IMPROVING STUDENTS’ VOCABULARY MASTERY
BY USING FLY SWATTER GAME

(A Classroom Action Research for the Fourth Grade of
MI Negeri 1 Semarang in the Academic Year 2018/2019)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of
the requirements for degree of Sarjana Pendidikan (S.Pd.)

By:

ASFIATUL MUADAH
113 14 133

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2019
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

Name : Asfiatul Muadah
Student number : 113 14 133
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people and other's people ideas. The materials and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, December 25th 2018

The writer

Asfiatul Muadah

NIM. 113 14 133
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the writer.

Salatiga, 28 September 2018

The Writer

[Signature]

Asfiatul Muadah

NIM.11314133
Salatiga, 28th September 2018

Sari Farmulasih, M.A

The Attentive Counselor of the Graduating Paper of:
Asfiatul Muadah

A GRADUATING PAPER

IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME (A Classroom Action Research for the Fourth Grade Students of MI Negeri 1 Semarang in the Academic Year 2018/2019), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Signature]

Sari Farmulasih, M.A

NIP. 19810911 201101 2 004
A GRADUATING PAPER

IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME (A CLASSROOM ACTION RESEARCH FOR THE FOURTH GRADE OF MI NEGERI 1 SEMARANG IN THE ACADEMIC YEAR 2018/2019)

WRITTEN BY:
ASFIATUL MUADAH
NIM : 11314133

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on March, 8th 2019 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.T.d) in English Education.

Board of Examiners,

Head : Noor Madijah, Ph.D
Secretary : Sari Farinalisah, M.A
First examiner : Norwanto, Ph.D
Second examiner : Dr. Sa’adi, M.Ag

Salatiga, March 8th 2019
Dean of Teacher Training and Education Faculty

Iyakada, M.Pd
NIP. 196701211999031002
MOTTO

“Great things are not done by impulse, but by a series of small things brought together”

-Vincent van Gogh-
DEDICATION

This graduating paper is whole heartedly dedicated to:

➢ Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes.

➢ My beloved mother (Endang Lestari) and my beloved father (M. Islahudin).
   Thanks for all your support, praying and I love you so much.

➢ Special thanks’ to my lovely husband (M. Rohman). Thanks for your support, which always helps me for everything, praying, I love you so much darling.

➢ My beloved mother in law (Ruciyah) and my father in law (Ibrahim) thanks for your praying.

➢ My young brother (M. Ulin Nuha) thanks for your entertain.

➢ My beloved grandmothers (Rati and Ngateni). Thanks for your praying.

➢ Mrs. Sari Farmulasih, M.A thanks for guidance me.

➢ All of my partners work in EEE (Early English Education) Ambarawa.

➢ All of TBI’14

➢ Thanks for all teachers in MI Negeri 1 Semarang, Mr. Lestariyo thanks for your license, and Mrs. Rizky Asyifa Dewi thanks for her help in obtaining data because it took a lot of your time.

➢ All my new friends in MI Negeri 1 Semarang especially IV-C, thanks for your help.
ACKNOWLEDGMENT

Assalamu’alaikum Wr. Wb.

Alhamdulillahirabbil’alamin, all praises are to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Dr. Rahmad Haryadi, M.Pd, the Rector of Institute for Islamic Studies (IAIN) of Salatiga.

2. Suwardi, M. Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

3. Noor Malihah, Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

4. Sari Farmulasih, M.A the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
ABSTRACT


The objectives of the study are: (1) To describe the students’ profile in vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. (2) To know and to find out the implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. (3) To measure the improvement of the students’ vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were: planning, acting, observing, and reflecting. The subject of this research is IVC class, which consists of 22 students. The technique of collecting data was the observation, test and documentation. The result of this research shows that (1) The students’ profile in vocabulary mastery of IV C grade of MI Negeri 1 Semarang was medium or not low. It seemed at interview with the English teacher of the school. They had study English from class 1, and the material was almost same. Many vocabularies had memoryzed by them. So, the students’ profile in vocabulary mastery of IV C was medium or not low. (2) The implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade of MI Negeri 1 Semarang runs well that is almost all of the students’ are enthusiastic to follow the lesson. (3) The improvement of the students’ vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase. There was 22.2 % of mean score improvement from the cycle I, and there was 22.8 % in the cycle II. The improvement of the students’ mean score from pre-test to the post-test of the second cycle was 50 %. In the pre-test were only 10 students who passed the KKM. Meanwhile, in the post-test of cycle I there were 18 students who passed the KKM or 81.81%. Next, in the result of post-test in the cycle II, there gained 19 students or 86 % students who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in which there mean score of vocabulary derived 87.36. So, it achieved the criteria success. The researcher concluded that there is a significant influence of using fly swatter
Keywords: improving; vocabulary mastery; fly swatter game

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research questions, objectives of the study, significances of the study, limitation of the study, success indicator, research methodology and graduating paper outlines.

A. Background of the Study

Language is a tool for communication between human beings with each other. When communicating, of course we will deliver a message to the other person or opponents, which certainly they want what he say can actually be followed understand and people talk to. Language is always evolving from time to time until it can grow new languages. This allows to bring the kind of language that were previously unknown, and vice versa is also possible to remove the old language which was not often used anymore to cause the language is extinct (Ermawati, 2010: vii).

In English there are four skills that should be mastered by the students such as listening, reading, speaking, and writing. There are also some language components such as pronunciation, spelling, vocabulary, and grammar that should be taught to support the language skill development. Those are language skills and components must be learned and taught integrate in teaching and learning process. It is almost impossible to learn a language without words, because communication between human beings is based on words. Vocabulary is one of the important language, because vocabulary is the central of language
teaching and learning. By mastering the vocabulary, the learners will be able to produce so many sentences in spoken and written. Therefore, vocabulary mastery must be on the first priority in English language teaching and learning. Without mastering the vocabulary, it will be difficult for the learners to master the language skill (Fitriyani, 2016: 1).

Based on the information obtained in the observation on English teaching and learning process conducted by MI Negeri 1 Semarang, the researcher identified some problems related to it. In the English teaching learning process, the teacher’s explanation for meaning or definition, pronounciations, spelling and grammatical functions were boring. In this case, the students did not learn vocabulary systematically because they just listened to their teacher. Hence, most of the students of MI Negeri 1 Semarang were lack vocabulary mastery. Therefore, it would be better if the teacher apply a more effective technique to improve the students vocabulary by using games in teaching. Games can make the students are interested and enjoy to learn English, especially vocabulary.

Game will help the students to improve their motivation in learning vocabulary, so they will be more serious to learn English. One of the games that can be applied by the teacher for teaching vocabulary is Fly Swatter game. Rizkiah (2013:3) states that Fly Swatter Game is a game where the students have to get a words in the whiteboard by using the teacher’s instruction. This game helps the students to improve their vocabulary mastery and it can be a useful tool for the students. This game can encourage the students to be more active to find the words based on specific clue.
Based on the description above, The writer intend conduct a classroom action research for the fourth grade students of MI Negeri 1 Semarang in the academic year of 2018/2019 entitle “IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME”.

B. Research Questions

Based on the explanation above, the writer formulates some problems of the statement as follows:

1. How is the students’ profile in vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019?

2. How is the implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019?

3. How is the improvement of students’ vocabulary mastery by using fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019?

C. Objectives of the Study

Considering the problems that have been formulated above, the objectives of this study is to describe, to find and to measure the using of Fly Swatter Game to improve students’ vocabulary mastery, which is describe as follow:

1. To describe the students’ profile in vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019.
2. To know and to find out the implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019.

3. To measure the improvement of the students’ vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang in the academic year of 2018/2019.

D. Significances of the Study

The research will be beneficial as follow:

1. Theoretically
   a. The result of research can be used as the reference for those who want to conduct a research in English teaching to build students’ achievement of vocabulary mastery.
   b. Research will be useful for teacher, especially in teaching English.

2. Methodologically

   The benefit of this research can contribute and inspire the teachers how to use media, method and strategy which are appropriate in teaching learning process.

3. Practically
   a. For the Researchers

      Through this study, the researcher will get new knowledge and experience to improve students’ vocabulary mastery using fly swatter game.
b. For the Teacher

The finding of the research can be used as a consideration in selecting the appropriate media in English class.

c. For the Students

Students can improve their vocabulary mastery by using fly swatter game.

d. For the Other Researchers

The researcher hopes that the result of this research can be used as a reference for other researchers. This study give any benefits and can help them in solving their problem. The researcher wishes this research can motivate them to do other studies.

E. Success Indicator

Based on the information obtained in the interview with the English teacher of MI N 1 Semarang, the students have problems in term of difficulties in vocabulary mastery. The researcher tries to overcome those problems by the improve of fly swatter game.

The success indicator of the research is taken from the students’ basic competence shown in lesson plan (RPP). The students’ success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MI N 1 Semarang is 75. The teacher and researcher expect that there are at least 85% of the students who pass the passing grade.
F. Research Method

1. Research Design

This research conducted by applying Classroom Action Research (CAR). Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation (Wina, 2019: 26).

Classroom action is a method to find out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of the classroom action research is to improve the teachers’ teaching in their classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. According to Wina (2019: 25) Classroom Action Research consist of three words, there are:

a. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.
b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Classroom

Classroom is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”. Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class.

In this research, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart (Abdulhak, 2012: 161) model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:
2. The Subject of the Research

The subject of this research was the tenth grade students of MI N 1 Semarang in the academic year of 2018/2019. The researcher would take IV C. It consists of 22 students.

Table 1.1 List of the Students’ Name of IV C Class of MI Negeri 1 Semarang

<table>
<thead>
<tr>
<th>No.</th>
<th>Student’s name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AY</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>AFR</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>AYM</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>AAW</td>
<td>Female</td>
</tr>
<tr>
<td>5.</td>
<td>AWR</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>CRR</td>
<td>Male</td>
</tr>
<tr>
<td>7.</td>
<td>DNR</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>DNB</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>FNSP</td>
<td>Female</td>
</tr>
<tr>
<td>10.</td>
<td>KAW</td>
<td>Female</td>
</tr>
<tr>
<td>11.</td>
<td>LAA</td>
<td>Female</td>
</tr>
<tr>
<td>12.</td>
<td>MR</td>
<td>Female</td>
</tr>
<tr>
<td>13.</td>
<td>MASR</td>
<td>Male</td>
</tr>
<tr>
<td>14.</td>
<td>MFFA</td>
<td>Male</td>
</tr>
<tr>
<td>15.</td>
<td>MDP</td>
<td>Male</td>
</tr>
<tr>
<td>16.</td>
<td>MMDU</td>
<td>Female</td>
</tr>
<tr>
<td>17.</td>
<td>NSS</td>
<td>Female</td>
</tr>
<tr>
<td>18.</td>
<td>NRS</td>
<td>Female</td>
</tr>
<tr>
<td>19.</td>
<td>RAS</td>
<td>Male</td>
</tr>
<tr>
<td>20.</td>
<td>SAA</td>
<td>Female</td>
</tr>
<tr>
<td>21.</td>
<td>UGA</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researcher carries out the steps which summarize in the following research schedule. This research was done on August 2018 until September 2018. The table of research schedule is written below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Date &amp; time</th>
<th>Activities</th>
<th>Place and time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>August 15th, 2018</td>
<td>Observation giving the letter to the one of the teacher at MI Negeri 1 Semarang.</td>
<td>Office staff MI Negeri 1 Semarang (09.00 WIB)</td>
</tr>
<tr>
<td>2.</td>
<td>August 18th, 2018</td>
<td>Interview with the teacher of class IV C in the Preliminary Study (before Classroom Action Research)</td>
<td>Teacher room MI Negeri 1 Semarang (09.15 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>September 12th, 2018</td>
<td>- Doing action in the class (cycle I)</td>
<td>In the classroom IV C</td>
</tr>
<tr>
<td>No.</td>
<td>Date of Activity</td>
<td>Activity Details</td>
<td>Location</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 4.  | September 13th, 2018 | - Doing action in the class (cycle I)  
- Treatment, Post-test | In the classroom IV C  
(08.25-09.30 WIB) |
| 5.  | September 19th, 2018 | - Doing action in the class (cycle II)  
- Pre-test, Treatment | In the classroom IV C  
(08.25-09.30 WIB) |
| 6.  | September 22th, 2018 | - Doing action in the class (cycle II)  
- Treatment, Post-test | In the classroom IV C  
(08.25-09.30 WIB) |

