

**TEACHING AND LEARNING VOCABULARY MASTERY THROUGH
FLY SWATTER GAME AT THE SECOND SEMESTER OF
THE TENTH GRADE OF MA PEMNU TALANG PADANG
IN THE ACADEMIC YEAR OF 2019/2020**

(A Thesis)

**Submitted as Partial Fulfillment of
the Requirement for S1-Degree**

By:

UMI KARTIKA

NPM: 1411040185



Study Program : English Education

Advisor : Rohmatillah, M.Pd

Co-Advisor : Istiqomah Nur Rahmawati, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG 2020**

ABSTRACT

One of the parts in creating and understanding the language is vocabulary. People cannot express their opinion and ideas in English without knowing their vocabulary. This research is about teaching and learning vocabulary mastery through fly swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in the academic year of 2019/2020. The objective of this research was to describe the process of teaching and learning vocabulary mastery using fly swatter game and also to know and describe students' problem in learning vocabulary mastery using fly swatter game.

Besides, the qualitative descriptive research had been employed and also purposive sampling technique had been used to determine the sample. It means that this research was conducted in X B class as a sample that consisted of 34 students. To gain the data this research used observation, interview and questionnaire. In qualitative research, to make accurate the data, this research used triangulation method and triangulation time. Furthermore, to analyze the data used three activities: data condensation, data display and conclusion drawing.

Based on data analysis had been conducted in two meetings. After analyzed the data, there were found three point of the result. First of all, the teaching and learning process of teaching and learning vocabulary mastery using fly swatter game did not run well. Second, the students got some problems, they were: the students difficulties in pronouncing the words that they had to guess, difficulties in memorizing some words that they had been learnt, and the teacher got difficulties in handling the students because the students were really noisy, the teacher had difficulties in helping the students to remember the words that they forgot, and the teacher had difficulties in handling the students activity, because some students were busy with their activity like chatting and it made the class noisy.

Keyword: *Fly Swatter Game, Teaching and Learning, Qualitative Research, Vocabulary Mastery.*

DECLARATION

I hereby state that this thesis entitled: Teaching and Learning Vocabulary Mastery through Fly Swatter Game at the second semester of the tenth grade of MA PEMNU Talang Padang in the Academic Year of 2019/2020 is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, 2020
Researcher



Umi Kartika
NPM. 1411040185



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung 35131 Telp. (0721) 703260

APPROVAL

Title : TEACHING AND LEARNING VOCABULARY MASTERY THROUGH FLY SWATTER GAME AT THE SECOND SEMESTER OF THE TENTH GRADE OF MA PEMNU TALANG PADANG IN THE ACADEMIC YEAR OF 2019/2020.

**Students Name : Umi Kartika
Students Number : 1411040185
Study Program : English Education
Faculty : Tarbiyah and Teacher Training**

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University of
Raden Intan Lampung.

Advisor

**Rohmatillah, M.Pd
NIP. 198105082007102001**

Co-Advisor

Istiqomah Nur Rahmawati

**The Chairperson
of English Education Study Program**

**Meisuri, M.Pd
NIP. 198005152003122004**



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Jln. Leikol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kode pos 35131

ADMISSION

A research entitled: **TEACHING AND LEARNING VOCABULARY MASTERY THROUGH FLY SWATTER GAME AT THE SECOND SEMESTER OF THE TENTH GRADE OF MA PEMNU TALANG PADANG IN THE ACADEMIC YEAR OF 2019/2020**, By: **UMI KARTIKA, NPM: 1411040185**, Study Program: **English Education**, was tested and defended in examination session held on : **Thursday, June, 25th 2020**.

Board of Examiner:

Moderator

Dr. Muhasin, M.Hum

(..........)

Secretary

Sri Suci Suryawati, M.Pd

(..........)

Primary Examiner

Nunun Indrasari, M.Pd

(..........)

Co-Examiner

Rohmatilah, M.Pd

(..........)

Co-Advisor

Istiqomah Nur Rahmawati, M.Pd

(..........)

The Dean of
Tarbiyah and Teaching Training Faculty


Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ
فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

And he taught the names all of things, then he placed them before angels and said, tell the names of these, if you are right. (Q.S. Al-Baqarah: 31)



¹ Abdullah Yusuf Ali, *the meaning of holy Quran*, (New Delhi: Millat Book Centre, 2006), p. 8

