that learning vocabulary was very important, especially for students in high school. In addition, actually vocabulary was more than grammar, it is the key for students to understand what they heard and read, and successfully communicate with others. For a teacher it is not easy to make students interested and understood what was conveyed, especially for English teachers. For this reason, a teacher must be able to make learning activities interesting for students. Teachers expected to be able to use unique and interesting teaching techniques because an interesting class encourage students' interest in learning, especially English. With interesting teaching techniques it is hoped that students not felt bored to memorize vocabulary in English.

In syllabus of 2013 curriculum at the tenth grade of SMA N 1 Gunungsitoli Idanoi, core competence expect students to understand, apply, conceptual, procedural, and metacognitive based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply procedural knowledge in the field of study specific according to their talents and interests to solve problems. Meanwhile, basic competence expects students to be able to capturing meaning contextually related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings. While the Minimum Competence Criterion (MCC) of English subject that has been determined by the school
is 65. The student should be able to pass the MCC as the indicator of the students’ success in learning. So the students of the tenth grade could be said successful in writing ability if the students could get at least 65.

Based on the researcher observations at tenth grade, the researcher found some problems from students such as students not being able to communicate well with each other when using English, they also had difficulty reading texts in English. It is difficult for them to remember English words and they were not interested in learning English, besides that students lack motivation in the teaching and learning process, students are embarrassed in learning English for fear of making mistakes. This was caused by the limited vocabulary of students in learning English. In addition, the teacher did not used media in the teaching and learning process which made students lazy to learn English. The technique used in monotonous learning made students tend to get bored so that student participation in class was lacking.

The vocabulary problem must be solved, because it could make it difficult for students to continue to the next level or class. Also students might have low motivation in learning English because they feel English was difficult. In addition, students experience boredom in English class. By having sufficient vocabulary, students could understood other people and could express their own thoughts. This could be saw from the lack of vocabulary they have and they were not good at pronouncing the meaning of simple vocabulary.

To solve the students’ problem, the researcher must choose the right strategy to improve the students vocabulary. One of the teaching that could motivate students to learn English was the selection of appropriate strategies, such as games. The use of games not only change the dynamics of the class but also helped students learn easily and helped the brain to learn more effectively, more interesting and interactive teachers could create a learning environment, more and more teachers try to introduce more games and activities. Games allow students to work cooperatively, compete with other strategies in different ways, and allowed students to have fun.

One game that can improve students' vocabulary mastery is the fly swatter game. Fly swatter game is one of the English language teaching media that teachers can use to teach and improve students' vocabulary mastery. According to Rezkiah & Amri (2013) cited in Rusdiana et al. (2022), a fly swatter game is a vocabulary game where students have to swat a word on the blackboard based on the teacher's instruction. They further state that the “Fly Swatter Game is a kind of activity that students can do in the classroom, and the students use it to hit the word on the whiteboard that the teacher said before”.

Fly swatter game in the teaching and learning process, is used as an instrument to play games in teaching vocabulary. It is hoped that by playing lots of games in English their vocabulary mastery will improve. The biggest influence in English is the role of the English teacher. With interesting teaching techniques encourage and motivate students to improve their English vocabulary. All
teachers could use different teaching strategies as well as different teaching media so that students could have sufficient vocabulary.

Furthermore, the researcher employs the research method Classroom Action Research (CAR) design because the researcher wanted to improve the students’ vocabulary mastery. Classroom Action Research is a method of finding out what works best in one own classroom so that teacher could improve student learning. Gwynn Mettetal in Nanda et al (2021:13) explain that CAR is a reflective process in which instructors gather empirical data, to improve their teaching practices. Therefore, the researcher concluded that Classroom Action Research is research conducted directly in the classroom to observe and reaching the activities of the learning process carried out. To achieve the target which was stated in syllabus, the school has decided the Minimum Competence Criteria (MCC) that 65 the indicator of students’ success in vocabulary mastery.