4. **Technique of Data Collection and Research Instrument**

a. **The Technique of Data Collection**

Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative is using observation checklist. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows:

1) **Observation**

The researcher uses the observation checklist to make it more systematic. It consists of students’ observation checklist. The observation consists of two cycles. There is the cycle I and
cycle II. The researcher uses the observation checklist to make it more systematic. It consists of students’ and teachers’ observation checklist. In filling the observation checklist, the researcher will use mark “√”. The students’ observation checklist is written below:

**Table 1.3 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in fly swatter game.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The next is teachers’ observation checklist that is used to observe the teacher activity in the learning process. The teachers’ observation checklist is written below:

**Table 1.4 Teachers’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Greeting students before the lesson begin

3. The teacher checking students’ attendant

4. Giving motivation

5. Reminding previous material

6. Giving an explanation of the material

7. Using fly swatter game

8. Giving opportunity for asking the question

9. Help the students’ difficulties in learning

10. Giving feedback after the lesson

2) Test

The test used in this research is pre-test and post-test. The pre-test was done before implementing fly swatter game in vocabulary. It is to measure students’ vocabulary comprehension at first. Meanwhile, the post-test is implemented after using fly
swatter game in vocabulary. In this research, the test was done in form of multiple choices. The test is held on the end of every cycle.

3) Documentation

According to Sukardi (2003:81), “documentation is a way to get the data from the respondent”. Documentation is done to get important data for the researcher importance. The important data includes school data and students’ data. The researcher needs to know the documentation of teaching-learning process in English subject, the list of students’ name, and other documents at MI Negeri 1 Semarang. In this research, the researcher uses photos as the documentation of the research.

b. Research Instrument

Research instrument use to collect data. The instrument of collecting data is used by the researcher to get the data observation by using:

1) Observations

Observation is a technique for collecting data about researcher and students’ activities in teaching and learning process. Then observation sheet is given based on reality in the
classroom, the type of observation which is used in this research is direct observation.

2) Test

Test is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

(a) Pre-test is done before implementing the Classroom Action Research (CAR).

(b) Post-test is implemented after implementing the Classroom Action Research (CAR).

5. Data Analysis

This research used qualitative and quantitative data. The analysis qualitative data is very important to discover and analyze the motives of behavioral science of human (Kothari, 2004:3). In this research, the data of observation checklist is analyzed by qualitative.

The quantitative data there was a vocabulary test and it were about 25 questions for each cycle. In scoring vocabulary test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 4 while the wrong answer was given 0 and by applying this formula:

\[ S = \frac{R}{N} \times 100 \%
\]

Where:

\[ S \quad : \text{Score} \]
R : The number of correct answer
N : The number of question

According to Sudjiono (2014: 81), to know the mean of the students’ score of vocabulary in each cycle, the following formula was applied:

\[ X = \frac{\sum x}{n} \]

Where:
X : mean
\( \sum x \) : total score
N : number of students

Third, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 75, which is adapted from the school agreement at MI Negeri 1 Semarang. It uses the formula (Sudjiono, 2014: 43):

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

Where:
P : the class percentage
F : total percentage score
N : number of students

After getting mean of the students’ score per actions, the researcher identifies whether or not there might have students’ improvement score on
vocabulary mastery from pre-test up to post-test score in cycle I and cycle II. In analyzing that, the researcher uses the formula:

$$ P = \frac{y_1 - y}{y} \times 100\% $$

Where:
- $P$ : percentage of students’ improvement
- $y$ : pre-test result
- $y_1$ : post-test 1

$$ P = \frac{y_2 - y}{y} \times 100\% $$

Where:
- $P$ : percentage of students’ improvement
- $y$ : pre-test result
- $y_2$ : post-test 2

G. The Organization of the Graduating Paper

The writer wants to arrange the graduating paper in order to the reader can catch the content easily. It is dividing into five chapters.

Chapter I is an Introduction. This chapter consists of the background of the study, research questions, objectives of the study, significances of the study, limitation of the study, succes indicator, research method and the organization of the graduating paper.

Chapter II is the Theoretical Framework. This chapter consists of supporting theories and the review of previous study.
Chapter III is the Implementation of the Study. This chapter consists of the procedure of the study.

Chapter IV is Research Findings and Data Analysis. This chapter consists of the result of the research about the improving students’ vocabulary mastery by using fly swatter game for fourth grade students of MI Negeri 1 Semarang in the academic year of 2018/2019.

Chapter V is Closure. This chapter consists of the conclusions and suggestions of the research based on the analysis in chapter four.

CHAPTER II
THEORETICAL FRAMEWORK

In this chapter consists of supporting theories and the review of the previous study. Supporting theories describes some information involving: definition of vocabulary, teaching vocabulary for the fourth grade and fly swatter game.
A. Supporting Theories

1. Definition of Vocabulary

In Oxford Dictionary, vocabulary is all the words in a language. According to Ur (1991:60), vocabulary can be defined, roughly, as the words we teach in the foreign language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone cannot communicate effectively or express ideas. If a learner doesn’t know how to expand their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing (Nasution, 2014:6).

Based on the explanation above, researcher conclude that vocabulary is an importance role because without knowing and understanding the vocabulary, basic skill in English cannot be used at all.

2. The Kinds of Vocabulary

According to Scrivener (1994: 74) there are two kinds of vocabulary, they are receptive vocabulary and productive vocabulary. Receptive or passive vocabularies are words that the students’ recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading or listening. On the other hand,
productive or active vocabulary is the set of words that students’ recognize and understand, can pronounce correctly and use constructively in speaking and writing.

Thornbury (2002: 3-10) says that there are six kinds of vocabulary, they are:

a. Word classes

   Word classes or parts of speech. They are divided into eight classes, such as: noun, pronoun, verb, adjective, adverb, preposition and determiner.

1) Nouns

   Nouns are the names of person, thing or place. Noun can be the subject of the sentence, object of the verb and object of preposition. The examples of nouns are Adam Malik, Muhammad Ali, table, door, Indonesia, Australia and etc. There are types of noun as follow:

(a) Countable Noun

   Countable noun can usually be made plural by the addition of s.

   For example: Harris painted the door blue and the chairs green.

(b) Uncountable Noun
Uncountable noun is a noun which does not have a plural form and this refers to something that could not count (Frank, 1972: 7).

(c) Proper Noun

Proper noun is a noun that wrote with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications.

For example: *Bobby doesn’t like Monday.*

*Muhammad* is the last prophet.

(d) Common Noun

Common noun is a noun referring to a person, place or thing in general sense: usually we should write it with capital letter when it begins a sentence.

(e) Concrete Noun

Concrete noun refers to objects and substances, including people and animals, physical items that we can perceive through our senses, it means concrete nouns can
be touched, felt, held, something visible, smelt taste, or be heard.

For example: *The bread was eaten by Sarah.*

*My parent spent their holidays in Puncak.*

(f) Abstract Noun

Abstract noun is noun which names anything which can’t perceive through physical sense (Martnet&Thomson, 1986: 24).

For example: *Maria has high imagination about her future.*

(g) Collective Noun

Collective noun is noun which describes groups, organization, animals or person (Martnet&Thomson, 1986: 26).

For example: *The committee of tennis meets every Sunday.*

(h) Noun Plural

Most of nouns change their form to indicate number by adding –s/-es (Martnet&Thomson, 1986: 24).

For example: *Yesterday, I gave two books for my sister.*

2) Pronouns

Pronouns are words that are used to replace a person or thing, for example: I, you, we, they, he, she and it.
3) Verbs

Some examples of verb are like, looking, doing, help and other.

4) Adjectives

Adjectives are words that are used to explain or modify a person, place, or thing, for example: old, new, beautiful, good, handsome and etc.

5) Adverbs

Adverbs are words that used to describe verb adjectives or adverbs, for example: beautifully, upstairs, now, ago and so on.

6) Preposition

Preposition are words that are used with a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. They are: at, on, in, into, from, of and etc.

7) Conjunctions

Conjunctions are words that are used to connect word on a group of words or sentences. Conjunctions are usually used in the adverbial clause, for example: although, as, if, for, because, and others.
8) Determiner

The determiners—words like “a”, “the”, “some”, “this”, “last”. To make easier in learning, Thornbury divide them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners and pronouns. On the other hand, content words are usually nouns, verb, adjectives and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words.

b. Word families

It discusses about affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful).

c. Word formation

Affixation is one of the ways new words are formed from old. Another ways are:

1) Compounding

Compounding is the combining of two or more independent words (second-hand, word processor, paperback, typewriter and so on).
2) Blending: information + entertainment = infotainment; 
breakfast + lunch = brunch and etc.

3) Conversion: I always Google every information. (Google is 
noun, and then it is converted into verb).

4) Clipping: electronic mail email; influenza flu.

5) Acronym

   Acronym is the result of forming a word from the 
   first letter or letters of each word in a phrase. It often name 
   political, industrial, and social organization.

   For example:

   **VIP – Very Important Person**

   **WHO – World Health Organization**

   **NASA – National Aeronautics And Space Administration**

6) Coinings

   Coinings are pure creations of writers, investor, 
scientists and others who are in need of a term to express a 
given meaning or to name an item or product. For example:

   **Kodak, Aspirin, Vaseline, Zipper, Tipp-ex, etc.**

   d. Multi-word units

   1) Phrasal verbs: look, for, look after, wipe off, and throw on 
      and so on.

   2) Idioms: famous last word, jack me around.
e. Collocations

Two words are collocates if they occur together with more than chance frequency. Example: this week, once more, once again, aswell.

f. Word Meaning

1) Synonym

Synonym is words that share a similar meaning (Thornbury, 2002: 9).

For example:

Sadness = Unhappiness

Gratefully = Thankfully

2) Antonym

Antonym is a word expressing an idea directly opposite to that of another word in the same language (McCarthy, 1990: 17).

For example: accept >< refuse

3) Homonyms

Homonyms are words that share the same form but have unrelated meanings, such as: well, hat, shed, left, fair, etc, homophones literally: same sound are spelt differently: horse and hoarse, meet and meat, tail and tale, aloud and allowed.

4) Homographs
Homographs are words that are pronounced differently but spelt the same: a live concert, but where do you live? Based on Thornbury (2002: 8) stated that, homonym is words that share the same form but have unrelated meaning.

For example:

Like – I like looking the sunset

Its look like new

3. Teaching Vocabulary to the Fourth Grade

Teaching English to elementary school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

Related to the objective above, the material for the fourth grade, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time.
To help the learners in learning foreign language Mary Slaterry and Jane Wilis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don’t worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you can, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don’t worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don’t be afraid to add new things or to use words they won’t to know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

From the explanation above, I conclude that in teaching vocabulary to the fourth graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

4. Fly Swatter Game

a. The Definition of Fly Swatter Game
Fly swatter game is one of the games in vocabulary learning. In this game, students play in a small groups and they play the game by using Fly swatter or in Indonesia is called “alat pemukul lalat”. In Fly Swatter Game the students have to guess what the teacher says by hitting the answer in the whiteboard. The students who can find the right answer will get the points. Then students have to spell and say what is the meaning of that word.