DEDICATION

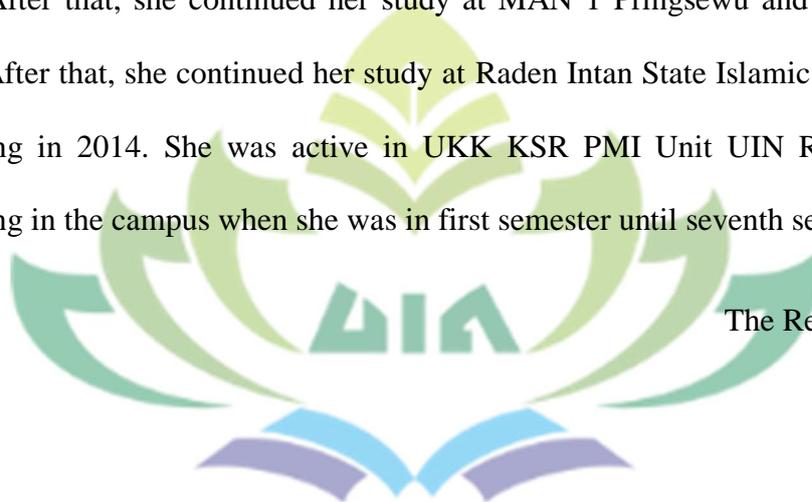
From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Kasman and Mrs. Marfuah who always love me and keep on praying for my life and success. Thanks for all your motivation. I love you forever.
2. My beloved brothers, Rahmat Kurniawan, Agus Surono and Syarif Hidayatullah, who love, care, support, and cheer me up until the completion of this thesis. Then, my beloved grandparents and my beloved cousins Nala Zahra Zaskia, Safwana Ramadhani Almahira and Aghna Khalisha who always made me motivated.
3. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my selfdevelopment.

CURRICULUM VITAE

The name of the researcher is Umi Kartika. She is called by Tika. She was born on November 30th, 1997 in the Kebumen, Pugung, Tanggamus, Lampung. She is the third child of Mr. Kasman and Mrs. Marfuah. She has three brothers, their name are Rahmat Kurniawan, Agus Surono and Syarif Hidayatullah.

She accomplished her formal education at Elementary School at MI Matlahul Anwar Kebumen, Tanggamus and finished in 2008. After that she continued her study at Junior High School at MTsN Pringsewu and finished in 2011. After that, she continued her study at MAN 1 Pringsewu and finished in 2014. After that, she continued her study at Raden Intan State Islamic University, Lampung in 2014. She was active in UKK KSR PMI Unit UIN Raden Intan Lampung in the campus when she was in first semester until seventh semester.



The Researcher

Umi Kartika
NPM.1411040185

ACKNOWLEDGEMENT

First of all, praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis is entitled Teaching and Learning Vocabulary Mastery through Fly Swatter Game at the Second Semester of the Tenth Grade of MA PEMNU Talang Padang in the Academic Year of 2019/2020 is presented to the English Education study program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirements to obtain S1 degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the dean of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd, as the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Rohmatillah, M.Pd, as the first Advisor, for her guidance help and countless time given to the researcher to finish this thesis.
4. Istiqomah Nur Rahmawati, M.Pd, as the second Advisor, who has spent countless hours correcting this thesis for its betterment.

5. All lecturers of English Departement of Raden Intan State Islamic University Lampung, who have taught the researcher since the first year of her study.
6. All friends of the English Departement of Raden Intan State islamic University Lampung, especially beloved friends in ichikiwir group (Reupita Muda, Rochma Rahayu, Sari Efiyanti, Rosmaini, Widya Arika, Umi Zelumutia), Reza Agustin Nedia and also for C class that cannot be mentioned one by one but you are always in my pray, who always give sugesstion and spirit in framework of writing this research, and then Yusep Pebriyansah,S.H, my beloved person who always support me in all condition, thanks my dear for always beside me until now and so on.
7. All friends of KKN and PPL 2017 of Raden Intan State Islamic University Lampung.

Finally, none or nothing is perfect and neither in this thesis. Any correction, comments and criticism for the betterment of this thesis are always open hartedly welcome.

Bandar Lampung, 2020
Researcher

Umi Kartika
NPM. 1411040185

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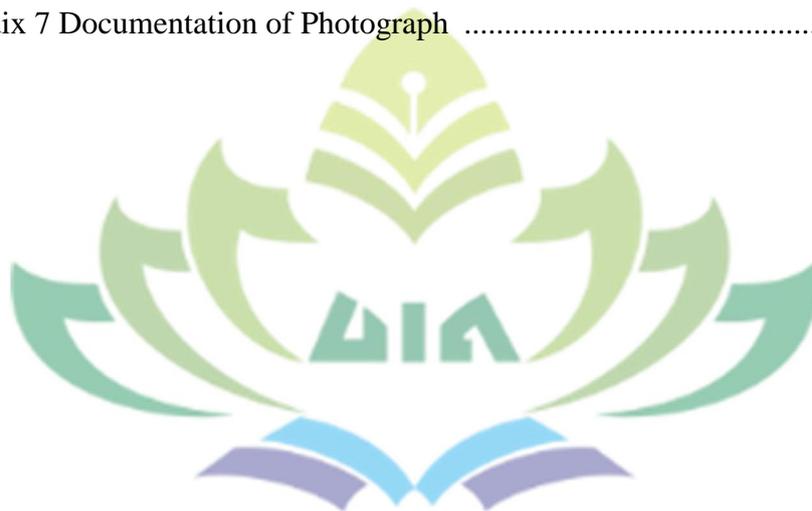
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CHAPTER I INTRODUCTION

A. Background of the Problem

One of the most important languages that we must learn is English. English is an international language used as a tool for communication in daily life and in academic activities. In Indonesia, English as a foreign language is formally taught in schools from junior high school until university. It had become an obligatory subject and as one of the subjects examined in the national examination.