Based on the explanation above the researcher liked to carry out the research to solve the students’ problem entitled “Improving The Students’ Vocabulary Mastery By Using Fly Swatter Game At The Tenth Grade Of SMA N 1 Gunungsitoli Idanoi In 2022/2023”.

METHOD

In reaching the purpose of this research, the researcher used Classroom Action Research (CAR). As Wallace in Edge in Puspita (2020) says, “This view of action research suggests that it was a meant whereby teachers could improve their professional action by reflecting on it in a more structured way than would normally the case”. It means that PTK or CAR was a reflective research that is used by the teacher which was its result could be used as an equipment in developing curriculum, developing school, developing students’ achievement and also develop teacher’s teaching ability. Therefore, this research was very useful in teaching – learning process.

In addition, according to Johnson in Puspita (2020), “action research is the process of studying in a real school problem or situation”. It has the goal to improve one’s teaching practice or to enhance the functioning of a school. Furthermore, Johnson also says that action research was a preplanned and systematic observation of one’s teaching practice or teaching situation, and also could be used to bridge the gap between education research and teaching practice.

Based on the theories above, it can be concluded that action research is a kind of research which could help the researcher to overcome or to improve the problems which happen in the classroom. The role of the researcher in action, the researcher becomes facilitator or consultant who acts as a catalyst to assist stakeholders in defining their problems clearly and to support them as they work toward effective solution to the issues that concern them.

Regarding to explanation above, that is why the researcher chooses Classroom Action Research in doing this research because the researcher wants to improve the student’s vocabulary mastery by using fly swatter game. In this research, the researcher and the English teacher made a collaboration and work together in doing this action. In this research, the object that be searched was
Improving the students’ vocabulary mastery by using fly swatter game at the tenth grade of SMA N 1 Gunungsitoli Idanoi in 2022/2023.

Procedure Of The Research

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle.

Setting Of The Research

The location in this research SMA N 1 Gunungsitoli Idanoi. It is located on Jln. Laria Umbu Humene. This total number of the teacher consist of 2 persons, the English teacher consist of two persons and the classes are 11 rooms with 274 students. In this research, the researcher takes the students in class X-IPS 1 that consisted of 23 students as a subject. The researcher choose this class based on the problems.

Subject Of The Research

The subject of this research is the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi especially the tenth grade in class X-IPS 1 which consists of 23 students. The researcher chooses this based on the problems.

Variables Of The Research

1. Independent variable

Independent variable is a variable which functions to influence the other variable. The independent variable in this research was using fly swatter game. Fly swatter game is a game where the students have to get the world in the blackboard by using the teacher’s instruction. The activity start when the teacher say the word, then the students hit the word is the winner. This research be conducted in the tenth grade of SMA N 1 Gunungsitoli Idanoi. The objectives the research is to improving the students’ vocabulary mastery by using fly swatter game.

2. Dependent Variable

Dependent variable is a variable that could be influenced by an independent variable. The dependent in this research was the students’ vocabulary mastery. The improving of the students’ vocabulary mastery could be know after using fly swatter game.

Instrument Of The Research

The instrument of collecting data was used by the researcher to get the data observation by using qualitative data and quantitative data. Qualitative data was the data about the students’ and researcher’s activities and attitudes take place during the teaching-learning process. While quantitative data is the data about the students’ ability in mastering vocabulary by using fly swatter game from the students’ evaluation sheet.
Data Collecting Technique

Data collecting techniques were the ways that be carried out by the researcher to obtain data. In this study, the techniques that be used by researchers in collecting data are observation and test.

Data Analysis Technique

This research used qualitative and quantitative data. After the data have been collected, the researcher analyzed it. The data is sourced from observation sheet, field noted and evaluation sheet. The researcher analyzed it to obtain the valid result of the research. So, to analyze the data, it could be done in two steps, as follows.