According to Rezkiah (2013: 237), fly swatter game is a game where the students have to get the word in the blackboard by using the teachers’ instruction. This game helps the students to improve their sight-word 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 a certain clue. This game is interesting enough and can change untrue judgment that learning English is so complicated and boring.

From the definitions above, I can conclude that fly swatter is a games that the students have to swatt the word in the whiteboard based on the teacher instruction or what the teacher says before.

b. The Advantages of Playing Fly Swatter Game

According to Rezkiah (2013:241), there are some advantages of playing Fly Swatter Game in teaching and learning vocabulary such as: First, fly swatter game does not use a monotonous activity. Second, it is
fun for students, because they can learn through playing and it can make
the students get a new words easily. Third, it involves friendly
competition and keeps students interested. Fourth, it serves students to
learn pronouncing and spelling words. Fifth, students are more active than
teacher. Here, teachers’ roles are just to give explanations and corrections
about the students task.

c. The Disadvantages of Using Fly Swatter Game

   There are several disadvantages of using fly swatter game for
student vocabulary mastery. The disadvantages include:
   1. Needs more preparation for the teacher for time allocation, such as
time for divided a group.
   2. The class noisy.
   3. Some students not care when some students play the games.

d. How to Teach Vocabulary Using Fly Swatter Game

   According to Rezkiah (2013: 237), implementing Fly Swatter
Game covers preparation and procedure. Below is the description of
each:

1) Preparation of Fly Swatter Game

   (a) Material

   The first thing that should be considered by the teacher is to
make the preparation of material. The teacher should make a
lesson plan that includes the activity and steps in teaching vocabulary by using Fly Swatter game. A lesson plan is very important thing as a guiding for the teacher in teaching and learning process. The teacher tells to the students how to use Fly Swatter, then the teacher choose the topic that have been learned before. The teacher should prepare the media and the resources for teaching and learning activity such as : Fly Swatter, text, and some words in the whiteboard.

(b) Media

After the teacher choose the material, then the teacher should prepare the whiteboard as the place for sticking words. Besides that the teacher can use LCD projector as the teaching aids. The whiteboard is a medium that the teacher uses to place some words. The teacher should make sure that the words in the whiteboard can be seen by the students, so it can make the students easily to find the answer or the word. Besides, the teacher also get ready with the marker and Fly Swatter to hit their bug (the word that students have to hit in the whiteboard).

2) Procedure of Fly Swatter Game
Actually in this game, there are some procedures that should be followed by the students. According to Amanda (2010) as cited in Gilang (2013) the procedures are follows:

(a) The teacher asks one of the member from each groups to come forward and stand in front of the class with their back facing the whiteboard so they can’t read the words in the whiteboard.

(b) The teacher gives both of them a Fly Swatter.

(c) The teacher gives the instruction or the definitions to the players randomly from the words that the students have been learned before from the material.

(d) When the teacher have to finish reading the instruction, the players at the front can turn around, face the whiteboard and then they have to find the word that is the correct answer. When they find the word, they have to swat it with Fly Swatter. The first students that have to swat the correct answer will get a point for their team.

(e) The players have to spell and say what is the meaning of that word. After that, both of the players sit down and change with two new students from each groups.

(f) The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a change to play the game.

e. Basic Assumption
Fly Swatter Game gives the students pleasure in learning vocabulary. Fly swatter games provides some rules that are interesting to be followed by the students. Here, students can learn through playing a game, it can make the students fun and more easy to get a new words. It can be concluded that the weakness can be solved through learning vocabulary with fly swatter game.

B. Review of the Previous Study

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study:

First, Soraya (2012), conducted a research on how to improve the students’ vocabulary mastery. The objectives of her research are to describe the process of teaching vocabulary by “climbing up a ladder” game of the first year students’ of SMP Islam Sudirman Ambarawa in the academic year 2011/2012, to find out the extent of the use of “climbing up a ladder” game toward the improvement of students’ vocabulary mastery. The research method that is used in this research is classroom action research. The writer uses three cycles; each cycle consists of planning, action, observation and reflection. The result of her research shows that there is an improvement of the students’ vocabulary mastery using “climbing up a ladder” game. It can be seen from the t-test calculating in cycle I is 3.6, cycle 2 is 5.2 and cycle 3 is 6.8; t-table with n = 40 is 2.02. This indicates
that by applying “climbing up a ladder” game, the students’ vocabulary mastery can be improved significantly.

Second, Zulaecha (2011), conducted a research on how to improve the students’ vocabulary mastery. In this Classroom Action Research, the writer implementing the Kurt Lewin’s design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test (pretest and posttest), interview, and observation. Therefore, this study is included a Classroom Action Research. The findings of this study are: (1) Related to the test result, there was 35.53% improvement of students” mean vocabulary score after using pictures; it gained from the pre-test result, there was 15 who passed the KKM. Then in the result of posttest in cycle 1, there were 26 or 89.65% students in the class who passed the KKM considering their mean score of the test is 70.86. Next in the result of posttest in the cycle 2, there are 29 or 100 % students who passed the KKM in which their mean score of vocabulary test derived 84.82. (2) Related to the observation result showed that the students were more active and interested in learning vocabulary activity in the classroom. Indeed, they could analyze the characteristics of pictures learning vocabulary. (3) Related to the interview result, it could be known that the students’ vocabulary by using pictures has improved and also assisted the teacher in finding the appropriate strategy in teaching vocabulary.
The writer differentiates the research from the previous study above. In the first research, the writer use “Climbing Up A Ladder Game” and uses three cycle in improving students’ vocabulary mastery. While, the second research, the writer use “Picture” in improving students’ vocabulary mastery. Then the writer use implementing the Kurt Lewin’s design in her research.
CHAPTER III
IMPLEMENTATION OF THE STUDY

A. The Procedures of the Study

The researcher used the CAR principle in collecting the data. There are four steps in one cycle for doing actions research those are planning, acting, observing and reflecting. In this research, the researcher conducted the research into two cycles: cycle I, and cycle II. The activities in each cycle as follows:

1. Cycle I

   a. Planning

   The following points are the specification of the planning are first cycle:

   1) Conducting the cycle in two meetings.

   2) Preparing material, making the lesson plan and designing the steps in doing the action.

   3) Preparing teaching aids with the theme “personal information” (example: picture, the design of fly swatter game, a sheet of paper).

   4) Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

   5) Preparing the pre-test and post-test of the cycle I.

   6) Preparing the instrument for collecting data, such as students name, scoring, etc.
The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their vocabulary mastery by the materials are given.

b. Action

After the preparation finished, the researcher did teaching-learning process. In this section, the learning process is led by the teacher. In action stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-test for students.
2) Giving the material and explain the vocabularies about “personal information”.
3) Explaining the materials and the implementation using fly swatter game.
4) Giving occasion for the students to ask any difficulties using fly swatter game in the learning process.
5) Giving post-test

In this phase, the researcher and the students were working together. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

6) Concluding the material and giving feedback after the lesson.

c. Observation

1) The researcher observes the students and teacher activity by using observation checklist.
d. Reflection

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and described the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect; it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ vocabulary mastery.

1) The researcher evaluated the activities that have been done.
2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.
3) Analyzing the data from the observation checklist and students’ score of the test incycle I.

2. Cycle II

The second cycle does base on the result of reflection from the cycle I. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is different with the cycle I, the topic is “family”. The procedures are as follow:

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:
1) The researcher identifies the problem and makes the solution to the problems.

2) Preparing material, making the lesson plan and designing the steps in doing the action.

3) Preparing and reselecting teaching aids with the theme “family” (example: picture, the design of fly swatter, sheet of paper, marker)

4) Preparing students’ and teachers’ observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

5) Preparing the pre-test and post-test of the cycle I.

6) Preparing the instrument for collecting data, such as students name, scoring, etc.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their vocabulary mastery by the materials are given.

b. Action

In cycle II action is quite similar to the cycle I action. In this section, the learning process is led by the teacher. The activities of the cycle II action included:

1) Giving pre-test for students.

2) Giving the material and explain the vocabularies about “family”.

3) Explaining the materials and the implementation using fly swatter game.
4) Giving occasion for the students to ask any difficulties using fly swatter game in the learning process.

5) Giving post-test

In this phase, the researcher and the students were working together. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

6) Concluding the material and giving feedback after the lesson.

c. Observation

1) The researcher observes the students and teacher activity by using observation checklist.

d. Reflection

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and described the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection is an evaluate aspect; it asks the researcher to weight the experience, to judge whether or not the technique can be solving the problem and to enhance students’ vocabulary mastery.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discuss to make a reflection what will they do to repair the problems.

3) Analyzing the data from the observation checklist and students’ score of the test incycle II.
3. The Minimal Standard of Successful

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in MI Negeri 1 Semarang is 75. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

This chapter focused on analyzed the collected data. The researcher collected the data from the fourth grade students of MI Negeri 1 Semarang. The researcher was given the details of the findings. This chapter is likely the main discussion of the research conducted. It displayed the finding of the collected data since in the beginning until the end of the research. The findings consists of the result of the cycle I and cycle II. The two cycles are the treatment of the implementation in using fly swatter game to improve vocabulary mastery.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Research Finding

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

a. Cycle I

1) Planning

The researcher prepared several instruments, they are as follows:

a) Lesson Plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide
to managing time and activities during teaching and learning process in the class (see appendix 2).

b) Observation Checklist

Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

c) Material

The material of personal information consists of vocabularies about personal information.

d) Teaching Aid

The researcher prepared some instrument. They are board-marker, design of fly swatter game and handout for students (personal information). The researcher also provided the material and tools to succeed the action.

e) Pre-test and post-test

The researcher used pre-test and post-test in her action. The pre-test was done before using fly swatter game to know as far as the students’ vocabulary mastery. In pre test cycle I, there were 25 questions in multiple choices. Then, the researcher used post-test. Post-test was done after using fly swatter game to see the result of the study before and after using fly swatter game.
2) Action

The action of the cycle I was done on September 12th, 2018 and September 13th, 2018. The teacher is Mrs. Rizky Asyifa Dewi and the researcher rolled as an observer.

On Wednesday, September 12th, 2018 before started the lesson, the researcher informed the students that for a few days later the class would be observed by the researcher. The teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatuh”, “Good Morning Students?” The students answered, Wa’alaikumsalam warahmatullahi wabarakatuh, good morning miss”, and asking about the condition of the students by “How are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. The teacher opens the lesson, introduces herself, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list the teacher review about the last meeting. Then the teacher asked the students to mention the vocabularies of personal information. One of the students “Kiara” answered the teacher’s questions.

After giving a review about last meeting, the teacher told that they would do a pre-test. The teacher gave the task about “personal information” for the students. Then the teacher gave 20 minutes to do a pre-test about “personal information” (see appendix 3). After doing pre-test the teacher gave some materials about
“personal information”. Then the teacher and the students read the vocabularies about “personal information”, while the teacher explained more detail in Indonesia language. The teacher explained to students about personal information of someone. They had discussed it. The teacher asked the students to mention their personal information. They found “patient, beautiful”. It was done in one meeting. After the students finished the pre-test, the teacher closed and said “hamdalah” together.