English as a subject matter in school covers the four basic language skills: listening, speaking, reading and writing with the language components such as structure, pronunciation, spelling, and vocabulary. Vocabulary is the smallest element in English that had to be mastered by students, because without vocabulary we could not understand each other and we could not express our opinion, feeling and ideas. When we learn English, we firstly must understand about vocabulary, because we neither cannot translate the sentence, paragraph, nor understand about what people say, and many other if we do not understand about vocabulary. Vocabulary is basic element to learn a language and make a communication with another people. It is impossible to learn English if students are lack of vocabulary. Cameron says, vocabulary is fundamental to using the foreign language as discourse.² There are many ways to make the learner understand about vocabulary and as a teacher we must be able to choose a good activity in teaching. The kind of activities should be

²Lyne Cameron. *Teaching Learning to Young Learners*. (London: Cambridge University Press, 2002) p. 46.

simple, interesting, and enjoyable, for example is game. Playing game in teaching vocabulary is very important, because teaching through game can create a fun situation and it can increase students motivation.

Games do not only help students to encourage their learning, but also can help the teacher to create useful and meaningful context.³ It means that game not only beneficial for students, but it can help teacher to develop their material, and it can make teacher more creative in teaching vocabulary. There are so many kinds of game that can be used by the teacher, such as fly swatter game. Fly swatter game can be played pairs and groups. By playing fly swatter game students can focus more to the lesson.

The students' score of vocabulary test can be seen from table 1.

Table 1
The Vocabulary Score at the First Semester of the Tenth Grade of MA PEMNU Talang Padang in the Academic Year of 2019\2020.

No	Score	The Number of Student			Total	Percentage
		XII IPS A	XII IPS B	XII IPS C		
1.	≥77	18	18	13	49	48%
2.	<77	16	16	22	54	52%
		34	34	35	103	100%

Source: *Document of Vocabulary Score at the Second Semester of MA PEMNU Talang Padang.*

From the table above, it can be known that the total number of students are 103 students. Passing grade that must be achieved by students was 77. The students who got difficulty in vocabulary was 52%. It can be inferred that

³ Tengku Nor Rizan, Young Learners perceptions of Learning English using Language Games in a Non- Formal Context, *Mediterranean Journal of Social Sciences*, Vol. 6, No. 6 S5, (2015), P.4. Available on <http://iteslj. Org/games/9974.html>, accessed on september 02nd, 2018.

students' vocabulary mastery was still low. Most of the students find difficulty in vocabulary.

Based on the result of preliminary research in MA PEMNU Talang Padang, the researcher did an interview with the English teacher and given questionnaire to the students, the researcher found some problems that are: some of students feel difficulties in learning vocabulary, some of them cannot remember some of vocabularies that they have been got. The teacher said that teaching and learning vocabulary by using fly swatter game has been applied. From the result of interview, the teacher said that she had applied this game, but the students still had difficulties in understanding and memorizing the meaning of words.⁴ In addition, the researcher wants to found information about the problems faced by students in learning English process of vocabulary.

There were some previous researches by using Fly Swatter Game. One of the researches was conducted by Ita Fitriyani, entitled The Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School (An Experimental Study of Seventh Grade Students of SMP N1 Ajibarang in Academic Year 2015/2016). The researcher used quantitative research, the population of the study was all of the seventh grade of SMP N 1 Ajibarang in

⁴ Pertia Ningsih *Preliminary Research Interview*. (MA PEMNU Talang Padang), Unpublished.

Academic Year 2015/2016. The subject of this research is 7 A class as the experimental class and 7 B class as the control class.⁵

The result showed that there is significant difference of the students' vocabulary mastery between the students who was taught by using fly swatter game and they who was taught without fly swatter game. It can be seen on the result of computation of t-test, where t-result are 2,847 while the t-table value are 1,678. It means that t-test is higher than t-table ($2,847 > 1,678$).

The second previous research that conducted by Ika Ramadhani Lubis, entitle Improving Students Vocabulary Mastery by Using Fly swatter Game in the First Grade of MTs Persatuan Amal Bakti (PAB) 1 Helvetia 2017/2018 academic year. The researcher used qualitative and quantitative research. The population of the research was the seventh grade students of MTs Persatuan Amal Bakti (PAB) 1 Helvetia North Sumatra in Academic Year of 2017/2018. The subject of this research was 49 students.

This research conducted in two cycles which cycle consists of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test, post-test, and questionnaire. The result of this research showed that there are a development on the students vocabulary mastery, it can be seen from the mean score of pre-test are 53.3,

⁵ Ita Fitriyani, *Then Effectiveness of Fly Swatter Game for Teaching English Vocabulary for Junior High School of Seventh Grade Students of SMP N 1 Ajibarang*, (Purwokerto: Universitas Muhammdiyah Purwokerto, 2015/2016). Available on <http://www.repository.ump.ac.id/2525/>, accessed on august 12nd, 2018.

the mean score of post-test 1 are 70.9, and the mean score of pot-test cycle 2 are 83.5.⁶

The result of questionnaire showed that there are improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game. The mean of pre-questionnaire are 47.09%. Then, the mean of post-questionnaire is 94.8%. It improves 47.71%. Furthermore, the results of observation and interview showed that the students are motivated in teaching-learning process during the implementation of fly swatter game.