1. Analyzing the Qualitative Data

   The qualitative data was obtained from the observation sheet and field noted. The data is analyzed by the researcher base on some phases, as follows:

   a. Reduction of the data

      The researcher evaluated and classified the data based on the information from the observation and must be organized according to the statement of the research. In this step, the researcher categorized and reduced the unuseful data taken from the observation sheet.

   b. Explanation of the data

      All of the data that had been organized must be classified to get the meaning in the table, graphic or narration forms.

   c. Conclusion

      The researcher made the explanation of the data and concluded about the data in the statement of formula form.

      Especially for observation sheet the researcher needed to analyze and evaluate the data through a formula as Winarsunu in Yanuarto and Trisnawati (2021) as follows:

      \[ P = \frac{F}{N} \times 100\% \]

      In which:

      P : Percentage of learning implementation

      F : Number of activities carried out.

      T : Total number activities

      100 : constant number

      The researcher calculated the percentage for each of the data to guarantee whether the teaching-learning process was successful as designed by the researcher in the lesson plan. Furthermore, Nurgiyantoro (2010) asserts that the researcher’s activities are classified in the following scale (%).
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The achievement level of qualitative data

<table>
<thead>
<tr>
<th>Score</th>
<th>Teaching Learning Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%-39%</td>
<td>Fail Level</td>
</tr>
<tr>
<td>40%-59%</td>
<td>Less level</td>
</tr>
<tr>
<td>60%-74%</td>
<td>Enough level</td>
</tr>
<tr>
<td>75%-84%</td>
<td>Good level</td>
</tr>
<tr>
<td>85%-100%</td>
<td>Very good level</td>
</tr>
</tbody>
</table>

1. Analyzing the Quantitative Data

Quantitative data is necessary to analyze for knowing whether the students’ ability in mastering vocabulary through reading skill has been increased or not. The quantitative data is obtained from the evaluation sheet. The evaluation sheet will be analyzed and evaluated by scoring the right answer 1 (one), and the wrong 0 (zero). Than, it is summed up to consult a formula as said by Nurgiyantoro (2010) in Panjaitan (2018) states that percentage degree of ability as follows.

\[
\text{Mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100
\]

After getting the mark, the researcher classified the value according to the degree of ability such as presented below.

The Achievement level of Quantitative Data

<table>
<thead>
<tr>
<th>Score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Very Good</td>
</tr>
<tr>
<td>75-84</td>
<td>Good</td>
</tr>
<tr>
<td>60-74</td>
<td>Enough</td>
</tr>
<tr>
<td>40-59</td>
<td>Less</td>
</tr>
<tr>
<td>0-39</td>
<td>Fail</td>
</tr>
</tbody>
</table>

The formula above are very important a guidelines for the researcher to get the students’ mark in vocabulary mastery by using fly swatter game. The indicator the researcher used determine the students’ success in vocabulary mastery was the Minimum Competence Criterion (MCC) in the school.

RESULT AND DISCUSSION

The Students’ Activities in All Cycles

In the first meeting of Cycle I, the students who had been done the activities were 337 activities (58,61%) from 575 activities and the students who did not do the activities were 238 activities (41,39%) from 575 activities. Furthermore, in the second meeting of Cycle I, the students who had been done the activities were 230 activities (69,27%) from 322 activities and the students who did not do the activities were 102 activities (30,72%) from 322 activities.

In the first meeting of Cycle II, the students who had been done the activities were 507 activities (88,17%) from 575 activities and the students who did not do the activities were 68 activities (11,83%) from 575 activities. Moreover, in the second meeting of Cycle II, the students who had been done the activities were 495 activities (86,76%) from 575 activities and the students who did not do the activities were 70 activities (13,24%) from 575 activities.
done the activities were 322 activities (100%) from 322 activities and the students who did not do the activities were 0 students (0%).