On Thursday, September 13th, 2018 the teacher entered the class, and greeted as “Assalamualaikum warahmatullahi wabarakaatuh”, “Good Morning Students?” The students answered, Wa’alaikumsalam warahmatullahi wabarakatuh, good morning miss”, and asking about the condition of the students by “how are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. The teacher asked the students’ condition and checked the students’ attendance list. After that, the teacher ordered the students to open their book and the material.

Next, the teacher explained the definition and the steps of fly swatter game. Then the teacher asked some question about the topic to know the students’ knowledge, the teacher has started the lesson by showing and explained the design of fly swatter game in the white board. (see appendix 4)
After the teacher explained the step of fly swatter game, she divided the students into 3 group and choose three students of group to played the game. Then, the three students have to stand in front of the class with their back facing the whiteboard so they can’t read the words in the whiteboard. The teacher gave some questions for three students and they have to listen carefully, then three students have to find and hit the correct answer. Next, the first of students have to speak of the word. The first students that have to swatt the correct answer will get a point for their team. After that, the players sit down and change with three new students from each groups. Then the teacher gave post-test to the students for about 20 minutes (see appendix 5). The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet. The teacher asked the students, “Well students, what about the exercise? It’s easy right?” “Yes” answered the students. The teacher said “Good”. The teacher concluded the material, and then the teacher said “Students, time was up. We will continue to the next meeting “Assalamualaikum warahmatullahi wabarakaatuh, see you next week”, the students answered “Wa’alaikumsalam warahmatullahi wabarakaatuh, see you”.
3) Observation

The researcher observed students and teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and teacher’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

a. Observe the students’ activity

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students raised questions.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>Students answered teachers’ question.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in fly swatter game</td>
<td>√</td>
<td></td>
<td>They enjoyed the application of fly swatter game. They</td>
</tr>
</tbody>
</table>
b. Observe the students’ activity

<table>
<thead>
<tr>
<th>No.</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting.</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking students’ attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one.</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation.</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Using fly swatter game</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher used a design of clustering technique and accordance with the material which showed to the students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the question</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher gave time to the student about everything to asked question .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help the students’ difficulties in learning</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher helped students to solve the difficulties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback after the lesson</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher gave feedback to the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:

a) The Score of Pre-test and Post-test Cycle I

**Table 4.3 The Students’ Score of Pre-Test and Post-Test Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AY</td>
<td>64</td>
<td>86</td>
</tr>
<tr>
<td>2.</td>
<td>AFR</td>
<td>78</td>
<td>96</td>
</tr>
<tr>
<td>3.</td>
<td>AYM</td>
<td>40</td>
<td>92</td>
</tr>
<tr>
<td>4.</td>
<td>AAW</td>
<td>76</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>AWR</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>6.</td>
<td>CRR</td>
<td>68</td>
<td>92</td>
</tr>
<tr>
<td>7.</td>
<td>DNR</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td>8.</td>
<td>DNB</td>
<td>92</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>FNSP</td>
<td>72</td>
<td>96</td>
</tr>
<tr>
<td>10.</td>
<td>KAW</td>
<td>86</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>LAA</td>
<td>80</td>
<td>96</td>
</tr>
<tr>
<td>12</td>
<td>MR</td>
<td>76</td>
<td>98</td>
</tr>
<tr>
<td>13</td>
<td>MASR</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>MFFA</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>MDP</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>16</td>
<td>MMDU</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>NSS</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>NRS</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>RAS</td>
<td>44</td>
<td>72</td>
</tr>
<tr>
<td>20</td>
<td>SAA</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>21</td>
<td>UGA</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>ZBK</td>
<td>68</td>
<td>80</td>
</tr>
<tr>
<td>Σx</td>
<td>1552</td>
<td>1892</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>70.54</td>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

b) Mean of pre-test

To get the result of pre test, the researcher calculated the mean score:
c) Mean of post-test

To get the result of post test, the researcher calculated the mean score:

\[ X = \frac{\Sigma x}{n} \]

\[ X = \frac{1552}{22} \]

\[ = 70.54 \]

1. Mean of pre test = 70.54
2. Mean of post test = 86
3. Mean of pre test < mean of post test
4. There is an improvement of English score between pre test (before the action) and the post test (after the action).

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

d) The Class Percentage Pre-test

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:
P = \frac{F}{N} \times 100 \%

P = \frac{10}{22} \times 100 \%

= 45 \%

e) The Class Percentage Post-test

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

P = \frac{18}{22} \times 100 \%

= 81.8 \%

1. The Class Percentage Pre-test = 45 \%

2. The Class Percentage Post-test = 81.8 \%

3. The Class Percentage Pre-test < The Class Percentage Post-test

4. There is an improvement of English score between pre test (before the action) and the post test (after the action).

From the illustration above, the researcher concluded that the mean score of pre test is 70.54. There were 10 students or 45 % of the students who got the score above the Minimum Mastery Criterion Kriteria Ketuntasan Minimal (KKM) meanwhile the other 12 students were below that criterion. From the analyzing, it could be seen that almost of IV C grade of MI Negeri 1 Semarang students’ vocabulary matery was medium or not low. Then, the mean between pre-test and post-test has a significant difference, where post test is greater than
pre test calculating. It shows that “fly swatter” game give certain influence in improving the students’ vocabulary mastery.

4) Reflection

After doing the first cycle, the researcher evaluated in teaching learning process in the end of meeting of the first cycle. The researcher discussing the result action with her collaborator. Based on the analysis of students’ vocabulary score in post-test I have not achieved the criteria of success that 85% of students must achieve the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). It can been seen that only 81.8% of the students who got the score above the Minimum Mastery Criterion. So, the implementation of fly swatter game has not given satisfactory result yet on the improvement of students’ vocabulary. The test result indicated that the action in the first cycle did not achieve the action success yet, it need 3.2% to achieve the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) so the teacher and the researcher had to move the next cycle.

b. Cycle II

1) Planning

The researcher prepared several instruments, they are as follows:

a) Lesson Plan

The lesson plan was arranged based on the problem in the result of the cycle II (see appendix 6).

b) Observation Checklist
Observation checklist was prepared in order to know the students’ and teachers’ activities during the teaching and learning process.

c) Material

The material of family relationship are vocabularies of family and family tree.

d) Teaching Aid

The researcher prepared some instrument. They are board-marker, design of fly swatter game and handout for students (family relationship). The researcher also provided the material and tools to succeed the action.

e) Pre-test and post-test

The researcher used pre-test and post-test in her action. The pre-test was done before using fly swatter game to know the competence of students in vocabulary mastery. Then, the researcher used post-test. Post-test was done after using fly swatter game to see the result of the study after using fly swatter game.

2. Action

The action of the cycle II was done on Wednesday, September 19th, 2018. Before started the lesson, the teacher greeted “Assalamualaikum warahmatullahi wabarakaatuh”, “Good Morning Students?” The studets answered, Wa’alaikumsalam warahmatullahi wabarakaatuh, good morning miss”, and asking about the condition of
the students by “How are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. The teacher opens the lesson and checked the students’ attendance list. After checked the attendance list the teacher review about the last meeting. Then the teacher asked the students to mention the vocabularies of family relationship. One of the students “Kiara” answered the teacher’s questions.

After review the explanation and giving a little explanation about family relationship, the teacher told that they will do a pre-test. The teacher gave the task for the students to doing pre-test about family relationship. Then the teacher gave 20 minutes to do a pre-test about family relationship (see appendix 7). After doing pre-test the teacher gave some materials about “family relationship”. Then the teacher and the students read the vocabularies about “family re;ationship”, while the teacher explained more detail in Indonesia language . The teacher explained to students about famliy tree. They had discussed it. The teacher asked the students to mentions about student’s family. They found “patient, beautiful,cute” (see appendix 8). It was done in one meeting. After the students finished the pre-test, the teacher closed and said “hamdalah” together. It was done in one meeting. After the students finished the pre-test, the teacher closed and said “hamdalah” together.
On Saturday, September 22\textsuperscript{th}, 2018 the teacher entered the class, and greeted as “\textit{Assalamualaikum warahmatullahi wabarakaatuh}, “Good Morning Students?” The students answered, \textit{Wa’alaikumsalam warahmatullahi wabarakatuh}, good morning miss”, and asking about the condition of the students by “how are you today?” The students answered, “I’m fine to thank you, and you?” The teacher answered, “I’m very well too, thank you”. The teacher asked the students condition and checked the students’ attendance list. The teacher asked about the condition and checked the students’ attendance list. Before starting the lesson, the teacher review about the previous material. She asked the students “Did you remember what we have learned in the last meeting?” The students answered that they learned about vocabularies of family relationship. After that, the teacher order to the students for open their book and the material about family relationship. Next, the teacher invite the students to remember the steps of fly swatter game. She asked the students “Did you remember the steps of fly swatter game?” The students answered “yes miss”. The teacher : “ lets do it again!”, the students answered: “Ok miss”. The teacher has started the lesson by showing the design of fly swatter game (family relationship) in the white board then she explained it (see appendix 8). After the teacher invite the students to remember about fly swatter game, she divided the students into 3 group and choose three students of group to played the game. Then,
the three students have to stand in front of the class with their back facing the whiteboard so they can’t read the words in the whiteboard. The teacher gave some questions for three students and they have to listen carefully, then three students have to find and hit the correct answer. Next, the first of students have to speak of the word. The first students that have to swatt the correct answer will get a point for their team. After that, the players sit down and change with three new students from each groups. Then the teacher gave post-test to the students for about 20 minutes (see appendix 9). The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet. The teacher asked the students, “Well students, what about the exercise? It’s easy right?” “Yes” answered the students. The teacher said “Good”. The teacher concluded the material, and then the teacher said “Students, time was up, lets pray hamdalah together”. All: “Alhamdulillahirabbil ’a lamin”. We will continue to the next meeting “Assalamualaikum warahmatullahi wabarakatuh, see you next week”,the students answered “Wa’alaikumsalam warahmatullahi wabarakatuh, see you”.

3. Observation

In cycle II, the researcher also observed the teaching-learning process in the class.

a. Observe the students’ activity

Table 4.4 Form the Result of Students’ Observation Checklist Cycle II
### The Students’ Activity

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Yes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying Attention</td>
<td>✓</td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking Question</td>
<td>✓</td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td>There were Students answered teacher question.</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplishing task</td>
<td>✓</td>
<td>All of the students did the task.</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in fly swatter game</td>
<td>✓</td>
<td>They felt enjoy the application of fly swatter game.</td>
</tr>
</tbody>
</table>

### The Teachers’ Activity

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Yes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Preparing the material well</td>
<td>✓</td>
<td>The teacher prepared the lesson plan and material well.</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students</td>
<td>✓</td>
<td>The teacher greeted</td>
</tr>
<tr>
<td>Action</td>
<td>Result</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>before the lesson begin</td>
<td></td>
<td>the students and students answered the greeting.</td>
<td></td>
</tr>
<tr>
<td>3. The teacher checking students’ attendant</td>
<td>✓</td>
<td>The teacher called the students one by one.</td>
<td></td>
</tr>
<tr>
<td>4. Giving motivation</td>
<td>✓</td>
<td>The teacher gave motivation.</td>
<td></td>
</tr>
<tr>
<td>5. Reminding previous material</td>
<td>✓</td>
<td>The teacher immediately explain the current material.</td>
<td></td>
</tr>
<tr>
<td>6. Giving an explanation of the material</td>
<td>✓</td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language.</td>
<td></td>
</tr>
<tr>
<td>7. Using fly swatter game</td>
<td>✓</td>
<td>The teacher used a design of clustering technique and accordance with the material which showed to the students.</td>
<td></td>
</tr>
<tr>
<td>8. Giving opportunity for</td>
<td>✓</td>
<td>The teacher gave time</td>
<td></td>
</tr>
</tbody>
</table>
asking the question to the student about everything to asked question.