Based on explanation of previous research studies, it can be concluded that there were significant differences of previous studies to the research. The differences were in these previous studies that had been done by Ita Fitriyani, she said that there is 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. Another previous study that had been done by Lubis, the students were motivated during the teaching and learning process and there was improvement of positive responses in the teaching-learning process of vocabulary through fly swatter game.

The researcher conducted a research entitled Teaching and Learning Vocabulary Mastery through Fly Swatter Game at the second Semester of the Tenth Grade of MA PEMNU Talang Padang in Academic Year of 2019/2020.

⁶ Ika Rahmadani Lubis, *Improving Students Vocabulary Mastery by using Fly Swatter Game in the First Grade of Mts Persatuan Amal Bakti (PAB) 1 Helvetia*, (North Sumatra: State Islamic University of North Sumatra, 2017). Available on <http://www.repository.uinsu.ac.id>, accessed on august 12nd, 2018.

B. Identification of the Problem

Based on the background above the researcher identified the problem as follows.

1. The students' vocabulary was still low.
2. The game had been applied but the result was not optimal yet.

C. Limitation of the Problem

In this research, the researcher focused on the process of Teaching and Learning Vocabulary Mastery through fly swatter game media, and the problems faced by the teacher and students in teaching vocabulary mastery through fly swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in the Academic year of 2019/2020.

D. Formulation of the Problem

Based on limitation above, the researcher formulated the problem as follows.

1. How is the process of teaching and learning vocabulary by using Fly Swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in the academic year of 2019/2020?
2. What are the students' problems in learning vocabulary by using fly swatter game?
3. What are the teacher's problems in teaching vocabulary mastery by using fly swatter game at the tenth grade of MA PEMNU Talang Padang in the academic year of 2019/2020?

E. Objective of the Research

Based on formulation of the problem above, the objectives of the research were as follow.

1. To describe the process of teaching and learning vocabulary mastery through fly swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in academic year of 2019/2020.
2. To know and describe students' problem in learning vocabulary mastery through fly swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in academic year of 2019/2020.
3. To know the teacher's problem in applying fly swatter game at the second semester of the tenth grade of MA PEMNU Talang Padang in academic year of 2019/2020.

F. Significant of the Research

The significants of research were as follows.

1. Theoretically, to enrich previous research that relate to the use of fly swatter game toward students English vocabulary.
2. Practically.
 - a. Teacher: Give the information to the English teacher of MA PEMNU Talang Padang related to the students' problem may arise in learning English vocabulary through fly swatter game.
 - b. Students: By understanding their problems in learning vocabulary through fly swatter game, the researcher can try to find the best solution to help the students.

- c. Researcher: The researcher conducted the process, and found problems in teaching and learning vocabulary through fly swatter game and also it will be useful as reference for the next researcher who wants to conduct research about students learning English vocabulary through fly swatter game.

G. Scope of the Research

1. Subject of the Research

The subjects of this research were an English teacher and the students at the tenth grade of MA PEMNU Talang Padang in academic year of 2019/2020.

2. Object of the Research

The objects of this research were teaching and learning vocabulary by using fly swatter game.

3. Place of the Research

The researcher conducted the research at MA PEMNU Talang Padang.

4. Time of the Research

The research was conducted at the second semester of the academic year of 2019/2020.

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching and Learning English as Foreign Language

According to Setiyadi in Indonesia English is learned only at school and peoples does not speak the language in society. English is really a foreign language for language learner in Indonesia.⁷ It means that English will be quite difficult to be learned by Indonesian people because English language do not use in their society.

Teaching is process by teacher to share their knowledge, information, skill and experience that they has preparation to their students. Teaching is guiding and facilitating learning, enabling the learner to learn, setting condition for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach methods, and classroom techniques.⁸ Teaching is one of the most creative and satisfying profession to be involved in yet as in any profession there are key elements, skills, practices and standard that have to be achieved, if effective and efficient practitioners are to be developed.⁹

Teaching English as a foreign language means that English is taught by people because English is not their mother tongue or their native language. In teaching English or other languages actually we have to teach the four language skills, they are listening, speaking, writing and reading. In activity of

⁷ Ag Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu: 2006), p.22

⁸ H. Douglas Brown, *Principle of Language Learning and Teaching*(San Francisco: Longman, 2000), p.7

⁹ Gill Nicholls, *An Introduction to Teaching* (London: RoutledgeFalmer, 2004) p.1

learning language, learners can try to use the language by using vocabulary into certain sentence in order to communicate and transfer their ideas. According to Wilkins in Thornbury's book, 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 expression. You can say very little with grammar, but you can say almost anything with words!¹⁰ It means that vocabulary is more important than grammar. The students cannot communicate effectively without knowing any vocabulary.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.¹¹ In addition, learning is retention of information or skill. Learning involves active, conscious focus on and acting upon events outside or inside the organism, and involves some form of practice, perhaps reinforced practice. It means that learning is activity to getting knowledge, information, skill, and experience about subject learning with practice to improve the understanding of its.