The STUDENTS’ ACTIVITY for ALL CYCLES

<table>
<thead>
<tr>
<th>No.</th>
<th>Cycle</th>
<th>Meeting</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>First</td>
<td>Done</td>
<td>337 of 575</td>
<td>(58,61%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undone</td>
<td>238 of 575</td>
<td>(41,39%)</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>First</td>
<td>Done</td>
<td>507 of 575</td>
<td>(88,17%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undone</td>
<td>68 of 575</td>
<td>(11,83%)</td>
</tr>
</tbody>
</table>

The Researcher’s Activities for All Cycles

In the first meeting of Cycle I, the researcher’s activities that had been done were 14 activities (56%) and there were 11 activities (44%) that was did not do by the researcher. Then, in the second meeting of Cycle I, the researcher’s activities that had been done were 10 activities (71,42%) and there were 4 activities (28,58%) that was did not do by the researcher.

In the first meeting of cycle II, the obtained result of the researcher’s activities that had been done were 21 activities (84%) and there were 4 activities (16%) that was did not do by the researcher. Moreover, in the second meeting of Cycle II, the researcher’s activities that had been done were 14 activities (100%) and there was not activity (0%) that was did not do by the researcher.

The RESEARCHER’S ACTIVITIES for ALL CYCLES

<table>
<thead>
<tr>
<th>No.</th>
<th>Cycle</th>
<th>Meeting</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>First</td>
<td>Done</td>
<td>14</td>
<td>(56%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undone</td>
<td>11</td>
<td>(44%)</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>First</td>
<td>Done</td>
<td>21</td>
<td>(84%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Undone</td>
<td>4</td>
<td>(16%)</td>
</tr>
</tbody>
</table>

The Result of the Students’ Vocabulary Mastery by Using Fly Swatter Game for All Cycles

The students’ ability in mastering vocabulary in Cycle I showed that there was not students (0%) who got the value classified in “Very Good” level. There were 3 students (13,04%) who got the value classified in “Good” level.
There were 3 students (13.04%) who got the value classified in “Enough” level. There were 7 students (30.43%) who got the value classified in “Less” level, and there were 10 students (43.47%) who got the value classified in “Fail” level. The students high value in the second meeting of Cycle I was 80 and the lowest value was 25.

Moreover, in Cycle II showed that there were 15 students (65.21%) who got the value classified in “Very Good” level. There were 8 students (34.77%) who got the value classified in “Good” level. There was not student students (0%) who got the value classified in “Enough”, “Less” and “Fail” level. Then the average of the students value was 86.5. The students high value in the second meeting of Cycle II was 100 and the lowest value was 75.

Thus, the students’ ability in mastering vocabulary for all cycles can be described in the table in the next page.

The STUDENTS’ ABILITY in MASTERING VOCABULARY after APPLYING Fly Swatter Game

<table>
<thead>
<tr>
<th>No.</th>
<th>Cycle</th>
<th>Meeting</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>Second Meeting</td>
<td>Fail</td>
<td>10</td>
<td>43.47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less</td>
<td>7</td>
<td>30.43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enough</td>
<td>3</td>
<td>13.04%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
<td>3</td>
<td>13.04%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very Good</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Meeting</th>
<th>Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>II</td>
<td>Fail</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good</td>
<td>8</td>
<td>34.77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Good</td>
<td>15</td>
<td>65.21%</td>
</tr>
</tbody>
</table>

CONCLUSION

Based on the data analysis and the formulation of the problem and purposes the researcher concludes that:

1. In the Cycle I, the students’ achievements showed that the higher value in the second meeting was 80 and the lowest value was 25, while the average value that the students got was 46.3. Furthermore, the result of observation of Cycle I, The students who had done activities were (71.42%) students. The students who did not do activities there were (31.67%) students. While the Minimum Competence Criterion has been decide 65. It means that the students could not pass the MCC. So, the researcher continue to Cycle II.

2. The students’ achievements in the Cycle II showed that, the highest value was 100 and the lowest value was 75, while the average value was 86.5. Moreover, there were 23 students (100%) who had done activities and there were 0 students (0%) who undone the activities. So, the researcher did not continue in the next Cycle. It can be concluded that, The students vocabulary by using Fly...
Swatter Game in Cycle II was successful. Therefore, the researcher decided to stop the research and did not continue to the next Cycle.

Based on the explanation above, the researcher concluded that Fly Swatter Game improve the students’ vocabulary mastery at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi.

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