9. Help the students’ difficulties in learning √ The teacher helped students to solve the difficulties.

10. Giving feedback after the lesson √ The teacher gave feedback to the result of the learning.

The researcher analyzed the data of pre-test and post-test.

The calculation and result of both tests are presented below:

c. The Score of Pre-test and Post-test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AY</td>
<td>80</td>
<td>94</td>
</tr>
<tr>
<td>2.</td>
<td>AFR</td>
<td>82</td>
<td>94</td>
</tr>
<tr>
<td>3.</td>
<td>AYM</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>AAW</td>
<td>94</td>
<td>92</td>
</tr>
<tr>
<td>5.</td>
<td>AWR</td>
<td>96</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>CRR</td>
<td>68</td>
<td>94</td>
</tr>
<tr>
<td>7.</td>
<td>DNR</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>8.</td>
<td>DNB</td>
<td>74</td>
<td>88</td>
</tr>
<tr>
<td>9.</td>
<td>FNSP</td>
<td>90</td>
<td>98</td>
</tr>
<tr>
<td>10.</td>
<td>KAW</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>LAA</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>12.</td>
<td>MR</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>MASR</td>
<td>48</td>
<td>66</td>
</tr>
<tr>
<td>14.</td>
<td>MFFA</td>
<td>26</td>
<td>78</td>
</tr>
<tr>
<td>15.</td>
<td>MDP</td>
<td>74</td>
<td>94</td>
</tr>
<tr>
<td>16.</td>
<td>MMDU</td>
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<td>17.</td>
<td>NSS</td>
<td>92</td>
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</tr>
<tr>
<td>18.</td>
<td>NRS</td>
<td>30</td>
<td>76</td>
</tr>
<tr>
<td>19.</td>
<td>RAS</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>20.</td>
<td>SAA</td>
<td>78</td>
<td>96</td>
</tr>
<tr>
<td>21</td>
<td>UGA</td>
<td>94</td>
<td>98</td>
</tr>
</tbody>
</table>
d. Mean of pre-test

To get the result of pre test, the researcher calculated the mean score:

\[
X = \frac{\Sigma x}{n}
\]

\[
X = \frac{1564}{22}
\]

\[= 71.09\]

e. Mean of post-test

To get the result of pre test, the researcher calculated the mean score:

\[
X = \frac{\Sigma x}{n}
\]

\[
X = \frac{1922}{22}
\]

\[= 87.36\]

1. Mean of pre test = 71.09

2. Mean of post test = 87.36

3. Mean of pre test < mean of post test

<table>
<thead>
<tr>
<th>22.</th>
<th>ZBK</th>
<th>68</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\Sigma x)</td>
<td>1564</td>
<td>1922</td>
<td></td>
</tr>
<tr>
<td>(X)</td>
<td>71.09</td>
<td>87.36</td>
<td></td>
</tr>
</tbody>
</table>
4. There is an improvement of English score between pre test (before the action) and the post test (after the action).

f. The Class Percentage Pre-test

Then, to the percentage of students who passed the KKM score, the researcher used the following formula:

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

\[ P = \frac{11}{22} \times 100\% \]

\[ = 50\% \]

g. The Class Percentage Post-test

\[ P = \frac{19}{22} \times 100\% \]

\[ = 86\% \]

1. The Class Percentage Pre-test = 50\%

2. The Class Percentage Post-test = 86\%

3. The Class Percentage Pre-test < The Class Percentage Post-test

4. There is an improvement of English score between pre test (before the action) and the post test (after the action).

From the illustration above, the researcher concluded that the mean score of pre test is 71.09. There were 11 students or 50\% of the students who got the score above the Minimum Mastery Criterion Kriteria Ketuntasan Minimal (KKM) meanwhile the 11 other students were below that criterion. The target of researcher has not been reached. From the analyzing it could be seen that almost of IV C grade
of MI Negeri 1 Semarang students’ vocabulary mastery was medium or not low. While, the mean of post test is 87.36. There were 19 students or 86% of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal (KKM)* meanwhile the 3 other students were below that criterion. So, the target of researcher has been reached.

The mean between pre-test and post-test has a significant difference, where post test is greater than pre test calculating. It shows that “fly swatter” game give certain influence in improving the students’ vocabulary mastery.

4) Reflection

Having checked the students’ vocabulary mastery by giving the test, it was found the students’ score showed the increasing. Based on the observation and the result of their test, the students could use fly swatter game as their media in memorizing and retaining their vocabulary mastery. It can be concluded that the students could improve their vocabulary mastery by using fly swatter game.

2. Discussions

After analyzing the students’ score in the cycle I and cycle II the researcher concluded that there is a significant improvement of the vocabulary mastery after being taught by using fly swatter game. The improvement can be seen as follows:

a. Percentage of Students’ Improvement in Cycle I
There was an increase of students’ mean score from the students’ vocabulary achievement on the preliminary study to the students’ vocabulary achievement on the first cycle. It was from preliminary study mean score from the mean class 70.4 increased to 86 or from 18 students who passed the score above the Minimum Mastery Criterion to 22 students. That means that there was 22.2% of mean score improvement. The improvement percentage derived from the formula:

\[ P = \frac{y_1 - y}{y} \times 100 \%
\]

\[ P = \frac{86 - 70.4}{70.4} \times 100 \%
\]

\[ = 22.2 \%
\]

b. Percentage of Students’ Improvement in Cycle II

There was an increase of students’ mean score from the students’ vocabulary achievement on the preliminary study to the students’ vocabulary achievement on the cycle II. It was from preliminary study mean score from the mean class 71.09 increased to 87.36 or from 18 students who passed the score above the Minimum Mastery Criterion to 22 students. That means that there was 22.8% of mean score improvement. The improvement percentage derived from the formula:

\[ P = \frac{y_2 - y}{y} \times 100 \%
\]

\[ P = \frac{87.36 - 71.09}{71.09} \times 100 \%
\]
Table 4.7 The Data of Test Result

<table>
<thead>
<tr>
<th>No.</th>
<th>Cycle</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-test Cycle I</td>
<td>70.54</td>
<td>45%</td>
</tr>
<tr>
<td>2.</td>
<td>Pre-test Cycle II</td>
<td>71.09</td>
<td>50%</td>
</tr>
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<td>3.</td>
<td>Post-test Cycle I</td>
<td>86</td>
<td>81.8%</td>
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<td>4.</td>
<td>Post-test Cycle II</td>
<td>87.36</td>
<td>86%</td>
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</table>

From the table above, the result showed the increasing of the students’ score from the pre-test to the post-test cycle I, post-test cycle I to post-test cycle II. In the first test (pre-test cycle I) the students who passed the KKM 75 were 10 students of 49 students (45%). In the second test (post-test I) the students who got the score up 75 or passed KKM were 18 students of 22 students (81.8 %). In the third test (pre-test cycle II) the students passed KKM 75 were 11 students of 22 students (50%). In the last test (post-test cycle II) the students passed KKM 75 were 19 students of 22 students (86 %). The increasing of pre-test cycle I to the post-test cycle I was about 15.5 % and the increasing of pre-test cycle II to the post-test cycle II was about 16.3 %.

CHAPTER V
CLOSURE

This chapter consists of the conclusion and suggestion. After completing this research, the research provides some conclusion and suggestion of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of the research that:

1. The students’ profile in vocabulary mastery of IV C grade of MI Negeri 1 Semarang was medium or not low. It seemed at interview with the English teacher of the school. They had study English from class 1, and the material was almost same. Many vocabularies had memoryzed by them. So, the students’ profile in vocabulary mastery of IV C was medium or not low.

2. The implementation of fly swatter game in improving students’ vocabulary mastery for the fourth grade of MI Negeri 1 Semarang runs well. There were some activities such as choose the picture, write down vocabularies, read together, spelling, adding a meaning, answering questions, swatt the words. All of the students’ are enthusiastic to follow the lesson. It seemed at the result of observation in the class that most of students’ are interested in teaching learning process and they are more active in giving response toward the teachers’ question. The students also get in the task hardly in cycle I although cycle II. The activities of the using fly swatter game can improve the students’ vocabulary mastery.
3. The improvement of the students’ vocabulary mastery by use fly swatter game for the fourth grade of MI Negeri 1 Semarang there was an increase. There was 22.2% of mean score improvement from the cycle I, and there was 22.8% in the cycle II. The improvement of the students’ mean score from pre-test to the post-test of the second cycle was 50%. In the pre-test were only 10 students who passed the KKM. Meanwhile, in the post-test of cycle I there were 18 students who passed the KKM or 81.81%. Next, in the result of post-test in the cycle II, there gained 19 students or 86% students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in which there mean score of vocabulary derived 87.36. So, it achieved the criteria success. The researcher concluded that there is a significant influence of using fly swatter game in improving vocabulary mastery for fourth grade of MI Negeri 1 Semarang in academic year 2018/2019.

B. Suggestion

From the result of research in the fourth grade students’ of MI Negeri 1 Semarang, the researcher would like to suggest the follow:

1. For the Teacher

The result of this research can support the English teachers to apply “fly swatter game” in teaching vocabulary and teachers could change their old method to the new method that is more interesting.
2. For the Students

The result of this research can motivate the students’ to improve their vocabulary mastery. Teaching vocabulary through “fly swatter game” game could make the students’ are more relax and fun in following teaching learning process.

3. For the Future Researcher

The researcher hopes the result of this research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of this fly swatter game.
REFERENCES


CURRICULUM VITAE

Name: Asfiatul Muadah

Student Number: 113-14-133

Gender: Female

Address: Gintungan, rt 02/ rw 05, Kec. Bandungan, Kab. Semarang

E-mail Address: asfiaturrohman@gmail.com

Phone: 083 842 325 803

Educational Background:

Kindergarten (TK) Islam Sholahudin Bandungan

Elementary School (SD) N Bandungan 02

Junior High School (SMP) N 2 Ambarawa

Senior High School (SMA) N 1 Ambarawa

State Institute for Islamic Studies (IAIN) Salatiga
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<td><strong>Speaking</strong></td>
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<td>Individual dan kelompok</td>
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Buku siswa: Barriers untuk pembelajaran
Gebrarlah untuk perkenalan
Kepribadian siswa: Buku siswa: Barriers untuk pembelajaran
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<td>Environmental</td>
<td>- Dampak lingkungan pada pembangunan</td>
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**Table Notes:**
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<td><strong>Reading</strong>&lt;br&gt;- Memahami bahan belajar dengan efektif&lt;br&gt;- Membaca dengan efektif&lt;br&gt;- Membaca dengan cepat</td>
<td><strong>Writing</strong>&lt;br&gt;- Menulis dengan akurat dan efisien</td>
<td><strong>Listening</strong>&lt;br&gt;- Siksa dapat menepatkan instruksi dengan baik&lt;br&gt;- Siksa dapat menepatkan instruksi dengan hati-hati&lt;br&gt;- Siksa dapat memberikan informasi tentang anggota keluarga</td>
<td><strong>Speaking</strong>&lt;br&gt;- Menyampaikan nama-nama anggota keluarga&lt;br&gt;- Bertanya tentang anggota keluarga&lt;br&gt;- Menjelaskan dan memperkenalkan anggota keluarga</td>
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<td><strong>Writing</strong>&lt;br&gt;- Membuat surat dengan akurat dan efisien&lt;br&gt;- Membuat surat dengan cepat&lt;br&gt;- Membuat surat dengan efisien</td>
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**Unit 4**

**More Sugar, Please?**

- Menghias kiasan dalam lagu dan menyanyikan lagu secara berkoordinasi dengan teman-teman dan peran serta.
- Menyanyikan lagu dengan koordinasi yang baik dan berkoordinasi dengan teman-teman.
- Menyanyikan lagu dengan koordinasi yang baik dan berkoordinasi dengan teman-teman.
- Menyanyikan lagu dengan koordinasi yang baik dan berkoordinasi dengan teman-teman.
- Menyanyikan lagu dengan koordinasi yang baik dan berkoordinasi dengan teman-teman.