Based on explanation above the researcher concluded that the teaching English as foreign language is a systematic activity which included many components to share knowledge, experience and also building their attitude, character and change somebody's ideas and learning is process to getting knowledge with practice to understand the lesson or the subject.

B. Vocabulary

¹⁰ Scott Thornbury, *How to Teach Vocabulary* (Harlow: Longman, 2002) p.13

¹¹ H. Douglas Brown, *Loc. Cit*

1. Definition of Vocabulary

Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign.¹²

Vocabulary is the knowledge of meanings of words.¹³ However, vocabulary is more complex more than this definition suggests. First, words come in two forms: oral and print vocabulary. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those word that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words when we listen or read them. Productive vocabulary includes words when we speak or write.

In communication, vocabulary plays an important role. Vocabulary consists of the words that are always used by people in a language for communication, before we are able to communicate well, we should have a large number of words. According to Thornbury, without grammar little things can be conveyed, without vocabulary nothing can be conveyed.¹⁴ It means people can still understand the language even if they nothing

¹²Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (Washington: Heinle&Heinle, 2001), p. 285.

¹³Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*. (New Jersey: Lawrence Erlbaum Associates, 2005). p. 3

¹⁴ Scott Thornbury, *Loc.Cit.*

grammar. In the other hand, the language is difficult if people do not know anything about vocabulary.

Hatch and Brown stated that the term of vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language uses. Since vocabulary is a list, the only system that involved is alphabetical order. The choice in vocabulary selection and method used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of word.

Based on theories above the researcher concluded that vocabulary is a list of words that has meaning and used by people to communication each other.

2. Kinds of Vocabulary

Vocabulary has some kinds that need to be learnt. There are kinds of vocabulary that are explained by the experts. One of explanations is explained by Thornbury. He explained that there are at least eight kinds of vocabulary.¹⁵ There are noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner. Those can be described as follows:

In learning vocabulary there are classifications of word. According Thornbury some the words class. The classification of wordshare:

a. Nouns

¹⁵*Ibid.*,

Noun is a word that is the name of person, a place, a thing, or activity or a quality idea. Noun can be used as the subject or object of a verb. Noun can be divided into some classes:

- a) Proper noun is a noun that indicates the specific name of thing. It begins with a capital letter. Examples: Robin, Alice, London, and Civil War.
- b) Common noun is a noun that names of general thing, not a specific thing. Examples: country, company, boy and girl.
- c) Countable nouns are noun that indicates something you could actually count. For example, you could count pig: one pig, two pigs, three pigs.
- d) Uncountable noun is a noun that indicates something you cannot count. For examples: furniture, advise, information, and news.
- e) Abstract noun is a noun that names of idea, not a physical thing. Examples: hope, knowledge, trouble, ability, and success.
- f) Concrete noun is a noun that names of physical thing. For examples: table, floor, beach, coffee and children.

b. Pronouns

A pronoun is a word which is considered equivalent to a noun that is replaced.

a) Subjective Pronoun

A subjective pronouns act as the subjects of a sentence. The subjective pronouns are she, he, it, I, you.

b) Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us, and you.

c) Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, ourself, themselves, and yourself.

d) Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours, theirs, and yours.

e) Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f) Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in ever, such as whatever, whichever, whoever, whomever.

g) Indefinite pronouns

An indefinite pronoun refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some, and somebody.

c. Verbs

Verbs are a word which is used in describing an action, experience, or state. In activities (run, walk, look, for), accomplishment (build, kill), achievement (recognize, find), and states (know, love, have). For example in sentence:

- We *walked* to the store yesterday

d. Adjective

Adjective is a modifier that used to highlight quantities or attributes. The types of adjective are:

a) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third) and adjectives of indefinite quantity (some, few, all).

b) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, and yellow) size or age.

e. Adverbs

Adverb is a word that describe or modify verbs, adjectives, and other adverbs. Adverbs express ideas of time, place, cause, degree. (carefully, politely, much).

In this research, the researcher focused on noun and adjective which appropriate to the tenth grade syllabus at MA PEMNU Talang Padang.

3. Vocabulary Mastery

Vocabulary is very important in language learning, because vocabulary we use to express our ideas, our skill can say good if we can mastery vocabulary better such as in speaking, writing, and reading. So, how we can speak very well if we have no vocabulary, how we can make good written if we are not master in vocabulary, how we can understand the meaning from a story if we are not knowing vocabulary.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.¹⁶ It can be concluded that vocabulary mastery is a complete skill of the

¹⁶ Thomas R Guskey., *Educational Leadership*, (Cambridge: Cambridge University Press, 1994), P.1

students to understand well and communicate by using words they have learned.

From the statement above, the researcher assumed that vocabulary mastery in this research is student's ability to comprehend and use the properties of word in English, and this research was focused on student's ability to comprehend and use the properties of adjective.