**Individu dan kelompok**

- Membuat presentasi untuk kegiatan (pembahasan dan tugas tugas).
- *Cari! Apa lagi yang mungkin? Please!*
- *Cari! Apa lagi yang mungkin? Please!*
- *Cari! Apa lagi yang mungkin? Please!*

4 jam pelajaran

Realisasi bahan dan evaluasi pembelajaran

Kartu gambar Gambaran yang ada di bawah ini.
2. Lesson Plan Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE I

Satuan Pendidikan : MI Ngegeri 1 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : IV C / 1
Alokasi waktu : 4 x 35 menit (2 x pertemuan)
Topik Pembahasan : Personal Information

A. Kompetensi Dasar

1. Listening
   a. Memahami dan merespons instruksi dengan tindakan dan verbal.
   b. Mendengarkan model pengucapan data identitas diri.

2. Speaking
   a. Mengungkapkan instruksi berupa data identitas diri.
   b. Bertanya jawab tentang identitas diri.
   c. Menyampaikan identitas teman kepada orang lain.

3. Reading
   a. Memahami tulisan tentang identitas diri.
   b. Membaca nyaring kalimat tentang biodata Lee.

4. Writing
   a. Mengeja dan menyalin tulisan identitas pribadi
   b. Menuliskan respons pertanyaan tentang identitas pribadi
c. Menulis identitas pribadi dalam formulir atau isian kartu identitas

B. Indikator

1. Merespons instruksi yang diberikan dengan baik.
2. Melengkapi data sesuai dengan yang didengar.
4. Bertanya jawab tentang identitas diri.
5. Membacanya rapi tentang biodata.
7. Mencocokkan komponen identitas dengan data.
8. Menulis identitas diri dengan benar.
10. Melengkapi kartu dengan data identitas.

C. Tujuan Pembelajaran

1. Siswa dapat merespons instruksi yang diberikan dengan baik.
2. Siswa dapat melengkapi data sesuai dengan yang didengar.
4. Siswa dapat bertanya jawab tentang identitas diri.
5. Siswa dapat membacanya rapi tentang biodata.
6. Siswa dapat melengkapi kartu identitas dengan data dari teks bacaan.
7. Siswa mencocokkan komponen identitas dengan data.
8. Siswa dapat menuliskan identitas diri dengan ejaan yang benar.


10. Siswa dapat melengkapikartu dengan data identitas.

D. Materi Pembelajaran

- Buku Stairway 4, A Fun and Easy English Book for Grade IV of Elementary Schools, 2018, hal. 27-38

E. Metode Pembelajaran

1. Pendekatan : Scientific learning

2. Metode : Cooperative Learning

F. Media dan Alat Pembelajaran

1. Media : Fly Swatter Game

   Helena (2013: 237) Fly Swatter Game is a game where the students have to get the word in the blackboard by using the teachers’ instruction.

2. Alat : white board, board marker, alat pemukul lalat (fly swatter)

G. Sumber Pembelajaran

- PT Tiga Serangkai Pustaka Mandiri Solo, Stairway 4, A Fun and Easy English Book for Grade IV of Elementary Schools, 2018, hal. 27-38.

- https://www.academia.edu/8893796/Materi_Bahasa_Inggris, 21.30 p.m, 15/08/2018
H. Langkah-langkah Pembelajaran

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<td><strong>Pertemuan ke-1</strong></td>
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</table>
| Pendahuluan | - Guru memberi salam dan greeting kepada siswa.  
- Guru mengecek kehadiran siswa.  
- Guru mengajak siswa membaca doa bersama sebelum pelajaran di mulai.  
- Guru memotivasi siswa agar rajin belajar.  
- Guru mereview materi sebelumnya.  
- Guru memberi pre-test sebelum melanjutkan ke materi yang akan di sampaikan. (**pre-test**)  
- Guru meminta siswa mengumpulkan lembar tes siswa di meja guru. | |
| Kegiatan Inti | - Guru memperkenalkan materi yang akan di sampaikan hari ini tentang “**Personal Information/ Identitas Diri**”  
- Guru memberikan contoh tentang identitas seseorang. | **35’** |
- Guru memberi penjelasan dan materi tentang “Personal Information” sesuai panduan di buku paket Stairway 4 halaman 27-32.
- Guru memberikan kesempatan kepada siswa untuk bertanya.
- Guru menyuruh siswa mengerjakan latihan soal di buku paket Stairway 4 halaman 33 dan 35.
- Sebagian dari siswa diminta untuk mempresentasikan hasil kerjanya di depan papan tulis.

Penutup

- Guru memberikan refleksi terhadap kegiatan yang sudah di laksanakan siswa.
- Guru memberikan PR mengerjakan latihan soal di buku paket Stairway 4 halaman 37-38.
- Guru mengajak siswa berdoa dan diakhiri dengan salam dan greeting.

<table>
<thead>
<tr>
<th>Pertemuan ke-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>
| Pendahuluan | • Guru memberi salam dan greeting kepada siswa.  
• Guru mengecek kehadiran siswa.  
• Guru mengajak siswa membaca doa bersama sebelum pelajaran di mulai.  
• Guru mereview materi pekan lalu.  
• Guru memotivasi siswa agar selalu rajin belajar. | 10’ |
| Kegiatan Inti | • Siswa diminta mengumpulkan PR pekan yang lalu di meja guru.  
• Guru menuliskan vocabularies tentang “Personal Information” yang belum diketahui artinya oleh siswa di papan tulis, sedangkan siswa menulisnya di buku tulis mereka masing-masing.  
• Guru membacakan beberapa vocabularies tentang “Personal Information” dan mengajak siswa menirukannya.  
• Guru membimbing siswa untuk mempertanyakan hal-hal yang sulit | 55’ |
tentang materi “Personal Information”.

- Guru mengajak siswa bermain Fly Swatter Game.
- Guru memberikan post-test kepada siswa. *(post-test)*
- Guru mengamati dan merespon siswa saat siswa mengerjakan post-test.

### Penutup

- Siswa diminta mengumpulkan hasil tes kepada guru.
- Guru memberikan refleksi mengenai materi yang telah dipelajari.
- Guru menutup pembelajaran dengan doa, salam dan greeting.

### I. Penilaian

1. Teknik : tertulis
2. Bentuk : 25 soal pilihan ganda
3. Instrumen :

   **PRE=TEST**

   *Terlampir*

   **POST=TEST**

   *Terlampir*
J. Pedoman Penilaian

To kow the students’ score, the researcher using this formula:

$$S = \frac{R}{N} \times 100\%$$

*Where:*

$S$: Score

$R$: The number of correct answer

$N$: The number of question

Ambarawa, 10 September 2018

Mengetahui,

Guru Bahasa Inggris  
Guru Praktikan

Rizky Asyifa Dewi S.Pd  
Asfiaatul Muadah
3. The Pre-test Cycle I

PRE-TEST CYCLE I

Name: 
Class: 
Number: 

Look at this picture carefully!

(source: http://www.eslprintables.com)
Questions:

Choose the correct answer by crossing ( x ) A, B, C or D, based on picture above!

1. How old is Sarah Boxer?
   A. 16 years old
   B. 45 years old
   C. 11 years old
   D. 34 years old

2. What is the Currie Smith’s email?
   A. smith@hotmail.com
   B. curry@hotmail.com
   C. SMITH@YAHOO.COM
   D. smith@yahoo.co.id

3. When Aly Pooly was born?
   A. June, 23
   B. June, 4
   C. June, 25
   D. June, 26

4. Who is seven years old?
   A. Nick Brown
   B. Nick name
   C. Nicklous
   D. Emma

5. What is Emma Screen phone number?
   A. 097678789076
   B. 987865898086
   C. 087680086098
   D. 020 7836 0998

6. Who is was born on July, 31?
   A. Carle James
   B. Matthew Jones
   C. Sarah
   D. Jacky

7. Where is Gaby Heslin’s address?
   A. 69 Great George Square, London WC2N6AA
   B. 13 liverpool 1 street, London SW1Y6
   C. 78 liverpool 1 street, London SW1Y6
   D. 12 liverpool 1 street, London SW1Y6

8. Who is has a phone number 020 74370039?
   A. Sarah
   B. Max Coker
   C. Aly
   D. Curry

9. What are Nick Brown hobbies?
   A. Playing basket ball, swimming
   B. Volly
   C. Swimming
   D. Basket ball and volley

10. What is the Jones’s full name?
    A. Matthew Jones
    B. Sarah
    C. James
    D. Curry

11. When Max Coker was born?
    A. March 2010
    B. March 2014
    C. March 2012
12. How old is Gaby Haslin?
A. 10 years old
B. 19 years old
C. 13 years old
D. 73 years old

13. Where is Carle James’s address?
A. 69 Great George Square, London WC2N6AA
B. 79 Great George Square, London WC2N6AA
C. 99 Great George Square, London WC2N6AA
D. 09 Great George Square, London WC2N6AA

14. What is Nick Brown’s email?
A. nick.brown@hotmail.com
B. nick.brown@gmail.com
C. nick.brown@yahoil.com
D. nick.brown@gmail.com.id

15. How old is Carle James?
A. 9 years old
B. 19 years old
C. 13 years old
D. 15 years old

16. What is Emma’s full name?
A. Emma Syarifa
B. Emma
C. Emma Screen
D. Screen Emma

17. Whe Emma was born?
A. April 2B
B. April 26
C. April 28

18. Who is has a phone number 020 7287 5967?
A. Jihan
B. James
C. Currie Smith
D. Sarah

19. Who are has a hobby of foot ball?
A. Jones
B. Jake
C. Matthew Jones, Currie Smith and MaxCoker.
D. Coker

20. Who is live in 318 Oxford Street?
A. Jones
B. Aly Pooley
C. Sarah
D. Nick

21. Who is has a hobby of swimming?
A. Aly Pooley
B. Nick Brown, Matthew Jones, Carle James
C. Sarah
D. Nick Brown

22. Who is has an email of sarah. boxer@yahoo.co.uk?
A. Nico
B. Nick
C. Jacko
D. Sarah Boxer

23. Where is Matthew Jones’s address?
A. 58 Down Street, London, W1W 6JQ
B. 85 Down Street, London, W1W 6JQ
C. 98 Down Street, London, W1W 6JQ
D. 90 Down Street, London, W1W 6JQ

24. Who is fifty two years old?
   A. Aly Pooley
   B. Sarah
   C. Nick
   D. John

25. Who is thirteen years old?
   A. John
   B. Sarah
   C. Gaby Heslin

**Kunci Jawaban Pre-test Cycle I**

4. The Post-test Cycle II

POST-TEST CYCLE I

Name: 
Class: 
Number: 

Look at this picture carefully!

(source: http://www.eslprintables.com)
Questions:
Answer the questions correctly!