Shejbalova stated that generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its:

1. Meaning: relate the word to an appropriate object or context.
2. Usage : knowledge of collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have
3. Word formation : ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes)
4. Grammar: to use it in the appropriate grammatical form.¹⁷

In addition, Harmer states, there are four basic aspects that students need to learn new vocabulary items:

1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word head, for example, sometimes means a top of human body, but it can also mean the leader

¹⁷ Dana Shejbalova, *Methods and Approachs in Vocabulary Teaching and Their Influence on Students Acquisition*, (Masaryk: Masaryk University, 2006), P.10

of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym. Thus students need to know the meaning of *vegetable* as a word to describe any one of other thing e.g. carrots. cabbage, potatoes, etc. *Vegetable* has a general meaning whereas is more specific.

2. Word Use

It is equently stretched through the set of metaphor and idiom. We know that the word hiss for example, describe the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (don't move or you're dead", she hissed). That metaphorical use, at the same time, we can talk about treacherous people as snake (He's a real snake in the grass). *Snake in the grass* is a fixed phrase that has become an idiom. Such as countless other phrase, raining cats and dogs, my house is castle, etc.

3. Word Formation

Students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-, or in) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word formation then means knowing how words are written and spoken form. The students need to know how words are spell and how they sound. For example, there is a clear relationship between the words death and dead, dying and die, etc.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.¹⁸

Based on the theory above there are some aspects in vocabulary. There are formation, meaning, grammar and use. Thus the researcher concluded that students can master vocabulary by understanding the meaning, formation and use of words in context of communication. So, the students' vocabulary mastery is students' ability to comprehend and use the properties of word in English.

C. Teaching Vocabulary

Vocabulary is basic element of language to understand the language. The learner should know the complexity of word and the teacher decide how to teach vocabulary in the case. According to Thornbury, there are five factors that are related to teaching set of words that must be considered by the teacher: the level of the learner (whether beginner, intermediate, or advanced), and the learner likely familiarity with the words, the difficulties of the item, their teaching ability, whether items are being learn for production (in speaking and writing) of recognition only (as in listening and reading).¹⁹

¹⁸Jeremy Harmer, *How to Teach English*, (London: longman, 1998), P.18

¹⁹ Scott Thornbury, *Op.Cit.*, p.75

Teaching vocabulary is clearly more than just presenting new words. Teacher has to be careful in selecting vocabulary that he/she will teach. Both the students and teacher need to know how it talks about language at various point during learning and teaching.²⁰ From the statement above, it can be interpreted that the teacher have mastery the vocabulary more than students, So if he/she want to teach they are must know the point of language and vocabulary that will transferring in learning and teaching process.

In teaching vocabulary teacher must make class atmosphere in the class and should be realized that learning a language always deals with a large number of words that it is difficult for the students to memorize of difficult words. Knowing how words are describe and categorize can help us understand the decisions that syllabus planners, material writers and teachers make when it comes to teaching of vocabulary.²¹ It can be said that in teaching vocabulary, teacher has to consider the condition of class, the syllabus, material writers, etc. Teaching vocabulary can be done through four phrases, they are: introducing, modeling, practicing and applying.

They can be described as follows:

1. Introducing: the teacher introduces New Word with clearly and correctly pronunciation. Use picture or oral Subject
2. Modeling: the teacher gives an example and act as a model.
3. Practicing: the teacher trains the Students to imitate and practice.

²⁰ Jeremy Harmer, *Op. Cit.*, p. 34

²¹ Scott Thornbury, *Op. Cit.*, p.75.

4. Applying: the students are applying in the right situation with the teacher help.²²

According to the theories above, it can be concluded that teaching vocabulary was not just selecting a new word we also have to consider many aspects such as a number of class, the syllabus, and the level of students. The teacher must be able to know what kinds of techniques use corn their goal. Teacher is a guidance who helps the students in discovering the meaning of word.

Both students and teacher need to know how to talk about language at various points during learning and teaching. This is only teachers can explain and students come to understand, but also so that teachers know what going wrong where and how to correct it.²³

In motivating students, it is better for the teacher creates something in teaching vocabulary. In other words, the teacher not only presents the material. The teachers should know what going wrong and how to correct it. According to Brown, vocabulary is seen in its central role, conceptualized meaningful language.²⁴

So the researcher concluded when teaching vocabulary, the teacher should realize that learning language deals with a large number of the word. Knowing how words are described and categorize can help students

²² Jeremi Harmer, *Op. Cit.*, p.29

²³ Jeremi Harmer, *Op. Cit.*, p. 34

²⁴ H. D Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2010), p. 70

understand that decisions and teacher make when it comes to the teaching and learning of teaching vocabulary.

1. Problem in Teaching and Learning Vocabulary

In teaching learning process everything has bad and good sides. Especially in teaching vocabulary process as a teacher usually finds some problems in teaching activity.

a. Teachers' Problem in Teaching Vocabulary

Teaching vocabulary is clearly more than just presenting new words. Teacher must be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various point during learning and teaching. In other words, when teaching vocabulary the teacher have to master vocabulary more than students, so if he/she wants to teach they are must know the point of language and vocabulary that will be transferring in learning and teaching process. However there are some problems by the teacher in teaching vocabulary which affects the outcomes of teaching learning vocabulary in the class. Some of those problems, as Nation states, it can be described as follow:

1. The teacher is unable to make students understand so many words knowledge and use it in English listening, speaking, reading, and writing.

2. The teacher is also unable to repeat the frequencies of some words are so low, that make students cannot memorize the words they have been learned.
3. Teaching vocabulary does not distinguish common words from uncommon words, which is make students more burden to memorize the vocabulary. For example: common words: anon, billow. Uncommon words: soon, wave.
4. Present vocabulary teaching lacks logics and does not reveal the regularity of English words.
5. The main problem with vocabulary teaching is that only a few words and a small part of what is required know a word can be dealt with at any time.²⁵

It means that the problem faced by teacher is about knowing a word.

Furthermore, according to Nation the main problem with teaching vocabulary is only few words and small part of what is required to know a word can be dealt with at any one time. The more complex the information is the more likely the learners are to misinterpret it.²⁶ It means that when the teacher teaches some words in the class, sometime it is difficult to share because the students only can understand the word but students did not understand the meaning.

²⁵ Paul Nation, *Teaching Vocabulary*, (Wellington: Victoria University of Wellington, 2015), p.1

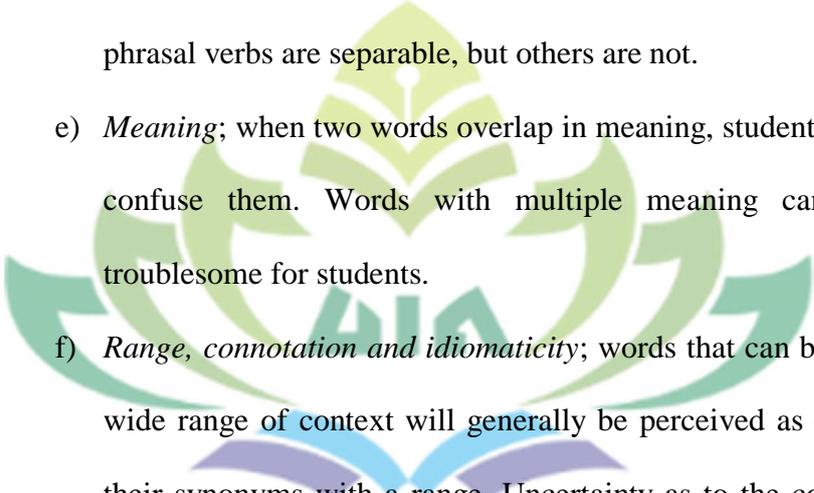
²⁶ *Ibid.*, p.1

From the explanation above, the researcher concluded there was some problems in teaching vocabulary such as the teacher is unable to make students understand so many words knowledge, the teacher also unable to repeat the frequencies of some words, the teacher does not distinguish common words from uncommon words, present vocabulary teaching lacks logic and also does not reveal the regularity of English word, the last problem in teaching is about knowing a word. Teacher has to be careful in selecting the vocabulary that he/she will taught. When the teacher should teach some words in a meeting, sometimes it is difficult to share because the students only can understand and memorize some of them. It will make students confuse if there are too many words, whereas they have to know much knowledge by learning on the moment.

b. Students' Problem in Learning Vocabulary

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. In learning vocabulary the students have problem. Other factors that make some words more difficult than other are:

- a) *Pronunciation*; research shows that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.

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- b) *Spelling*; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c) *Length and complexity*; long words seem to be more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d) *Grammar*, problematic is grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e) *Meaning*; when two words overlap in meaning, students are likely to confuse them. Words with multiple meanings can also be troublesome for students.
- f) *Range, connotation and idiomaticity*; words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrow range. Uncertainty as to the connotations of some words may cause problems too.²⁷

From the explanation above, the researcher assumed that the students have many problems in learning vocabulary such as pronunciation, spelling, length and complexity, grammar and meaning. The students usually only acquire new words in their textbooks or when given by teachers during classroom lessons and the students did not apply what they have learnt.

²⁷ Scott Thornbury, *Op. Cit.*, pp.27-28

D. Fly Swatter Game

1. Definition of Game

The teacher must create activities which can make students improve their vocabulary. According to Richard and Schimdt, game is an organized activity that usually has the following properties such as: a particular task objective, a set of rules, competition between players, and communication between players by spoken or written language.²⁸ It means that the game not only as an active way to improve and increase their vocabulary knowledge but also there are substance that to be attend in game, these properties are: communication and competition between players, task objective, and rule.

In other hand, Wright, et al, define of game is an activity which is entertaining engaging, often challenging, and an activity in which the learners play and usually interact with others.²⁹ From their statement, it can be inferred that game is activity way which can entertain and engage students in order to not feel bored in class situation, and also the game can motivate students to accept and finish the challenge that provided by teacher.