1. Who is Turtle’s full name?

2. What is Mrs. Elly’s hobby?

3. Where is Tukker from?

4. How old is Chris?

5. Who is dislikes writer?

6. Where is Mr. Dooley last weekend?

7. Who is likes singing?

8. Who is last weekend make a cake?

9. Who is from England?

10. Who is thirty nine years old?

11. Who is dislikes rain?

12. Who is Matthew’s full name?

13. What is Miller’s last weekend?

14. What is Tukker’s hobby?

15. Where is John Turtle’s from?

16. How old is Dr. Miller?

17. Who is likes painting?

18. Who is dislikes a work?

19. Who is from South Africa?

20. Who is fifty twelve years old?

21. Who is Dikes’s full name?

22. Who is dislikes a dentist?

23. Who is has a hobby of winter?

24. Who is from USA?

25. Where is John McFarnow last weekend?
Kunci jawaban Post-Test Cycle I

1. John Turtle
2. Cooking
3. Canada
4. 5 years old
5. Chris
6. On safari in Africa
7. Tukker
8. Mrs. Elly
9. Matthew Dikes
10. Dr. Miller
11. John McFarnow
12. Matthew Dikes
13. Cinema
14. Singing
15. Scotland
16. 39 years old
17. Mr. Dooley
18. Tukker
19. Chris
20. John Turtle
21. Matthew Dikes
22. Mr. Dooley
23. Chris
24. John McFarnow
25. Trip to Las Vegas
5. The Design of Fly Swatter Game Cycle I

(Personal Information)

(Design Fly Swatter Post-test Game Cycle I)

(Equipment of Fly Swatt)
6. Lesson Plan Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Satuan Pendidikan : MI Ngegeri 1 Semarang
Mata Pelajaran   : Bahasa Inggris
Kelas /Semester  : IV C / 1
Alokasi waktu    : 4 x 35 menit (2 x pertemuan)
Topik Pembahasan : Family Relationship

A. Kompetensi Dasar

1. Listening
   a. Memahami instruksi sederhana.
   b. Merespons instruksi dengan menyebutkan anggota keluarga.
   c. Mengidentifikasi istilah-istilah anggota keluarga.

2. Speaking
   a. Mengungkapkan instruksi dengan menyebutkan nama-nama anggota keluarga.
   b. Bertanya jawab tentang anggota keluarga
   c. Menceritakan dan memperkenalkan anggota keluarga

3. Reading
   a. Memahami tulisan sebutan anggota keluarga
b. Membaca nyaring sebutan anggota keluarga dalam bahasa Inggris dengan benar

c. Membaca nyaring tanya jawab tentang anggota keluarga

4. Writing

a. Mengeja dan menulis sebutan anggota keluarga

b. Menuliskan tanya jawab tentang anggota keluarga

B. Indikator

1. Merespons instruksi sederhana.


3. Menyebutkan istilah anggota keluarga dengan lafal dan intonasi yang tepat.


5. Menceritakan dan memperkenalkan anggota keluarga.

C. Tujuan Pembelajaran

1. Siswa dapat merespons instruksi sederhana.

2. Siswa dapat mengidentifikasi istilah-istilah anggota keluarga.

3. Siswa dapat menyebutkan istilah anggota keluarga dengan lafal dan intonasi yang tepat.

4. Siswa dapat bertanya jawab tentang silsilah keluarga.

5. Siswa dapat menceritakan dan memperkenalkan anggota keluarga.

D. Materi Pembelajaran

_Vocabularies of “Family Relationship”:_

- Grandfather : kakek
- Grandmother : nenek
- Father : ayah
- Mother : Ibu
- Uncle : paman  
- Aunt : bibi
- Brother : saudara laki-laki  
- Sister : saudara perempuan
- Cousin : saudara sepupu  
- Nephew : keponakan laki-laki
- Niece : keponakan perempuan  
- Son : anak laki-laki
- Daughter : anak perempuan  
- Husband : suami
- Wife : istri  
- Father in law : ayah mertua
- Mother in law : ibu mertua  
- family : keluarga

E. Metode Pembelajaran

1. Pendekatan : *Scientific learning*

2. Metode : *Cooperative Learning*

F. Media dan Alat Pembelajaran

1. Media : Fly Swatter Game

   Helena (2013: 237) Fly Swatter Game is a game where the students have to get the word in the blackboard by using the teachers’ instruction.

2. Alat : *white board, board marker, alat pemukul lalat.*

G. Sumber Pembelajaran

- PT Tiga Serangkai Pustaka Mandiri Solo, Stairway 4, A Fun and Easy English Book for Grade IV of Elementary Schools, hal. 39-52.

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertemuan ke-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pendahuluan</td>
<td></td>
<td>30’</td>
</tr>
<tr>
<td>• Guru memberi salam dan greeting kepada siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru mengecek kehadiran siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru mengajak siswa membaca doa bersama sebelum pelajaran di mulai.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru memperkenalkan materi yang akan di sampaikan hari ini.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru mengajak siswa untuk warming up dengan menyanyikan lagu “ABC”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru memberi pre-test sebelum melanjutkan ke materi yang akan di sampaikan. (pre-test)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru meminta siswa mengumpulkan lembar tes siswa di meja guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td></td>
<td>35’</td>
</tr>
<tr>
<td>• Guru bertanya kepada siswa tentang keluarga mereka masing-masing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru menjelaskan bahwa dalam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
pertemuan tersebut siswa akan belajar mengenai keluarga dan anggota yang ada di dalamnya dalam bahasa Inggris.

- Guru memberi penjelasan dan materi tentang “Family Relationship” sesuai panduan di buku paket Stairway 4 halaman 41-44.
- Siswa diminta mencatat beberapa vocabularies tentang “Family Relationship” yang belum terdapat di buku paket Stairway 4.
- Guru memberikan kesempatan kepada siswa untuk bertanya.
- Guru menyeruh siswa mengerjakan latihan soal di buku paket Stairway 4 halaman 44.
- Sebagian dari siswa diminta untuk mempresentasikan hasil kerjanya di depan papan tulis.

<table>
<thead>
<tr>
<th>Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5’</td>
</tr>
</tbody>
</table>

- Guru memberikan refleksi terhadap kegiatan yang sudah di laksanakan siswa.
- Guru memberikan PR membuat “family tree” tentang keluarga siswa masing-masing.
- Guru mengajak siswa berdoa dan mengakhiri dengan salam dan greeting.

### Pertemuan ke-2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| **Pendahuluan** | • Guru memberi salam dan greeting kepada siswa.  
• Guru mengecek kehadiran siswa.  
• Guru mengajak siswa membaca doa bersama sebelum pelajaran di mulai.  
• Guru mereview materi pekan lalu sebelum masuk ke materi selanjutnya.  
• Guru mengajak siswa untuk warming up dengan menyanyikan lagu “baby shark”. | **10’** |
| **Kegiatan Inti** | • Siswa diminta mengumpulkan PR pekan yang lalu di meja guru. | **55’** |
Guru menjelaskan materi tentang “Family Relationship” sesuai panduan di buku paket Stairway 4 halaman 45-46.

Guru membimbing siswa untuk mempertanyakan hal-hal yang sulit tentang materi “Family Relationship”.

Guru mengajak siswa bermain Fly Swatter Game dan menjelaskan tata cara permainan.

Guru memberikan post-test sebelum melanjutkan ke materi berikutnya. *(post-test)*

Guru mengamati dan merespon siswa saat siswa mengerjakan post-test.

**Penutup**

Siswa diminta mengumpulkan hasil tes kepada guru.

Guru memberikan refleksi mengenai materi yang telah dipelajari.

Guru menutup pembelajaran dengan doa, salam dan greeting.
I. Penilaian

1. Teknik : tertulis

2. Bentuk : 25 soaluraian

3. Instrumen :

   PRE=TEST

   Terlampir

   POST=TEST

   Terlampir

J. Pedoman Penilaian

To kow the students’ score, the researcher using this formula:

\[ S = \frac{R}{N} \times 100 \% \]

Where:

S: Score

R: The number of correct answer

N: The number of question

Ambarawa, 10 September 2018

Mengetahui,

Guru Bahasa Inggris  Guru Praktikan

Rizky Asyifa Dewi S.Pd  Asfiatul Muadah
7. Pre-Test Cycle II

**PRE-TEST CYCLE II**

Name : 
Class : 
Number : 

*Look at the picture correctly!*

**JOSEPH'S FAMILY TREE**

*(source: http://www.worksheeto.com)*
Questions:

Answer the questions correctly!

1. Who is Joseph?
   He is Mary’s ..........................
2. Who is Linda Price?
   She is Joseph’s ..........................
3. Who is Vanesa Smith?
   ...... ..... Justin’s ..........................
4. Who is Mary Price?
   ...... ..... Michael’s ..........................
5. Who is Alan Smith?
   ...... ..... Vanesa’s ..........................
6. Who is Jessica Smith?
   ...... ..... Justin’s ..........................
7. Who is Linda Price?
   ...... ..... Angela’s ..........................
8. Who is Steven Price?
   ...... ..... Joseph’s ..........................
9. Who is Angela Price?
   ...... ..... Michael’s ..........................
10. Who is Justin Smith?
   ...... ..... Vanesa’s ..........................
11. Who is Vanesa Smith?
   ...... ..... Michael’s ..........................
12. Who is Linda Price?
   ...... ..... Steven’s ..........................
13. Who is Steven Price?
   ...... ..... Justin’s ..........................
14. Who is Jessica?
   ...... ..... Steven’s ..........................
15. Who is Vanesa?
   ...... ..... Mary’s ..........................
16. Who is Steven Price’s sister?
   ...... .................................
17. Who are Joseph and Mary Price’s grand children?
   ...... .................................
18. Who are Steven and Angela Price’s daughter?
   ...... .................................
19. Who are Alan Smith’s sons?
   ...... .................................
20. Who are Angela Price’s nephews?
   ...... .................................
21. Who are Linda Price’s cousins?
   ...... .................................
22. Who are Joseph Price and Mary Price?
   ...... .................................
23. Who are Justin Smith and Michael Smith?
   ...... .................................
24. Who is Justin Smith’s uncle?
   ...... .................................
25. Who are Steven and Angela Price?
   ...... .................................
KUNCI JAWABAN PRE-TEST CYCLE II

1. husband
2. grand child
3. She is Justin’s sister.
4. She is Michael’s grand mother.
5. He is Vanesa’s father.
6. She is Justin’s mother.
7. She is Angela’s daughter.
8. He is Joseph’s grand child.
9. She is Michael’s aunt.
10. He is Vanesa’s brother.
11. She is Michael’s sister.
12. She is Steven’s daughter.
13. He is Justin’s uncle.
14. She is Steven’s sister.
15. She is Mary’s grand child.
16. She is Jessica Smith
17. They are Vanesa, Justin, Michael, and Linda.
18. She is Linda Price
19. They are Justin and Michael
20. They are Justin and Michael
21. They are Vanesa, Justin and Michael
22. They are Jessica and Steven’s parents.
23. They are Alan’s sons.
24. He is Steven Price.
25. They are Linda’s parents.
8. The Post-Test Cycle II

POST-TEST CYCLE II

Name: 
Class: 
Number: 
Score: 

Look at the picture correctly!

Jonny’s Family Tree

(source: http://www.mediamugshot.com)

Questions:
Answer the questions correctly!