Furthmore, Allery in Rezapanah says that game as competitive activity with a prescribed setting constrained by rules and procedure.³⁰ It

²⁸ Jack C Richard and Richard Schimdt, *Longman Dictionary of Language Teaching & Applied Linguistic*, (Harlow: Pearson, 2010), p.239

²⁹ Andrew Wright, *et.al*, *Games for Language*, (New York: Cambridge University Press, 2006), p.1

³⁰ Fatemeh Rezapanah, Investigating the Effect of Word Games on Iranian EFL Learners Application of the Words in Writing Paragraph Essays. *International Journal*, Vol. 2, No. 1

means that the games is a competition activity that the scope limited by rules and procedures.

From the entire above, essentially using game in teaching vocabulary is activity to make the students easy in learning English vocabulary. Games not only are an extremely effective way of motivating the students in the class room but also games have the element of entertaining, engaging, and challenging for students.

2. Fly Swatter Game

In teaching English language, teachers are encouraged to be creative to make the learning process successful. In teaching vocabulary, teacher should be able to apply an interesting and appropriate media to make students enjoy the learning process, since the students like to play in the classroom, teacher should not teach them by using monotonous media because they will get bored easily.

Vocabulary is an ultimate source of building a language, the learners will be able to understand the listening, speaking, reading, and writing when they have sufficient vocabulary. One of media that can be used to teach vocabulary is fly swatter game.

Fly swatter game is the interesting activity for students because they can learn through playing. According to Haring fly swatter is an instrument used to kill flies that consists of a small square piece of

material or mesh which is on the end of short flexible stick and it makes a great thwacking noise when hit into a wall or similar surface.³¹

In addition Flores emphasizes that the objective of this game is teacher will say a word and students will turn back and run to fly swat the word that has the bug over it. Student who kill the fly have to spell the word and then they will get score for their team.³²

Fly swatter game is a game where the students have to get the word in the blackboard by using the teacher's instruction. This game helps the students to improve their words dictionary and it can be a very valuable tool. In this game, students are encouraged to be active and creative in finding words based on certain clue. This game is interesting enough and can change untrue judgment that learning English is so complicated and boring.

It can be concluded that fly swatter game is a kind of activity that students do in the classroom by using fly swatter that students use to hit the word in the blackboard that the teacher says before.

3. Procedures of Teaching Vocabulary through 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. According to Jones there are some procedures that must be followed:

³¹ Carol Haring, *The Fly Swatter Game*, available on <http://www.teachingenglish.org.uk/activities/fly-swatter-game>. Accessed on april 25nd, 2019.

³² Gullermo Grajeles Flores, *Fly Swat*, available on <http://iteslj.org/games/9974/html>. Accessed on april 25nd, 2019.

- a. Scotch tape some flashcard a desk at the front of the class.
- b. Divide the class into 2-3 groups.
- c. Give one person from each group a different color fly swatter.
- d. Give the groups hints about which card you want them to hit.
- e. Watch carefully to see which group hits the correct card with their fly swatter first.
- f. Give the first team one point.³³

The players only get one chance to hit the correct card.

4. Advantages of Using Fly Swatter Game

According to Rizkiah and Amri there are several advantages of using fly swatter game in teaching vocabulary mastery using fly swatter game. The advantages include:

- a. It is not a monotonous activity.
- b. It is fun for students.
- c. It helps them to learn and acquire new word easily.
- d. It involves friendly competition and keeps students interest.

³³ Tamara Jones, Ten Ways to Turn Lesson Into Game, *The Internet TESL Journal*, available on iteslj.org/Techniques/Jones-Lesson, accessed on september 03rd, 2018.

- e. It serves students to learn pronouncing and spelling words
- f. The students are more active than teacher.³⁴

From the statement above the researcher concluded that fly swatter game are a good media to improve the students' vocabulary mastery, and make students interest to learn English especially in learning vocabulary.

5. Disadvantages of Using Fly Swatter Game.

According to Lubis in her thesis there are several disadvantages of using fly swatter game for student's vocabulary mastery. The disadvantages include:

- a. Needs more preparation for the teacher for time allocation, such as time for divide group.
- b. The class is noisy.
- c. Some students do not care when some students play the games.³⁵

From the statement above, the researcher gave some solution to help the students' problems in learning vocabulary using fly swatter game. The solution includes:

- a. The teacher does not need to divide the students into many groups, two groups are enough.

³⁴ Helena Rizkiah and ZulAmri, *Op,Cit.*,

³⁵Ika Rahmadani Lubis, *Improving Students Vocabulary Mastery By Using Fly Swatter Game In The First Grade Of Mts Persatuan Amal Bakti (Pab) 1 Helvetia.*, (State Islamic University Of North Sumatera: 2017), available on <http://www.repository.uinsu.ac.id>, accessed on august 12nd, 2018.

- b. The teacher must prepare the material before teaching and learning process as kind of vocabulary that will be given to students. Example: Descriptive text.
- c. The teacher must give a motivation to the students before start the class. Example: open class by giving interesting games.
- d. The teacher makes some rules during teaching and learning process.
- e. Use some interesting media of fly swatter game, so that they are interest to play the game. Example: colored fly swatter, word cards, pictures.



2. For the Further Researcher

The next researcher can conduct research about fly swatter game with other kind of research.



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