1. Who is Josie?
   She is Jonny’s

2. Who is Jonny?
   He is Josie’s

3. Who is Hugs?
   Jimmy’s

4. Who is Linda?
   Phineas’s

5. Who is Candance?
   Jimmy’s

6. Who is Ferb?
   Lawrence’s

7. Who is Phineas?
   Candance’s

8. Who is Judy?
   Hugh’s

9. Who is Lawrence?
   Jimmy’s

10. Who is Judy?
    Ferb’s

11. Who is Jonny?
    Candace’s

12. Who is Josie?
    Phineas’s

13. Who is Phineas?
    Judy’s

14. Who is Linda?
    Jimmy’s

15. Who is Candance?
    Phineas’s

16. Who are Linda and Lawrence?
    ........ Phineas’s

17. Who are Hugh and Judy?
    Jimmy’s

18. Who is Phineas’s sister?
    ........

19. Who are Josie and Jonny’s grand children?
    .........

20. Who are Josie and Jonny’s daughters?
    ........

21. Who are Hug’s son?
    ........

22. Who is Lawrence’s nephew?
    ........

23. Who are Jimmy’s cousins?
    ........

24. Who is Ferb’s uncle?
    ........

25. Who is Candace’s aunt?
    ........

KUNCI JAWABAN POST-TEST CYCLE II

1. wife
2. husband
3. He is Jimmy’s father.
4. She is Phineas’s mother.
5. He is Jimmy’s cousin.
6. He is Lawrence’s son.
7. He is Candance’s brother.
8. She is Hugh’s wife.
9. He is Jimmy’s uncle.
10. She is Ferb’s aunt.
11. He is Candance’s grand father.
12. She is Phineas’s grand mother.
13. He is Judy’s nephew.
14. She is Jimmy’s aunt.
15. She is Phineas’s sister.
16. They are Phineas’s parents.
17. They are Jimmy’s parents.
18. She is Candance
19. They are Jimmy, Candance, Phineas, Ferb
20. They are Judy and Linda
21. He is Jimmy
22. He is Jimmy
23. They are Candance, Phineas, Ferb
24. He is Hugh.
25. She is Judy.
9. The Design of Fly swatter game Cycle II

(Design of Fly Swatter Game Pre-test)  (Design of Fly Swatter Game Post-test)

(Equipment of Fly Swatt)
10. Photos Documentation of Cycle I and Cycle II

( Photo with English teacher) (Treatment of Cycle I)

(Treatment of Cycle II) (Treatment of Cycle II)
11. Certification For Graduating Paper Counselor
12. Letter for Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon: (0298) 633196 Kode Pos 50718 Salatiga
Website: http://tarbiyah.iain-salatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

nomor: B- [A-94]/in.21/D1.1/PN.03.1/05/2018
Salatiga, 31 Mei 2018

Kepada
Yth. Kepala Sekolah MI Negeri 1 Semarang
Di Ambarawa

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: ASFIA TUL MUADAHI
NIM: 113-14-133
Program Studi: TARBIYAH BAHASA INGGRIS (TBI)
Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelenggaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan
mempunyai salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsi yaitu adalah:

"IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME IN THE FOURTH GRADE OF MI NEGERI 1 SEMARANG"

Dosen Pembimbing: Sari Farinurlaisih, M.A.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan
penelitian di MI Negeri 1 Semarang, mulai tanggal 16 Juli 2018 sampai dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Assalamualaikum Wr. Wb.

[Signature]

[Stamp: Bidang Akademik]

[Signature: Muftq, S.Ag., M.Phil.,
NIP. 19690617 199603 1004]

Tembusan: 1. Mahasiswa yang bersangkutan
Ambarawa, 18 Agustus 2018

Perihal: Izin Penggunaan Foto untuk Dokumentasi

Kepada,
Yth Guru Bahasa Inggris
DI Negeri 1 Semarang

Dengan hormat,

Sehubungan dengan Penelitian Tindakan Kelas yang dilakukan pada mata pelajaran Bahasa Inggris dengan judul: IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME (A Classroom Action Research for the Fourth Grade Students of MI Negeri 1 Semarang in the Academic Year 2018/2019). Maka saya yang bertanda tangan di bawah ini,

Nama: Asfiatul Muadah
NIM: 113-14-133
Prodi: Tarbiyah Bahasa Inggris
Institusi: IAIN Salatiga

Dengan ini mengajukan permohonan penggunaan fotounitukdokumentasi yang digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya sampaikan sebagai syarat pemenuhan etika penelitian. Atas perhatian dan izinnya, saya sampaikan terima kasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan foto untuk dokumentasi yang disampaikan oleh salah Asfiatul Muadah terkait dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya,

Nama: Rizky Asyifa Dewi S.Pd
Jabatan: Guru Bahasa Inggris
Institut: MI Negeri 1 Semarang

Dengan ini memberikan izin penggunaan foto untuk dokumentasi sebagai bagian dari penelitian tersebut. Demikian surat pemberian izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Ambarawa, 18 Agustus 2018

Mengetahui,

Peneliti
Asfiatul Muadah

Guru Bahasa Inggris
Rizky Asyifa Dewi S.Pd

Ketua Kelas IV C
Muna Maitsa Dhiya Ulhaq
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<td>Diana Nur Ba'iti</td>
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<td>22.</td>
<td>Zafirah Belva Kezia Putri</td>
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Pertihal: Izin Penggunaan Inisial Nama

Kepada,
Yth. Guru Bahasa Inggris
Di MI Negeri 1 Semarang

Dengan hormat,

Sehubungan dengan Penelitian Tindakan Kelas yang dilakukan pada mata pelajaran Bahasa Inggris dengan judul: IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME (A Classroom Action Research for the Fourth Grade Students of MI Negeri 1 Semarang in the Academic Year 2018/2019). Maka saya yang bertanda tangan di bawah ini,

Nama : Asfiatul Muadah
NIM : 113-14-133
Progdi : Tarbiyah Bahasa Inggris
Institusi : IAIN Salatiga

Dengan ini mengajukan permohonan penggunaan inisial nama siswa pada lembar tugas siswa yang digunakan sebagai bagian dari penelitian tersebut. Demikian surat permohonan ini saya sampaikan sebagai syarat pemenuhan etika penelitian. Atas perhatian dan izinnya, saya sampaikan terima kasih.

SURAT PERNYATAAN

Terkait dengan surat permohonan penggunaan inisial nama yang disampaikan oleh saudari Asfiatul Muadah terkait dengan Penelitian Tindakan Kelas yang dilaksanakan pada mata pelajaran Bahasa Inggris, dengan ini saya:

Nama : Rizky Asyifa Dewi S.Pd
Jabatan : Guru Bahasa Inggris
Institut : MI Negeri 1 Semarang

Dengan ini memberikan izin penggunaan inisial nama siswa dalam lembar kerja siswa sebagai bagian dari penelitian tersebut.

Demikian surat pemberian izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Ambarawa, 18 Agustus 2018

Mengetahui,

Pepelihai

Asfiatul Muadah

Guru Bahasa Inggris

Rizky Asyifa Dewi S.Pd

Ketua Kelas IV C

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<td>Zatirah Belva Kezia Putri</td>
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13. Interview Guidance

**Interview Guidance**

*Interview for the English teacher in the Preliminary Study*

*(Before Classroom Action Research)*

**Pedoman wawancara dengan guru Bahasa Inggris terkait masalah pengajaran di kelas**

Pewawancara: Asfiatul Muadah  
Narasumber: Rizky Asyifa Dewi, S.Pd.  
Jabatan: Guru Bahasa Inggris  
Hari/Tanggal: Sabtu/18 Agustus 2018  
Waktu: 09.15 – 09.45  
Tempat: Ruang guru MI Negeri 1 Semarang

1. Skill apa yang Ibu anggap paling sulit dalam pengajaran bahasa inggris?

2. Berapakah Standardized of Minimum Score (KKM) pada mata pelajaran Bahasa inggris di MI Negeri 1 Semarang?

3. Kurikulum apakah yang digunakan untuk kelas 4 pada mata pelajaran Bahasa Inggris di MI Negeri 1 Semarang?

4. Apa kendala yang dihadapi siswa saat pelajaran Bahasa Inggris khususnya vocabulary?

5. Tehnik apa yang Ibu gunakan dalam pengajaran vocabulary?

6. Apakah anda pernah mendengar fly swatter game dalam pembelajaran vocabulary?
The result of interview in the preliminary study (Before CAR)

HASIL WAWANCARA

1. Tanya: Skill apa yang anda anggap paling sulit dalam pengajaran bahasa inggris?
   Jawab: vocabulary

2. Tanya: Berapakah Standardized of Minimum Score (KKM) mata pelajaran Bahasa inggris di MI Negeri 1 Semarang?
   Jawab: KKM kelas 4 untuk mata pelajaran Bahasa Inggris di MI Negeri 1 Semarang salatiga adalah 75

3. Tanya: Kurikulum apakah yang diterapkan di kelas 4 mata pelajaran Bahasa Inggris di MI Negeri 1 Semarang?
   Jawab: Kurikulum yang diterapkan di kelas 4 adalah KTSP

4. Tanya: Apa kendala yang dihadapi siswa saat pelajaran Bahasa Inggris khususnya vocabulary?
   Jawab: mereka minim sekali dalam penguasaan vocabulary dan belum benar dalam prononciationnya,

5. Tanya: Tehnik apa yang Ibu gunakan dalam pengajaran vocabulary?
   Jawab: Biasayanya saya hanya menjelaskan materi di dalam buku paket, saya ajak mereka mengerjakan soal-soal di buku paket dan kadang mereka saya buat kelompok-kelompok untuk bekerja sama dalam mempelajari teks yang diajarkan.

6. Tanya: Apakah anda pernah mendengar fly swatter game dalam pengajaran vocabulary?
   Jawab: Ya pernah mendengar, tapi saya belum pernah mempraktekannya di kelas.
14. Consultation sheet of Graduating Paper

![Consultation sheet image]

**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa: ASFIATUL MUADAH  
NIM: 113-14-133  
Dosen Pemibimbing: Sari Fauwularisik, M.A.

JUDUL SKRIPSI:

"IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLY SWATTER GAME IN THE FOURTH GRADE OF MI NEGERI 1 SEMARANG"

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<td>Chapter II</td>
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Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pemibimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pemibimbing Skripsi.

Dosen Pemibimbing:  
Sari Fauwularisik, M.A.  
NIP: 198109111981020004
15. **Proof of Conducted Research**

---

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**KANTOR KEMENTERIAN AGAMA KABUPATEN SEMARANG**
**MADRASAH IBTIDAIYAH NEGERI 1 SEMARANG**
Jalan Mgr. Sugiyopranoto No. 226B Kelurahan Panjang, Ambarawa, Kabupaten Semarang
Tel: (0294) 594848; Fax: (0294) 594848; Email: min_emb@yahoo.co.id

---

**SURAT KETERANGAN**
Nomor: 134/Ml.11.22.85/PP.004/09/2016

Assalamu’alaikum wr. Wb

Yang bertanda tangan di bawah ini selaku Kepala Madrasah Ibtidaiyah Negeri 1 Semarang dengan ini menerangkan dengan sesungguhnya bahwa:

Nama: Asliatul Muadah
NIM: 113-14-133
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Program Studi: Tarbiyah Bahasa Inggris (TBI)

Telah melakukan penelitian di Madrasah Ibtidaiyah Negeri 1 Semarang pada tanggal 15 Agustus 2018 sampai dengan 13 September 2018 untuk keperluan penyusunan skripsi mahasiswa program S1 dengan judul:

"IMPROVING STUDENTS’ VOCABULARY MASTERY BY USING FLY SWATTER GAME IN FOURTH GRADE OF MI NEGERI 1 SEMARANG"

Demikian surat keterangan ini dibuat, untuk dapat digunakan bagi yang berkepentingan sebagaimana mestinya.

Wassalamu’alaikum wr. wb

Ambarawa, 27 September 2018

[Signature]

[Stamps]

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[NOS. 45004011999032002]
16. **Satuan Kredit Kegiatan (SKK)**

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Salatiga, 02 Agustus 2018

Mengetahui,

[Signature]

NIP. 19700510 199803 1 003